

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: CASTLE BRIDGE SCHOOL
DBN (i.e. 01M001): 06M513
Principal: JULIA ZUCKERMAN
Principal Email: JZUCKERMAN@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Julia Zuckerman	*Principal or Designee	
Elizabeth Ciotti	*UFT Chapter Leader or Designee	
Jeff Frank	*PA/PTA President or Designated Co-President	
Crystal Williams	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	
Elexis Pujols	Member/	
David de La Nuez	Member/	
Dao Tran	Member/	
	Member/	
Thomas Vorsteg	Member/	
	Member/	
Esther Gutierrez	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Continue familiarizing teachers with and implementing the EngageNY math curriculum.

Comprehensive Needs Assessment

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

The DOE has recommended this curriculum and Kate Abel our math consultant has recommended it, so we are trying it.

Instructional Strategies/Activities

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

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

1. Teachers began familiarizing themselves with the curriculum during summer workshops with Kate Abel.
2. All teachers participated in a school wide lesson study with the support of our math coach Donnie Rotkin and consultant Kate Abel.
3. Staff will devote 4 two hour staff meetings to the new math curriculum.
4. Staff will devote 10 forty-five minute grade meetings to the new math curriculum.
5. Staff will attend monthly after school workshops with Kate Abel where they plan and network with teachers working on the math curriculum at other schools in our network.

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

1. Kate Abel, math consultant for our network.
2. Donnie Rotkin, math coach for the school
3. Liz Ciotti and Antonia Bendezu teacher leaders in math

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

1. Teacher participation
2. Techer participation
3. Agendas and minutes from the meetings
4. Agendas and minutes from the meetings
5. Teacher attendance sheets

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

1. Staff began the work in July 2014. The work will continue through June 2015

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

1. We have ordered copies of the math modules. There are also specific math manipulatives that have been purchased. The primary resource we're contributing to this effort is class time and teacher planning time.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Staff will provide a math night program in order for parents to learn about how the new math program works. This will be scheduled for February.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 Development of year-long literacy curriculum map.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Superintendent has felt that the teachers would have a better gauge of instructional pacing if they have a clearer plan of what they are going to cover for the year.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Develop specific literacy units for current grades that will be determined ahead of time.
 2. Consider how the needs of all language learners are going to access the work in the two languages we're using in the school.
 3. Teachers will work in teams to develop the units.
 4. The needs of children with varying learning styles will be planned for in terms of use of multiple methods and modes.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Principal will work with teachers to develop the units
 2. Dual language consultant, Australia Fernandez will assist us in developing meaningful access points for learners at different stages in their language learning.
 3. Suzanne Martin, our literacy consultant, will work with teachers around planning for and assessing the wide diversity of learners.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The production of unit plans.
 2. Assessment rubrics for development of language acquisition.
 3. Assessment rubrics for progress in reading skills.
- D. Timeline for implementation and completion including start and end dates**
1. Jan. 2, 2015- end of June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Purchase of many books in both Spanish and English.
 2. Use of 4 two hour staff meetings in the Spring. Two with the dual language consultant, and two with the literacy consultant.
 3. Devote 5 forty-five minute grade planning meetings to the development of a unit by each team of teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Staff will run a literacy night for parents in March. Teachers and principal will be discussing the units in letters home.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 Improve attendance rates from 92% to 94% by June 2015.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. Daily calls to parents when a child is absent from school secretary or parent coordinator.
 2. Letter from the principal when the daily calls do not change the outcomes.
 3. Call from Social Worker if parent is still struggling to get the child to school.
 4. Visit from attendance teacher if the prior yield no results.
- B. Key personnel and other resources used to implement each strategy/activity**
1. School secretary
 2. Parent coordinator
 3. Principal
 4. School Social Worker
 5. Attendance teacher
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Bi-weekly attendance printouts for children with attendance below 90%
- D. Timeline for implementation and completion including start and end dates**
1. January 2- June 28
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Staff time

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Letters home to the community about the importance of good attendance. Targeted communication with the families that are struggling.

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Work with phonemic awareness and story comprehension	One-to-one work with a staff member, and small group work	During the day and during extended day
Mathematics	Work on counting, one-to-one correspondence, fluency with number facts	Small group work	During the day and during extended day
Science	Hands on activities exploring physical properties.	Small group work	During the day
Social Studies	Geography and community awareness	Small group work	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual counseling and social group behavior	Individual sessions or group sessions	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All of the teachers are multiply licensed. Teachers that are not bilingually certified are enrolled in bilingual extension programs.

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).
We work with network personnel as well as our own school consultants in a variety of afterschool sessions to increase our alignment with the Common Core.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We have hired a bilingual social worker out of our discretionary money, three days a week to meet these needs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
We work closely with the nursery and head start programs that our students come from. They send us records. The principal and social worker speak to the directors of those programs to get some brief notes on each child. Teachers meet with each new family as the year begins to interview the adults about the child's developmental milestones, experiences and interests are.

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.
This is a funny question considering that no one's been given any say in assessment measures. That being said, Castle Bridge and several other schools continue to prioritize collaborative decision making about professional development, curriculum, assessment of children, evaluation of teachers.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 06	Borough Manhattan	School Number 513
School Name Castle Bridge		

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 Julie Zuckerman	Assistant Principal type here
Coach type here	Coach Donnie Rotkin
ESL Teacher Elizabeth Ciotti	Guidance Counselor type here
Teacher/Subject Area Gisela Rivera, Bilingual Speci	Parent type here
Teacher/Subject Area Andrea Fonesca, Bilingual Spec	Parent Coordinator Crystal Williams
Related Service Provider Cindy Corchado, Speech Teacher	Other Norah Olivo, paraprofessional
Network Leader(Only if working with the LAP team) Knecht/Sheehan	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	5

D. Student Demographics

Total number of students in school (Excluding Pre-K)	101	Total number of ELLs	18	ELLs as share of total student population (%)	17.82%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/ English

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	9
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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	18		9							18
ESL										0

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		
Total	18	0	9	0	0	0	0	0	0	18
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE Spanish	7		7		3														17	0
SELECT ONE Serbian			1																1	0
SELECT ONE _____																			0	0
TOTAL	7	0	8	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	18	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>15</u>	Number of third language speakers: <u>10</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>11</u>	Asian: <u>3</u>
Hispanic/Latino: <u>46</u>	Other: <u>21</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>17</u>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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)	7													7
Intermediate(I)		7	3											10
Advanced (A)														0
Total	7	7	3	0	0	0	0	0	0	0	0	0	0	17

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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									0
4									0
5									0
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									0
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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.
 Castle Bridge School/Escuela Puente del Castillo uses EL SOL and Estrellitas to assess the early literacy skills for ELLs. EL SOL is an assessment protocol designed to help Spanish bilingual teachers in the early childhood grades track each student's progress of learning the skills necessary to read and write. Additionally, this tool assists teachers to develop an appropriate instructional program

for each student. El SOL is designed to track each student's progress in the following four strands:

Alphabet/Sight Words- measures each student's ability to recognize alphabet letters by name and sound, and to recognize common words by sight.

Reading- measures each student's ability to read and understand text.

Writing Mechanics- measures each student's ability to express meaning through writing, using correct grammar and punctuation.

Phonemic Awareness- measures each student's sensitivity to the sounds of language and his/her awareness of phonemes.

El SOL information allows the teacher to place each student on a literacy development continuum of six levels, ranging from Getting Ready to Read/Write to the Independent Reader/Writer. The student is placed on the continuum in each of the four strands. The data from this assessment outlines the majority of emergent readers that need a lot of alphabet/sight word support vocabulary support as well as support with phonemic awareness.

Our teachers will use this data to structure the literacy and classroom content to meet the needs of each student in order to ensure progress in acquiring the skills necessary to become an independent reader and writer. Lastly, teachers will share results from the assessments during parent meetings and parent teacher conferences.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns across proficiency level reveals that the majority of students who were administered the LAB are at beginners level. Therefore, additional support will be provided for teachers in targeting early reading and writing skills, as well as providing contextual supports for sight words and phonemic awareness. Considering that the data for reading and writing was determined to be low, it will be supported through guided writing and reading. For example, strategies will be implemented for teachers on being explicit during the reading and writing process and strategies.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a) The k/1 student continuum discovered that reading and writing proficiencies are low and students are emergent readers, they will be supported through specific reading and writing strategies that will initially target the child's home language as well as support English language acquisition. At this point we do not have any testing grades 3-5, and therefore cannot compare how the ELLs are faring in tests taken in English as compared to the native language.
 - b) At this point we are not utilizing the ELL Periodic Assessments...
 - c) N/A, please refer to 4b.
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](#))
Our school works with ELLs at a tier 1 level through providing scaffolded and differentiated instruction that prevents students from falling behind their peers. For those ELLs who need more support, as assessed through the Periodic Assessments as well as the NYSESLAT and NYS exams, we provide tier 2 support in the form of small group intervention both in and out of the classroom. Some of our ELLs who also have IEPs, also receive Wilson intervention with our IEP and special education specialists.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We make sure that a child's second language development is considered in our instructional decisions by planning language targets into our units and our lesson plans as well as by providing culturally relevant instruction. We select tier 2 and tier 3 vocabulary from key unit texts and are sure to teach that vocabulary through both explicit and contextualized instruction. We also ensure that a child's second language development is considered by making time for teachers to have shared planning time with our ESL coordinator. When making curricular and instructional decisions, teachers always review data first, taking into account the needs of their ELLs both in terms of language and literacy.
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?
 - a) Within the Dual language program at Castle Bridge School/Escuela, Puente Del Castillo the English Proficient students (EPs) are assessed in Spanish through the use of EL SOL and in English through the use of ECLAS. Teachers also make use of informal assessments along with running records in order to collect as much data as possible that would inform instruction.

b) At this point, the English Proficient students are emergent Spanish speakers are developing the Basic Interpersonal Communicative Skills, which is allowing them to begin engaging in basic verbal communication skills that is allowing them the ability to understand spoken Spanish along with begin to utilize simple Spanish phrases in their daily routines.

c) The methodology at Castle Bridge is not to use standard assessments to teach student; therefore, this school does not have the data for EPs performance on State and City Assessments at this time.

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

The success of the programs implemented at Castle Bridge for ELLs is evaluated through analysis of the NYSELAT. We look at how many students are proficient. When we are able to, we will analyze how they are doing within the next two years. We look at the feedback form the parents. We examine informal observations, understand learning curve of teachers, and analyze our success while addressing how we can better service their needs. We analyze our Annual Measure of Academic performance and pay attention to areas where we are showing growth. Additionally, we assess teacher's comfort level with servicing the English Language students within their classrooms. We consider information collected at teacher conferences, parent feedback and reevaluate where improvements can be made.

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](#).)

When students and parents walked into Castle Bridge School/ Escuela Puente Del Castillo, an ESL or another licensed teacher, along with the parent coordinator greeted the family and informed them about the school. ELLs are identified when parents register their children for school for the first time in the NYC School System. After a parent or guardian fills out the Home Language Identification Survey (HLIS), one of our Spanish speaking dual-language teachers conducted an informal interview with each child and parent. During this interview, an informal assessment was conducted for each child's spoken English Proficiency and basic English and Spanish skills through conversation and utilizing a kindergarten leveled book (i.e., Go, dog, Run, by Dr. Seuss). Next, the home language survey was administered. If one of our dual language teachers is not available, the bilingual speech teacher administered the survey. Should a parent need translation for a language other than Spanish, The Department of Education Translation Service is contacted.

After this initial evaluation, each home language survey is analyzed for any indication of the student speaking another language other than English. Then, these students are administered the LAB-R. The social worker was responsible for all administration procedures of said test. Upon completion of the LAB, results are analyzed and should a child qualify for the Spanish Language Assessment Battery (Spanish LAB), they are then administered that battery. All of the above is completed within the first ten days of a student's admission to the school. The ESL coordinator, Elizabeth Ciotti, will manage all testing administration and security.

Students identified as an ELL is evaluated in the spring annually to determine their progress in the English language by using the New York State English as a Second Language Achievement Test (NYSESLAT). New York State developed the New York State English as a Second Language Achievement Test (NYSESLAT) determines whether the student will continue to receive services for the next school year.

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.

When the home language survey is administered, all parents are informed that Castle Bridge is a dual language school. The ESL Coordinator, Elizabeth Ciotti, provides all parents with a description of the different types of programs available and given the option to choice. In addition, she shows parents an orientation video developed by the New York City Department of Education Office of English Language Learners, in their own language, and can speak to a native language ESL teacher or school aid (Spanish, Mandarin, Cantonese, Urdu, Indian, & Bengali). Parents are told about the programs available at our school and if we do not currently have an opening in a preferred program or if we do not offer a preferred program, parents are shown a directory of other schools that may have program availabilities, such as Transitional Bilingual Classes. The parents are informed about the

school's expectations, general requirements that govern dual programs, and the importance of parental involvement in the education of 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].)

Our ESL coordinator, along with our parent coordinator, distribute entitlement letters in English and the parent's home language. They are placed in an envelope for the students to take home. The ESL coordinator ensures that copies of the entitlement letters are made and then kept on file at the school and in the students' cumulative folders.

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.

Paste response to question here: In order to place identified ELL students in bilingual or ESL instructional program we carefully and thoroughly analyze the parent surveys and place the student in the parent's program of choice. We hold meetings regarding our dual language program in the parent's home language and utilize the Department of Education translation services as needed.

Castle Bridge invites parents into the school on a weekly basis to participate and experience the dual language process in vivo.

These procedures enrich and enhance the caregiver's understanding of the program into which their child will be placed.

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.

In order for all sections of the NYSESLAT is administered to all ELLs each year a thorough examination and identification of ELLs is conducted. This process begins at the start of the school year and continues throughout the year.

When a child is newly admitted to Castle Bridge, guardian fills out a HLIS which indicates students that need to be tested with the LAB-R assessment, in February 2014 it will be the NYSETELL. Each child is carefully screened, identified, and tested. If the student fails the test then he or she is identified as an ELL, and will take the NYSESLAT in the spring. New ELLs are identified throughout the year and are correctly coded into ATS. Returning ELLs will have their NYSESLAT scores posted and reviewed in ATS.

The Listening, Reading, and Writing sections of the NYSESLAT are given. The Speaking portion of the NYSESLAT is given individually to each student by an ESL teacher. ELL students with IEPs will receive testing modifications that applicable. Testing dates are arranged based on the school schedule.

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. 

After reviewing the Parent Surveys and Program forms for the past few years, the trend in program choices has been dual for language. Of the 7 students admitted this year, all of the parents have requested dual language so our program is aligned with the parents' requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1 a) Castle Bridge School is a Dual Language progressive public school, which adopts a roller coaster model of language instructions. Therefore, all content area instruction (e.g., math, science, social studies, literacy, music) is offered in both English and Spanish.
 - 1 b) Additionally, during our first year of operation, we have a total of three bridge kindergarten and first grade classes where two of the three are CTT classes and one is a general education k/1 class. As a result, students are heterogeneously grouped. Nevertheless, the school strives to maintain a 50:50 ratio of Spanish dominant to English dominant students, in order to support the dual language objective.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 - 2 a) Staff obtain a combination of bilingual extensions, ESL, special education and dual language licenses thus assuring that the mandated number of instructional minutes are provided according to proficiency levels within our dual language program. Furthermore, the dual language roller coaster model program offers native language instruction in Spanish and provides a print-rich, contextualized learning space for the ELLs. The staff is made aware of the learning needs of English Language Learners and provides rich and engaging libraries in both English and Spanish.

The schools dual language program offers 1,010 minutes of native language instruction per week. Moreover, in order to support the language acquisition goals, teachers are coached and trained in ESL methodology skills during staff, and co-planning meetings. These skills are transferred into teaching skills that are used with all students. Additionally, we support the native language by providing a dual language library that includes books in both languages.
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.

As described above content area instruction is delivered in both English and Spanish. The teachers use a print rich, contextualized environment. In order to support the needs of the ELL students a dual language library is always available. Differentiated instruction is practiced. For examples, teachers at our school utilize a variety of total physical response techniques, along with kinesthetic, auditory, and visual supports. The school integrates experiential learning into the curriculum. As a result, all students have the opportunity to utilize New York City as an open air classroom and experience the units of study in vivo rather than have a text book as the single point of reference.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Castle Bridge ensures that ELLs are appropriately evaluated in their native language through the use of EL Sol along with running records and informal assessments conducted on a periodic basis.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teacher-generated summative and formative assessments are designed to address the four modalities in English throughout the year. Reading and writing modalities are also evaluated through the use of running records and writing samples.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - 6 a) WeWe currently do not have SIFE. However, when we do, we are really going to work to fill the need within that area. We are going to cater and design interventions for identified SIFE students by fully investigating and assessing students' needs in order to

address their deficit. We would provide necessary afterschool supports and programs as well as talk to parents to thoroughly understand students' educational history and need.

6b) We plan to service newcomers (students who have been in the US for less than three years) through the creation of daily scaffolds that would ensure that content is comprehensible. The dual language program also offers daily native language instruction in the content areas. This allows for new comers to quickly understand the academic language in the room and within the school culture. Additionally, we plan on creating afterschool program just for new comers, where they will receive additional language support and necessary academic interventions. Teachers will co-plan with the ESL teacher and continuously assess the progress and comfort of the new comers.

Furthermore, because NCLB now requires ELA testing for ELLs after one year, we plan to create pedagogical interventions that will allow for familiarity with this assessment, scaffold learning and introduce testing strategies that will prepare students for the test.

6c) The Castle Bridge School does not currently have ELLs that are receiving service for 4 to 6 years. However, when we do we will meticulously assess and investigate their area of need and create appropriate support structures and interventions. These include and will not be limited to: lunch clubs, book clubs, experiential after school programs, which would extend and enrich their English language acquisition. Furthermore, we will be working closely with the children's caregivers in order to create a language rich home environment.

6d) As stated above, even though Castle Bridge does not have students who are considered "long-term" ELLs (completed 6 years), when we do we plan to examine the causation for their long term status and carefully individualize support that will render them the facility to transition out of the program. As previously stated, the nature of our dual language program will allow students to approach language experientially, so that language acquisition in both English and Spanish becomes a living integrative process. Consequently, the long term ELLs along with their parents will be able to draw from all resources offered by the school in order bolster their language acquisition experience.

6e)

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?

Teachers of ELL-SWDs use a variety of teaching strategies and grade-level materials that both provide access to academic content areas and accelerate English language development. As stated above, these instructional materials and strategies include but are not limited to differentiated individualized instruction, use of technology such as iPads for academic and visual support, kinesthetic, auditory, and visual learning techniques (e.g. TPR), use of visual aids throughout the classroom, the creation of predictable classroom routines which are enforced by song, the use of multisensory material. Additionally, teachers will carefully analyze the student's instructional need and will be guided by the individualized educational plan where applicable and cater strategies and material appropriately. Our special education coordinator and ESL coordinator together review the IEPs of all ELL-SWDs to ensure that they receive mandated services.

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?

Castle Bridge School provides the least restrictive environment for all students. Our classes consist of either an ICT or general education class with SETTS support. Teachers co-plan with ESL licensed professionals wherein the language and instructional needs of each child is carefully addressed. In addition, we use curricular, instructional, and scheduling flexibility to meet the diverse needs of our ELLs and SWDs within the least restrictive environment by ensuring that there is proper communication amongst all the teachers providing services. Classroom (Dual and Monolingual), special education, ESL, and speech teachers, occupational and intervention providers regularly meet to communicate around services provided for students to avoid scheduling conflicts and ensuring that students are getting the appropriate services and instruction at the appropriate time. During these meetings, key decisions are made such as, push-in or pull out support, as well as differentiation for learning and grouping children based on need and reading/language modalities is established in these meetings. It is important to be flexible in order to ensure that we are thinking about the whole child and that services meet the needs of the child. These meetings also ensure that all parties involved have the opportunity to communicate with each other so that the student has access to a full curriculum and instruction in all subject areas, as well as, his/her individualized plan. For students that have Individualized Education Plans (IEPs), all information is shared in these meetings as well as to aid with each service providers contribution.

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

Courses Taught in Languages Other than English ⓘ

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- foreign language (LOTE) classes

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

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

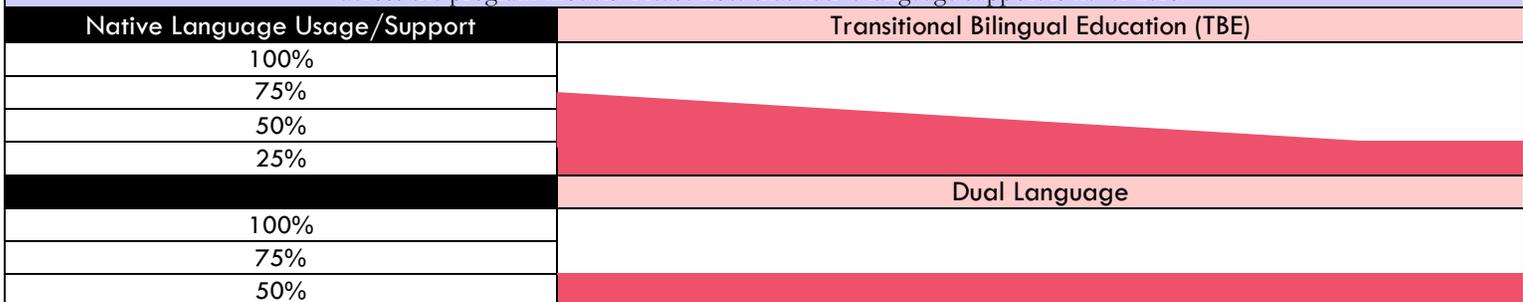
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.
- Castle Bridge School offers the following targeted intervention programs of ELLs in ELA, and math. We follow the Wilsons and the Spalding Method for reading linguistics and phonics for writing. This intervention targets the needs of the ELLs because it reinforces and familiarized them to the idiosyncrasies of the English Language. Additionally, we utilize Estrellita to support interventions in native language acquisition.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We are currently meeting the needs of our ELLs in content through or dual language program. We use data from both teacher-designed formative and summative assessments to measure student growth in each subject area. For language development, we examine NYSESLAT results compared to the previous year or to the LAB-R. Most of our ELLs have exhibited progress, and have reached proficiency at an advanced or intermediate level after a year in our program.
11. What new programs or improvements will be considered for the upcoming school year?
- Castle Bridge monitors the needs of students and as previously mentioned, develop programs that will target their specific needs. Programs that are being considered and developed are: a two day a week after school program in order to do social studies interventions, experiential community outings, chess programs, NYCARES, a lunch enrichment program, a gardening program, we are affiliated with EL Taller and will use them to enhance our language education. We are in the process of developing a dual language music program that will enrich the progression language learning.
12. What programs/services for ELLs will be discontinued and why?
- We are a new school and therefore are not going to be discontinuing any programs at this time.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our programs are opened to all students. Students understand their eligibility for programs because all notices are distributed in English and the students' home language. As listed above, programs offered include but are not limited to afterschool program through PAL, and private agency, (BRICK, art from local community, NY CARES, creative expression, Chess in the school).
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- As previously mentioned, the English Language Learners at The Castle Bridge School/Escuela Puente del Castillo are supported through the use of a variety of instructional materials, including technology. These include a dual language library that offers a cornucopia of reading materials to accommodate readers at all levels. The availability of reference materials such as dictionaries, picture dictionaries, thesaurus, and bilingual dictionaries, also support the instruction. The use of visual aids, clearly labeled classrooms, translated materials, and books on tape within our listening centers. The English texts within the rooms are indicated in blue ink, while the Spanish text are indicated in red ink. Software, listening centers, and related websites are also available as instructional supplemental supports for our English Language Learners.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language materials are available for all students at all times. The Castle Bridge School/Escuela Puente del Castillo supports the native language of its students through the use of ESL methodology in all classrooms. Additionally, as previously mentioned we have dual language libraries, dictionaries, and content area books in Spanish, websites that children can go onto, native language websites and the teachers make use of professional development that enriches their knowledge of further supporting the native language of the children.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At Castle Bridge School/Escuela Puente del Castillo all of our support services and resources are targeted to appropriately facilitate the education of all ELLs. All of our resources, materials, and services are appropriate for all relevant ages and grade levels.
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.
- Prior to the beginning of the school year, our school sends out a letter to all of the parents in English and the child's home language. The Castle Bridge School/Escuela Puente del Castillo also holds an annual potluck allowing the parents to meet each other and become acquainted with the teachers. These potlucks also serve as an opportunity for questions to be answered and as a preliminary connection to the school community. Parents are also welcomed into the school during the days prior to opening in the forms of parent volunteers to help with classroom set up, thus furthering the schools attempt at creating a welcoming and inviting

environment into their new academic community. Additionally, prior to the commencement of the proceeding academic year, open houses and orientations are held where parents have the opportunity to walk through the school community and experience the school's pedagogical philosophy in vivo.

18. What language electives are offered to ELLs?

This question is not applicable to our school as it does not offer electives in the same manner as a high school at this time.

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)?

a. We use a 50/50% roller coaster model for PreK-2nd grade.

b. All content areas are taught in an integrated fashion. We do give individual and small group reading instruction to children according to language facility.

c. All content areas are taught in both languages.

d. Our model is self-contained, roller coaster.

e. Emergent literacy is taught in child's stronger language first. All children in the class are exposed to phonemic awareness experiences and phonetic attributes in both languages, but instructionally they are worked with in their stronger language.

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.

1. The Castle Bridge School/Escuela Puente del Castillo will offer two, two hour professional development days a year by the ESL Coordinator for all staff. This PD will provide up to date strategies and skills that will be applied with all students but with the goal of addressing the needs of English Language Learners. Additionally, all school staff (including but not limited to teachers, CTT teachers, ESL teachers parent coordinator, secretary, paraprofessionals, speech therapist, social worker, principal, dual language teachers etc.) will participate in OELL workshops, and network professional development throughout the year. Our school will work to bring outside consultants to provide professional development within the building in order to balance the amount of time our staff has to go off site. We have thus far offered Work Sampling, Responsive Classroom, math and literacy workshops.

2.

3. At the moment, we do not have a fifth grade but when we do our staff will work diligently to help with the transition to middle school. We will arrange visits to middle schools, teaching kids to be self-advocate, hold parent meetings to understand needs of ESL students will have when they go to middle schools and work with the middle school staff to ensure that they are aware of the needs that our ELL students have. For example, to ensure that ELLs are eligible to get testing modification while in middle schools. We might also create middle school student liaisons where our graduates will come in and present their middle schools to our senior students and in this manner maintain an extension to our school community.

4. As per Jose P., our school will ensure that a minimum of 7.5 hours of ELL training is included for all staff. As an ESL teacher and coordinator I will attend network meetings where we turn key information at grade and staff meetings. We have blocked co-planning times where portions are used to train and speak about the importance of using ESL methodology and strategy. We will assess how each child is progressing and adapting in each classroom and adapt our strategies to target individual needs. Furthermore, any time ELL training is conducted an ELL compliance record is kept via a sign in sheet and an agenda.

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?

1-4) At Castle Bridge School/Escuela Puente del Castillo, we actively work to integrate our parents into the school's community and culture. All parents are invited to a yearly potluck over the summer where they have an opportunity to share their culture and customs with the parent community. This potluck also serves as an informal way to begin establishing parent partnerships. The parents of our English Language Learners responded well to this event and commented to our teaching staff that this event made them feel included within the community.

In addition, we have class parents and parent buddies where parents unite to help each other during events such as school trips and community events. All communication sent home is in the student's home language as well as in English. Furthermore, we provide orientation meetings for our ELL parents meet and greet a dual language curriculum night, as well as individual meetings with each teacher at the beginning of the year.

Moreover, the entire school staff is consistently vigilant in evaluating and addressing the needs of all our parents. We meet with them daily at dismissal, set up convenient times for them to come in, and actively listen to their concerns. Additionally, we provide parents with surveys and questionnaires, conduct informal interviews and hold School Leader Team meetings. The staff then sets aside time during their co-planning sessions and weekly staff meetings to develop goals and strategies based on the parents' needs.

To keep parents informed we make use of our class parents, send out weekly and bi-weekly newsletters per class and hold regular PTA meetings. Due to this effort we connect the parents with community partners that will further assist them. At the Castle Bridge School/Escuela Puente del Castillo, we believe that the school is an extension of the community and not an individual system isolated on its own. In this manner, the needs of all families, especially the multi-faceted needs of our ELL learners are taken into account and addressed to the best of our ability. As a result, we have partnered with community-based organizations that assist us in providing services and workshops to the ELL parents. These organizations include but are not limited to: El Taller, the New School, Harlem Institute for Family Health, Columbia Presbyterian Hospital, The Fortune Society, The Osborne Organization, and Harlem One Stop.

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: Castle Bridge

School DBN: 06M513

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julia Zuckerman	Principal		1/1/01
	Assistant Principal		1/1/01
Crystal Williams	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
Liz Ciotti	Teacher/Subject Area		1/1/01
Andrea Fonseca	Teacher/Subject Area		1/1/01
Donnie Rotkin	Coach		1/1/01
	Coach		1/1/01
Mildred Mero	Guidance Counselor		1/1/01
Alison Sheehan	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **06M513** School Name: **Castle Bridge School**

Cluster: **1** Network: **102**

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

Part A: Needs Assessment Findings

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

Upon a student's entry to the school, parents complete a survey about their needs for language and mode of communication with the school.

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.

Roughly one fourth of the parent community benefits from written communication in Spanish. All letters, notices, reports on children are translated for parents. We also translate emails that parents send out to each other on the school listserv. A smaller fraction of parents utilize translation services during PTA meetings and other informal school meetings. All parents are made aware in writing and orally at the beginning of every meeting what the language options are. In addition to Spanish, our students' parents also speak French, Russian, Tadzhik and Uzbek; however, many of these families have informed us that they prefer correspondence in English. Our parent coordinator keeps a list of the families' language needs and shares it with staff. In addition, she notifies the staff of any updates, should a new student be admitted with specific language needs.

Part B: Strategies and Activities

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

The weekly letter from the principal is translated into Spanish and both versions are distributed to all parents. Newsletters for each class also are distributed in both languages. As stated above, all other formal notices and reports on children are translated for parents. We are seeking ways to provide translation support for Engage NY math curriculum since it currently does not have materials in Spanish. All written notifications done in-house, and are submitted to the bilingual social worker who translates them into English and Spanish. Should the need arise for other languages, the parent coordinator will reach out to parent volunteers for translation assistance. If a parent volunteer is not available, we will contact the Department of Education's language translation services for assistance.

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.

A fully bilingual parent translates at each PTA meeting. Teachers translate at curriculum meetings. Family conferences are conducted in Spanish for families that are more comfortable in Spanish. Our bilingual social worker translates at informal weekly discussions with parent and principal.

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

Parents are informed of this upon the child's admission. The information is put out to the whole community again at the beginning of each school year, in a letter from the principal.

