

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**16K627**

**School Name:**

**BRIGHTER CHOICE COMMUNITY SCHOOL**

**Principal:**

**FABAYO MCINTOSH**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Pre K – 5 School Number (DBN): 16K627  
School Type: Elementary Grades Served: Pre K - 5  
School Address: 280 Hart Street  
Phone Number: 718-574-2377 Fax: 718-443-0639  
School Contact Person: Fabayo McIntosh Email Address: Fmcintosh2@schools.nyc.gov  
Principal: Fabayo McIntosh  
UFT Chapter Leader: Marcella Walcott  
Parents' Association President: Latoya Davis  
SLT Chairperson: Emani Ramos  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 16 Superintendent: Evelyn Santiago  
Superintendent's Office Address: 1010 Lafayette Avenue  
Superintendent's Email Address: esantiago@schools.nyc.gov  
Phone Number: 718-574-2834 Fax: 718-935-4467

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 410 Network Leader: Kamal Salfarlie

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Fabayo McIntosh	*Principal or Designee	
Marcella Walcott	*UFT Chapter Leader or Designee	
Latoya Davis	*PA/PTA President or Designated Co-President	
Sholonda Buiee	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Emani Ramos	Member/ staff	
Micheal Hoaing	Member/ parent	
Derika Abraham	Member/parent	
Marty Harrel	Member/ parent	
Ms. Finney	Member/ staff	
Kim Nunes	Member/ parent	
Tammy Dixon	Member/ parent	
Jeremy Sheard	Member/ staff	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Brighter Choice Community School is an elementary school located in the Bedford-Stuyvesant, Brooklyn serving children grades Pre K – 5. The mission of Brighter Choice is to create a safe and healthy learning environment that nurtures, motivates, and challenges students to meet and exceed state standards. Our goal is to prepare students to meet and exceed academic standards in middle and high school and ultimately college. We believe that written communication is a key indicator of success. To that end, improving the length and complexity of student writing is always a goal of priority. We invest money, time, and energy in our students being able to write a cohesive essay/story beginning in Pre K. Students are taught to write across pages while staying on task and providing relevant evidence, and make meaningful connections to themselves and their world. We believe that a key strategy in helping students learn and understand is by using effective questioning and discussion techniques. While direct instruction is needed for some lessons the majority of lessons are delivered with the teacher asking a series of thought provoking questions that lead students down a path of discovery and inquiry. Another goal is to improve the learning outcomes for students with disabilities. Our inquiry teams' focus is to find ways to improve test scores for students that fall in this category. We created a plan specifically designed to increase the skills and academic performance of students within this subgroup and steadily move them forward. After looking at student data on state exams, benchmark assessments, unit exams, and conference notes we decided that we have to raise the bar in terms of what our students are expected to do in writing. Writing skills are vital in our students being college and career ready. As I observed teacher's, I noticed the quality of questions were not a level that caused students to think and reflect. Most of the questions were low level that required yes or no answers. I equated the low level of questioning to be in direct correlation with low student performance. In the past we have worked with various sub groups, this year after looking at our state exam scores and the lack of progression from this group, the inquiry team decided that focus need to made to our students with disabilities.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve family involvement in order to grow student achievement

By June 2015, 70% of parents will have attended and or participated in school activities in order to support their child’s learning compared to last year’s rate of 45%.

By June 2015, Parent University will be expanded providing parents with the information and training needed to be effectively involved in the education of their children. Based on parent surveys, additional topics such as special education strategies, stamina, homework, eating healthy, ESL classes etc will be covered. In addition, sessions after school hours will be provided to better accommodate parent schedules.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Hiring full time Parent Coordinator <ul style="list-style-type: none"> <li>• Creating Parent University</li> <li>• Mandatory parent orientation</li> <li>• Increased parent activities</li> <li>• Scheduling workshops in the morning and evening</li> </ul>	All parents with heavy focus on parents from grades Pre K -2	September 2014- June 2015	Parent Coordinator, Principal, Classroom teachers

Parent needs survey regarding workshops that they are interested in	All parents with heavy focus on parents from grades Pre K -2	September 2014- June 2015	Parent Coordinator, Principal, Classroom teachers
Creation of monthly school calendar	All parents with heavy focus on parents from grades Pre K -2	September 2014- June 2015	Parent Coordinator, Principal, Classroom teachers
• Increased written communication with parents	All parents with heavy focus on parents from grades Pre K -2	September 2014- June 2015	Parent Coordinator, Principal, Classroom teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
As a Title 1 School Wide Project School we will use conceptual consolidation to support this goal including Tax Levy, Title 1, and Title III and Grants to provide per session, per diem, professional development and materials.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<u>Collect Math Data from each teacher using the assessments from Go Math! Teachers will use the RTI lessons in GO Math! To assist students who need extra assistance. Teacher Teams will monitor progress of students in math.</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To develop teachers’ knowledge around the Common Core State Standards in an effort to increase student performance, achievement and /or progress in Mathematics. In June 2014, 68% of students were on standard, by June 2015, using the assessments from GO Math!, 80% (56 students) of K-2 will be on standard

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will be selected on each grade to spearhead the implementation of the Common Core State Standards in Math. Teachers on this team will meet together to look at student math work and to monitor progress of students on the math tasks on a quarterly basis (4 times during the school year.) • Teachers will turnkey information at faculty meetings, common preps, PD, and team meetings.	Classroom teachers	September 2014-June 2015	Principal, team leaders, classroom teachers
Teachers will design unit lessons that align with the CCCS in Math. Teacher’s will visit each other classrooms to view math lessons and to give feedback to each other	Classroom teachers	September 2014-June 2015	Principal, team leaders, classroom teachers
Teachers will attend training in CCCS during the summer, and throughout the school year	Classroom teachers	September 2014-June 2015	Principal, team leaders, classroom teachers
Teachers will create a timeline for this work	Classroom teachers	September 2014-June 2015	Principal, team leaders, classroom teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

As a Title 1 School Wide Project School we will use conceptual consolidation to support this goal including Tax Levy, Title 1, and Title III and Grants to provide per session, per diem, professional development and materials

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

n/a

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

This ongoing process will occur throughout the school year, beginning in September 2014 Running records will be collected and analyzed in September, November, March and June. Administration will conduct observations to monitor the effectiveness of Foundations lessons

**Part 6b.** Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After analyzing student reading data in grades K-2, we recognized a need to increase the number of students reading on and above grade levels in the lower school. There is a need to target early grades, as indicated on the Early Grade Progress section of the 2013-2014 Progress Report. As per Running Record data collected in November 2014, 22.9% of all Kindergarten students were reading on a Level A or higher, however as of November 2014 there are no Kindergarten students with disabilities reading above Level A. Similar trends in reading levels are apparent in all other grades.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase achievement of K-2 students in Literacy. By June 2015, 70% (49 students) will achieve proficiency on their reading level as evidenced by TCWRP Reading Assessment. (K=D, 1=J, 2=N).

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Schedule TCRWP reading assessment every 6 weeks. <ul style="list-style-type: none"> <li>• Collect Running Records every two weeks.</li> <li>• Examine how students are answering higher order thinking questions on TCWRP assessment.</li> <li>• Create a weekly book shopping schedule.</li> <li>• Ongoing meetings with teachers to discuss student data</li> <li>• Work will be based on Common Core State standards.</li> </ul> Strategies/activities that encompass the needs of identified student subgroups: <ol style="list-style-type: none"> <li>a. Creation of block scheduling in Kindergarten</li> <li>b. Kindergarten teachers will receive professional development on how to use Foundations</li> <li>c. Administer Foundations unit assessments as necessary</li> </ol>	Kindergarten – second grade teachers	September - June	Principal, AIS coordinator, classroom teachers

d. Creation of a flexible scheduling classroom to accommodate the needs of Kindergarten students with disabilities f. Track, monitor and revise student instruction B. Key personnel and other resources used to implement these strategies/activities: a. CFN 410 will provide training on best practices in ICT settings b. Kindergarten teacher will receive off and on-site professional development on Visual Thinking Strategies through a grant C. Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities: a. Lower school teacher will meet together in teams to analyze the running record data and monitor the progress of the students			
Examine how students are answering higher order thinking questions on TCWRP assessment.	Classroom teachers	September, November, February, April, June	Principal, AIS coordinator, classroom teachers
Ongoing meetings with teachers to discuss student data	Principal, classroom teachers	September 2014- June 2015	Principal, AIS coordinator, classroom teachers
Schedule TCRWP reading assessment every 6 weeks.	Principal, classroom teachers	September 2014- June 2015	Principal, AIS coordinator, classroom teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
As a Title 1 School Wide Project School we will use conceptual consolidation to support this goal including Tax Levy, Title 1, and Title III and Grants to provide per session, per diem, professional development and materials

#### **Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

#### **Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
The informal observations conducted throughout the year in conjunction with the summative evaluations. <u>Collect data on the Level 1 and Level 2 ELL in ELA to assign mandated Extended Day classes; gather data from AssessmentPro and ARIS to coordinate the ELA Test Preparation Afterschool Program</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

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

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Promote a common understanding of effective teaching by using a researched based rubric to provide formative and actionable feedback so that by June 2015, a system will be created to monitor and track student progress

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>All teachers will receive a copy of the Danielson Rubric on questioning and assessment.</p> <ul style="list-style-type: none"> <li>• Teachers will study videos on the Common Core library related to questioning</li> <li>• Principal gives frequent actionable letters within 48 hours and at least weekly.</li> <li>• Create quarterly spreadsheets to track students</li> <li>• Create new data boards to clearly show student progress</li> <li>• Professional development where teachers analyze Danielson rubric</li> <li>• Teacher teams will analyze the assessment data and look at student work to determine next steps for instruction.</li> </ul> <p>o Data boards will be updated at least quarterly.</p>	Classroom teachers	September 2014- June 2015	Principal, teacher leaders
<p>Teachers will visit each other to observe questioning techniques</p>	Classroom teachers	September 2014- June 2015	Principal, Classroom teachers

<ul style="list-style-type: none"> <li>• Divide the school into a lower Pre -2 department and 3-5 departments; build time in the schedule to meet with each department.</li> </ul>	Classroom teachers	September 2014- June 2015	Principal
<ul style="list-style-type: none"> <li>• Create quarterly spreadsheets to track students</li> </ul>	Classroom teachers	September 2014- June 2015	Principal, Data Specialist

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
As a Title 1 School Wide Project School we will use conceptual consolidation to support this goal including Tax Levy, Title 1, and Title III and Grants to provide per session, per diem, professional development and materials

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>• Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>• Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<p><u>Assessment calendar created which reflects assessments given every six weeks. Data meeting to discuss student progress will be discussed every six weeks. Data boards will be updated accordingly. Parents will be given How’s my child doing reports every six weeks.</u></p>				
<p><b>Part 6b.</b> Complete in <b>February 2015.</b></p>				
<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Feedback from a previous Quality Review suggested that we need to create a system to track and monitor student performance

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To promote a common understanding of effective teaching by using a researched based rubric to provide formative and actionable feedback so that by June 2015, a system will be created to monitor and track student progress

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers will receive a copy of the Danielson Rubric on questioning and assessment. <ul style="list-style-type: none"> <li>• Teachers will study videos on the Common Core library related to questioning</li> <li>• Teachers will visit each other to observe questioning techniques</li> <li>•</li> <li>• Work with CFN 410 to help create assessment system</li> <li>• Divide the school into a lower Pre -2 department and 3-5 departments; build time in the schedule to meet with each department.</li> <li>•</li> <li>• Create new data boards to clearly show student progress</li> <li>• Professional development where teachers analyze Danielson rubric</li> </ul>	All teachers and all students	September 2014- June 2015	Principal, teacher leaders, teachers

• Teacher teams will analyze the assessment data and look at student work to determine next steps for instruction.			
Create quarterly spreadsheets to track students	Principal	September 2014- June 2015	Principal, data specialist
Principal gives frequent actionable letters within 48 hours and at least weekly.	Principal	September 2014- June 2015	Principal
Teachers will visit each other to observe questioning techniques	Classroom teacher	September 2014- June 2015	Teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
As a Title I School Wide Project School we will use conceptual consolidation to support this goal including Tax Levy, Title 1, and Title III and Grants to provide per session, per diem, professional development and materials

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
n/a									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<u>Assessment calendar created which reflects assessments given every six weeks. Data meeting to discuss student progress will be discussed every six weeks. Data boards will be updated accordingly. Parents will be given How’s my child doing reports every six weeks</u>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	TCRWP assessment	Modified version of Reading Recovery; guided reading-looking at print; running records observing reading behaviors; critical thinking skills to enhance familiarity with text	Small groups of 4-6 students; Bi-weekly ELA skills in preparation of the state exam.	This service takes place during the school and after school.
<b>Mathematics</b>	Go Math assessment	Monthly skills in preparation of the state exam; focused strategy lessons;	Small groups of 4-6 students.	This service takes place during the school and after school.
<b>Science</b>	Assessment	Monthly skills in preparation of the state exam; focused strategy lessons	Small groups of 4-6 students.	This service takes place during the school and after school.
<b>Social Studies</b>	Assessment	Monthly skills in preparation of the state exam; focused strategy lessons	Small groups of 4-6 students.	This service takes place during the school and after school.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Observation, teacher referral	Counseling sessions provided to non-mandated students consist of academic tutoring and enrichment both individually and in small group. The counselor supports the area in need in sited by the classroom teacher or other instructional professional. Sessions provided to students with emotional concerns consist of focused discussion,	Small groups, sometimes one to one	This service takes place during the school and after school.

		writing, drawing, reading related literature and play expression.		
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## Section 7: Title I Program Information

### Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Staff receives ongoing Professional Development to ensure that they are highly qualified. We offer a wide range of Professional Development including self-selected PD. I utilize the New Teacher Finder which pre-screens potential teachers. Teachers are interviewed and requested to do a lesson before they are hired. Teachers are sent to Teacher's College Workshops. Teachers attend network wide professional development activities such as Questioning Techniques. Teachers are given feedback on going from principal. Also teachers are giving feedback to each other during learning rounds.

#### **2b. 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).

- Principal will ensure that all teachers receive 175 hours of professional development within their 5 years of holding their professional license.
- Principal will hold workshops on how to apply for their professional license and complete necessary paperwork.
- New teachers meet weekly with grade leaders to mentor him or her.
- Lead teachers will provide 3 mandated hours per month on the Danielson Framework of Teaching.

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)

Title I Part A (Basic)	Federal	\$104,878	x	Pages 8, 10,12,14,16
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$819,076	X	Pages: 8, 10,12,14,16

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### 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 the school. **Brighter Choice Community School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. Brighter Choice Community 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC)**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 with 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>627</b>
School Name <b>Brighter Choice Community School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Fabayo McIntosh</b>	Assistant Principal <b>type here</b>
Coach <b>Marcela Walcott/Lieracy/AIS</b>	Coach <b>type here</b>
ESL Teacher <b>Fe Montarde</b>	Guidance Counselor <b>Zahara Duncan</b>
Teacher/Subject Area <b>Christine Rivera/Writing/IEP</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Emani Ramos</b>
Related Service Provider <b>Christine Rivera</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>134</b>	Total number of ELLs	<b>9</b>	ELLs as share of total student population (%)	<b>6.72%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1	1								6
SELECT ONE	0	0	0	0	0	0								0
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	4	0	0	5	0	5	0			9

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	4	0	0	5	0	5	0	0	0	9
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)	1	2		2										5
Advanced (A)				1	2	1								4
Total	1	2	0	3	2	1	0	0	0	0	0	0	0	9

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
8									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The classroom teachers use the K-3 ECLAS 2, Teacher's College Assessment for K-5 and Running Records as needed to assess the early literacy of the students including ELLs. They assess the students on an on-going basis. The results shows the ELLs' different reading levels. In grades K-2, one ELL read below level A, two ELLs are level A readers, one level D. This data points to a need for

intense reading instruction for ELLs. The ESL teacher collaborates with the classroom teachers for consistency of instruction and to ensure that these students will meet the learning standards and read on grade level. She delivers reading instruction with emphasis on alphabet recognition and phonics using the Hampton Brown set of materials that include alphabet cards with pictures and books on tapes. Each song emphasizes a letter of the alphabet with corresponding Big book to enable the ELLs to associate the sound with the letter and pictures. The ESL teacher uses technology through starfall.com and Rosetta Stone to reinforce the language and alphabet that is taught during the day.

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

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

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

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

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

4. For each program, answer the following:

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

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

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

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

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

Instructional decisions for ELLs are geared towards language development in that the classroom teachers of ELLs and ESL teacher provides differentiated instruction based on their language proficiency level. The certified ESL teacher, the AIS and the classroom teacher will provide direct and supplemental language instruction to ELLs with native language support. Instruction is aligned with the Common Core Learning Standards in reading informational texts and literature, writing, and language development. To support their

native language, the ESL class provides a bilingual library with bilingual dictionaries that are accessible to students at all times. Glossaries on the student's native language in Social Studies, Science and Math have been distributed to the ELLs in the testing grades. Scaffolding strategies are employed by the classroom teachers to unpack the academic language found in the informational reading and content area learning.

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

Paste response to questions here:

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The ELLs are identified through the Home Language Identification Survey (HLIS) forms which are filled out during the school registration process. On the first day or week of school year, some out of classroom teachers ( i.e. teacher who speaks bilingual, an ESL teacher or a trained pedagogue) assist in the registration and administration of the HLIS forms to make sure HLIS forms are filled out and signed. They conducts an informal oral interview in English or native language to a parent or guardian who registers the child. The ESL teacher then checks and signs all the HLIS forms and determines students who are LAB-R eligibles based on all the these forms. In addition, reports are generated from the ATS to check students' eligibility for the ESL Program. These include the RLER reports, LAB-R eligibility list (LBR) for the newly admitted ELLs and the students eligible for the NYSESLAT (LAT). The ESL teacher checks the Home Language Survey forms and exam history of those students listed in the RLER report to confirm eligibility. Testing of the short LAB-R (Form B) has to be done within 10 school days of initial enrollment. If the child is unable to answer the first three questions of the LAB-R, the child is given the Spanish LAB (Form B) to determine proficiency level in the Spanish language. The ESL teacher hand-scores the LAB-R and Spanish LAB documents to determine the child's language proficiency level for the newly admitted ELLs. Students who score above a state-designated level of proficiency (i.e above the cut-off scores) are placed in a regular class and Non Entitlement letters are sent home with the child. The students who score below the cut-off score for are entitled for the ELL Program. Newly admitted eligible ELLs who only speak Spanish are evaluated in the native language, the Spanish LAB.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents of newly identified ELLs are sent Entitlement Letters and invitation letters (translated in their native language) for Parents' Orientation. This is done within 10 school days of registration. Phone calls are made to confirm attendance to the orientation during which, the parents watched the orientation video in their preferred language (i.e Spanish, Chinese, etc.) to understand the information and the different program options (Transitional Bilingual, Dual Language, ESL Program) available. After watching a video, the three program options are further discussed by the ESL Teacher. The bilingual Para assists in explaining and answering questions asked by the parents. Then, parents fill out the Parent Survey and Program Selection form; choose a program and rank them according to their preference for their children.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

After identifying the entitled ELLs, the ESL Teacher prepares the entitlement letters in their native language version to go home with the child. Along with it, Invitation letter for parent orientation and Parent Survey and Program Selection forms are also sent home so that parents will know the schedule for the parent orientation. Before these letters are sent, photocopies are made for file. Classroom teachers of these ELLs are informed of the letters sent so they can check and keep hold of them when parents will return them. During the orientation, the parents should sign the survey forms and these will be kept in the ESL binder. If parents of entitled ELLs don't come to the orientation despite several trials of phone calls and letters sent, the ESL teacher catches them early in the morning or at dismissal so they could watch the orientation video and fill out the survey. Otherwise, Parent Survey and Program Selection Form will be sent home again with the child and then schedule a telephone conversation if not one-on-one meeting to talk about the program options for the child and to make sure the parents understand and return the form. All these forms are collected and kept in the school in the ESL teacher's compliance Binder for record keeping.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
During the parent orientation the ESL teacher stresses to parents that YSADE is only offering ESL program. They are given a list of different schools that offer Bilingual or Dual Language programs across the city. They are informed that they can go to a school of their preference. Parents are informed that the school opens a Bilingual Program if there is a total of at least 15 ELLs in two contiguous grades as per CR Part 154. Other important information is discussed during the orientation which covers ELL placement such as moving to a school that offers Bilingual or Dual Language Programs, one year program option, etc. Placement letters, translated in Spanish, are sent to the parents of newly admitted ELLs. Copies of all these letters that are sent are placed in the child's file and in the ESL teacher's Binder for record keeping. In the event that we do not have someone who speaks a language other than English for new admits, we contact the Translation unit.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
Towards the end of school year in Spring, the ELLs take the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their language proficiency progress. Within the NYSESLAT testing window, the school chooses a schedule for its administration. The ESL teacher sends letters to parents informing them of the schedule of NYSESLAT administration in all the modalities in Speaking, Listening, Reading & Writing. The school chooses an out of classroom teacher who doesn't teach the ELL population but is trained to score the speaking part of the test that is administered individually. The Listening, Reading and Writing parts are administered by grade bands K, 1-2, 3-4, and 5-6 one day at a time. Each grade band is tested in a separate location by the ESL teacher. To ensure that all ELLs take the NYSESLAT, the ESL teacher generates the NYSESLAT Eligibility Roster (RLER). This report lists all the students who are eligible for the NYSESLAT. Teacher also generates LAB-R Eligibility Roster (RLER) in case there are newly admitted students who are eligible for the test. This is done to assure that all ELLs are tested with the NYSESLAT.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
\*\*\*\*\* review last year's parent orientation attendance & parent's program option \*\*\*\*\*  
After reviewing this year's Parent Survey and program Selection forms, all parents (two of them) of newly eligible ELLs chose ESL Program as their option 1, Dual language Program and Transitional Bilingual Program as option 2 and 3 respectively. Within the past three or four years, majority of the parents who attended the orientation chose ESL Program which is the program or service model of the school. The ESL teacher kept a tally records of the parents' responses to determine and/or compare what program choice the majority of the parents want for their children. In so doing, school would be able to meet the parent's need and could offer options based on what the majority of the parents choose.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ESL teacher uses both formal and informal assessments to evaluate the ELLs. Within the thematic unit lessons, learning activities are catered towards the development of speaking, listening, reading and writing skills. The academic instruction within the literacy and content areas is aligned with the Common Core Learning Standards. Therefore, it addresses the four modalities as it unpacks the academic language found in informational texts. As the teacher does the read alouds, student's listening skill is tapped. When the teacher engages students in academic discourse and instructional conversations that involve higher order questioning based on Danielson's Framework, speaking comes into play. The ESL teacher uses a checklist and rubrics to evaluate the ELL's performance as they dive into discussions of these lessons and perform the tasks. During the course of the lesson, English Language Learners will be engaged in activities for the purpose of formative assessment. Also, a monthly on demand writing is also administered to assess students writing progress.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

This year, we have four ELL-SWDs two of whom are provided with focused instruction in phonics and small group guided reading and writing. More language drills in oral or written forms, listening activities and test preps are provided. The speech teacher serviced these ELLs as per IEP. During the 50-minute literacy block, the IEP teacher will perform small group instruction with designated ELL-SWDs. These students will also be served during the After-School Program from 3:00 to 5:30 p.m. Monday and Wednesday and from 4:00 to 5:30 on Tuesday and Thursday. The program targets these identified ELLs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content

areas and accelerate English language development?

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

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

BCCS sets schedule for grade meeting to design ELLs –WLDs are provided focused instruction in phonics and small group guided reading and writing. School provides academic intervention services (SETSS) to these students and providers do co-teaching. More language drills in oral or written forms, listening activities and test preps will be provided. During the literacy block, the IEP teacher performs small group instruction with designated ELL-SWDs. The SETSS provider pulls these ELL-SWDs and provided 50 minute instruction 3 periods a day. These students will also be served during the daily Extended Learning Time (ELT) Program every day from 3:15 to 6:00 p.m. The program targets these identified ELL-SWDs and provided instruction with a bilingual staff.

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

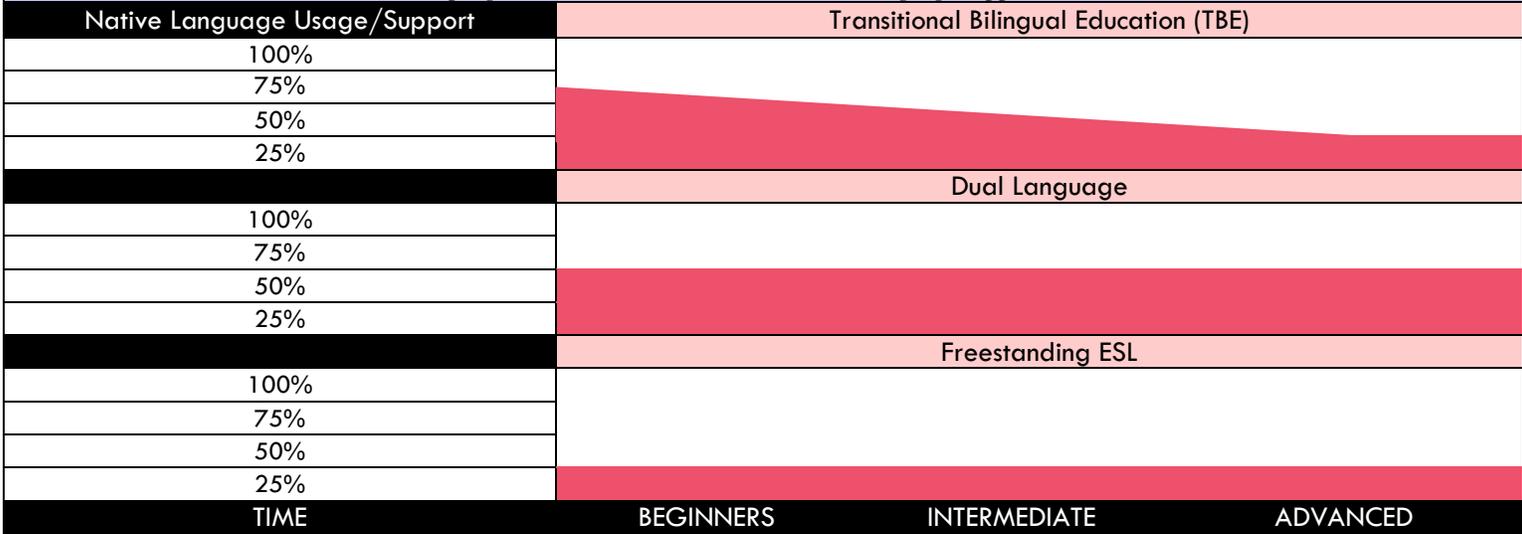
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The ESL grouping is according to their grade and language proficiency level and therefore, the services they receive are age and

grade appropriate. All ELLs from Kindergarten to 5th grade are serviced according to the mandated number of minutes required under CR Part 154.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Every year, the school holds a "Back to School" kick off activity, a week before the school year begins. The administration and staff welcome the students and families to the school. Parents, staff and students talk about the upcoming activities for the school year with music and food served. Teachers who speak Spanish were assigned to assist the Spanish speaking families during the activity. On the first day of school, all new incoming students including ELLs are gathered in the school yard. All teachers and staff assist in the transition of the first day. Each classroom teacher has a designated spot with the name of the class on a placard, while all out of classroom teachers assist the parents in finding what class the child belongs.

18. What language electives are offered to ELLs?

At this time, there is no language electives offered to ELLs.

19. For schools with dual language programs:

- 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)?

Paste response to questions here:

### C. Professional Development and Support for School Staff

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

The ESL teacher attends staff development throughout the school year. She joins with other ESL teachers in order to be updated with the Common Core Learning Standards and Danielson Frameworks, research-based strategies and current ESL related issues and information. The ESL teacher also attends professional learning opportunities sponsored for ESL teachers from Network 410 and PDs from the Office of ELLs to learn new innovative ways and research-based ESL strategies.

The school provides professional development to school staff and all classroom teachers especially those with ELLs. These PD's are focused on Common Core Standards, and Danielson Frameworks, and data analysis. Most PDs are school-based provided by the AIS person or by the school principal. Some PDs are provided by the network ESL specialist to meet the minimum 7.5 hours of required ELL training for classroom teachers.

Brighter Choice Community is a Teachers' College school; therefore, PD Calendar dates from TC are scheduled for current school year. In addition, the school schedules Lunch-and-Learn to the classroom teachers to support staff in terms of planning and curriculum implementation aligned with the Common Core Standards.

Weekly grade meetings are in place at BCCS to support the teachers' instructional needs. The school ensures that 5th Grade teachers receive help from coaches in exposing their students to higher grade level lessons and higher expectations in terms of reading, writing and rubrics. Every year, 5th Grade classes go to field trips to different Middle Schools to let them see what are the expectations they need to meet when they graduate and enroll to a middle school. Inter-school visitation is scheduled for 4<sup>th</sup> and 5th grade classes, with or without ELLs. This will help the teachers gain some insights how other schools support and prepare the ELLs in their transition to middle school. The Guidance counselor has never received any PDs around ELLs. However, she supports teachers in dealing with students and some ELLs who have IEP's. She helped these students in their social and emotional well-being especially in their transition to middle school.

## D. Parental Involvement

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:**

**Brighter Choice Community Scho**

**School DBN: 16K627**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: K627

School Name: Brighter Choice Community School

Cluster: 4

Network: 410

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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