

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

School Name: PUBLIC SCHOOL 51- THE BRONX NEW SCHOOL

DBN (i.e. 01M001): 10X051

Principal: PAUL SMITH

Principal Email: PSMITH2@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: CHRISTOPHER GROLL

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Paul Smith	*Principal or Designee	
Claudette Wright	*UFT Chapter Leader or Designee	
Roz Rivera	*PA/PTA President or Designated Co-President	
Stokley Alexander	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Caroline Barnes	Member/ Teacher	
Glorimarys Ciuro	Member/ Parent	
Michangelo Matos	Member/ Parent	
Umali Peña	Member/ Parent	
Diana Krosnick	Member/ Teacher	
Devon Trotman	Member/ Parent	

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

By June 2015 all classroom teachers will implement peer presentation strategies for student portfolio work that is reflective of high levels of student thinking, participation and ownership.

Comprehensive Needs Assessment

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

- After a comprehensive analysis of the writing baseline assessment (October 2014), we found that many of our students were not performing higher than a level 3, signaling the demand to push academic rigor for our high performing students.
- Based on the Principal Performance Observation in October 2014, the Superintendent was noted as follows: To ensure that the school receives a rating of well-developed, the school must strategically provide multiple entry points and high quality supports and extensions into the curricula so that all learners, including SWDs and ELLs are appropriately challenged and demonstrate high-order thinking skills in student work products.

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 in grades K-2 will use a teacher-generated rubric to facilitate teacher-student assessment of student portfolio work.
2. Students in Grades K-2 will use a teacher-generated check list to self-evaluate.
3. Teachers in grades 3-5 will use a student-generated rubric to facilitate peer assessment of student portfolio work.
4. Students receiving SETTTS, Rtl, and ELL will complete the task with their respective service providers.

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

1. All classroom teachers for grades K-2
2. All classroom teachers for grades 3-5
3. All related service providers (SETTTS, Rtl, ELL)

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

1. Teachers in grades K-2 will analyze student portfolio work with students to indicate the effective impact with the use of rubrics.
2. Students in grades K-2 will use a check list to self-assess their portfolio work.
3. Students in grades 3-5 will use a rubric to peer-evaluate portfolio work, and to self-evaluate
4. All students receiving related services will use the same assessment as their grade level peers during their time with service providers.

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

1. Baseline rubric assessment of student portfolio work beginning in October 2014
2. Midline rubric assessment of student portfolio work in March 2015
3. Endline rubric assessment of student portfolio work in June 2015

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

1. Building wide portfolio review schedule aligned with benchmark deadlines
2. Lab sites and demonstration activities.

Strategies to Increase Parental Involvement

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

Parent association will invite grade level teachers to provide workshops on student portfolio work and subsequent alignment to the Common Core Learning Standards.

Budget and Resource Alignment

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

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

By June 2015 teachers will meet in cross-grade teams to analyze student work samples for the purpose of unifying academic expectations across grade levels and strategize about individual student next steps.

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.

- Based on the 2014 New York State math assessment the staff identified gaps in student performance between grade levels 3 to 4 and from 4 to 5.
- Based on the Principal Performance Observation in October 2014, the Superintendent's assessment is as follows: To ensure that the school maintains a well-developed status in the area of school culture, teacher teams, and staff established a culture for learning that systematically communicates a unified set of high expectations for all students and provide clear, focused, and effective feedback and guidance/advisement supports to ensure that students, including high needs sub-groups, own their educational experience and are prepared for the next level.

Instructional Strategies/Activities

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

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

1. Teaching staff will engage in monthly cross-grade level team meetings to align common core learning standards between grades.
2. The teachers will create a monthly advisory committee to address specific areas of concern for students in the general education population.
3. The staff will create a weekly volunteer adult/student buddy advisory period for students identified as high risk
4. Administration will create a tri-annual 'Principal's' List to recognize students that are showing exemplary academic achievement, and exemplary student growth.

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

1. Administrative staff
2. Teaching staff
3. Out of classroom staff
4. Paraprofessionals /School aides

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

1. Goal setting in October, March, and reflection in June for monthly cross-grade team meetings.
2. Meeting minutes for cross-grade team meetings
3. Teacher generated rubrics for use with teacher advisory committee.
4. Reflection log for adult/student buddy advisory period to be completed by adult and student.

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

1. Monthly cross-grade team meetings beginning in October 2014.
2. Teacher advisory committee created by January 2015 and meet once a month.
3. Volunteer list for adult/student buddy advisory to be created by November 2014 and will meet weekly.

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

6. Teachers will meet periodically for cross-grade team meetings during Professional Development period on Monday afternoons
7. Teacher advisory committee will be provided coverage to meet during the school day once a month
8. Teachers/Staff who volunteer to be a buddy mentor will meet with chosen student during the school day once a week
9. Administration will organize three annual celebrations for students and their parents who are chosen for the 'Principals' list.

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).

1. Teachers will provide grade level Common Core Learning Standard meetings to parents on the expectations of grade level promotion.
2. Parent association will provide a parent workshop about students skills needed for for grade level promotion, aligned with the common core learning standards.

Budget and Resource Alignment

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

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

By June 2015 all teachers will engage in collaborations with related service providers using an inquiry approach that is focused on improved student achievement.

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.

- Based on 2014 New York Math and ELA assessments, we analyzed the performance of SWDs and ELLs. We found a gap in these sub-groups academic performance when compared to the general education population.
- Based on the 2013-2014 NYC School Survey, 13% of teachers feel that ELL students do not receive the necessary supports to gain equal access to the curriculum.

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.

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

1. Teachers will collaborate with outside service providers (Rtl, SETTS, ELL) during monthly scheduled meetings.
2. Teachers will articulate and align student goals for sub-groups of students with regular classroom instructional practice

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

1. Classroom teachers
2. Related service providers

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

1. Teachers will analyze the Common Core Learning Standards to create classroom instructional goals to indicate student progress.
2. Outside service providers will analyze classroom instructional goals and provide modifications to indicate progress for student sub-groups.

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

1. Every month beginning in October 2014

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

6. Teachers will use professional learning period on Mondays once a month beginning in October 2014 and ending in June 2015.

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).

1. During annual IEP meetings, teachers will facilitate a discussion with parents with regard to the alignment of classroom work and the work of outside service providers.
2. During parent teacher conferences, teachers will facilitate a discussion with parents and students receiving Rtl about the alignment of classroom work to the work of Rtl service providers.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

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
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.

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

1.

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

1.

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

1.

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

1.

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

6.

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	<p>Ready Gen - Academic-related pedagogical staff (i.e., Speech, AIS, and SETTS providers) works one-on-one or with small groups of children (in risk of academic failure) throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing into classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children. These lessons can vary from teaching new and or reinforcing concepts and skills from units of study. Programs that we utilize are research-based programs such as: Foundations, Wilson, Sounds in Motion, Words their Way. In addition, while the upper grades focus on test sophistication; the primary grades focus more on guided reading and strategy groups as a way to reinforce reading for meaning and towards fluency</p>	Small Group	Every day 8:15-8:45AM
Mathematics	<p>GO MATH RTI – Students performing at Levels 1 and 2 are assigned to receive differentiated instruction. Academic related pedagogical staff (i.e., AIS and SETTS providers) works with small groups of children throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children. In addition,</p>	Small Group	All services are provided during the school day

	teachers use periodic assessments, end of the unit assessments, and predictive assessments to monitor and provide meaningful data on each child's progress		
Science	Academic-related pedagogical staff (i.e., AIS and SETTS providers) works with small groups of children throughout the day, including extended day. Additionally, the AIS and SETTS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children.	Small group	All services are provided during the school day
Social Studies	The AIS and SETTS teachers provide differentiated instruction with small groups of children during the course of the school day (this is only through a "push-in" models). A support personnel plans instruction with teachers and then implements lesson with individual or small groups.	Small group	All services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The AIS and SETTS teachers provide differentiated instruction with small groups of children during the course of the school day (this is only through a "push-in" models). A support personnel plans instruction with teachers and then implements lesson with individual or small groups.	One-to-one	During the school day twice a week

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers in ELA The pupil personnel secretary will work closely with the HR point ensure that non HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and un-qualified teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development is provided for all teachers every Monday afternoon during the 2014-2015 school year. The focus for this year is the integration of Common Core shifts in ELA and Math across grade levels to give all students access to high level thinking, including SWDs and ELLs. Weekly sessions will include the analysis of student work samples, staff presentations to turn-key off site professional development, strategies to differentiate instruction for our level 1 and level 4 student, and the further alignment of our school's curriculum to the Common Core Learning Standards.

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.).
The Title I funding we receive is used to for school wide programs to support all students in the school in a variety of ways. Title I funding is used to fund personnel and OTPS.

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.).
Incoming students are given initial screenings (e.g., home language survey, baseline assessments, IEPs, etc.) and ESI-R is administered to each child over the first 2 months of school.

Measures to Include Teachers in Decisions Regarding Assessments

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

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. In order to keep families abreast of their children's academic learning, both in core and enrichment programs, P.S. 51 has created the following:

- **E-Chalk parent-friendly website, www.thebronxnewschool.org**
All information pertaining to the school such as events, activities, calendar and homework assignments are posted on this website.
- **Curriculum Night**
Parents are invited to sit with their child's teacher and have a group discussion about the Curriculum which is used in the classroom. They also see firsthand what is expected of the students.
- **State of the School Address**
This is an all-school meeting that addresses the goals that the Principal has set for the students, and teachers and what to expect from the parents.
- **Goal Setting / TC Assessment**
All of the Bronx New School community takes part in goal setting. At the start of the school year, students, teachers and parents/guardians write their goals or what they plan to achieve or tackle during the school year. Teachers use these items to plan curriculum for students, to plan workshops for parents and professional development for themselves. Throughout the year, students, teachers and parents reflect upon the goals to assess their progress and propel them towards success.
- **Principal Letters**
Principal Paul Smith writes a monthly letter to parents, students and teachers informing them of upcoming events, community happenings and the state of the school. The letters, distributed in each child's classroom and via our school website, keep community members informed and in turn, active school.
- **Educational Workshops**
On certain months educational workshops are done in the areas of Literacy, Math, Science and Social Studies.
- **Coffee & Conversations**
One morning per month Paul Smith, Principal sets aside a morning to informally meet with parents.

- **Translation and Interpretation**

We provide Spanish translation of most of our documents for our Hispanic population and interpretation is performed whenever needed.

- **Questions and Concerns**

It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

- **Distribution of information**

In addition to the above – mentioned website, the administration regularly distributes to every child all bulletins from the district in English and Spanish when available to take home to parents. The Parent Coordinator and PTA also prepare bulletins and the school arranges for the distribution of these flyers to every child. Full school mailing may be conducted at least once a year.

- **Pre-K/Kindergarten Breakfast**

During the first two days of school Kindergarten parents are invited to wait for their child while eating an assortment of delectable's for breakfast. They also have the opportunity to meet the Administration, Staff and Parent Association.

Parents are the first educators of their children and essential partners with the school in meeting its goals for the academic, social and emotional welfare of all children. The BxNS supports parental involvement by encouraging meaningful participation in the life of the school through active involvement with the Parent Association, School Leadership Team, Curriculum Night and Parent Teacher Conferences.

Goal(s)

- ✓ To ensure communication with our student's families about school programs, student progress and school goals through effective avenues.
- ✓ To ensure communication with our student's Spanish speaking families.
- ✓ To increase parental involvement in the education process
- ✓ To develop specific strategies to better utilize parents as partners in their children's education.
- ✓ To develop a unit of parent volunteers from each classroom, to support our school with dispatching key information regarding parent workshops and more.

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.

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

We believe that education is a primary factor in determining the future successes and well-being of our students.

We believe that excellence is the product of rigorous endeavors.

We are committed to providing quality education for every student at The Bronx New School.

We are committed to:

Being responsible for our own learning and the learning of others.

- ✓ Working together to support one another in doing our best work.
- ✓ Knowing children well and teaching based on what we know about them.
- ✓ Teaching in ways that allow for individual choice.
- ✓ Teaching in ways that are experiential
- ✓ Adopting, adapting and creating exemplary programs
- ✓ Maintaining high standards for ourselves and one another
- ✓ Being accountable to one another and to stake holders outside the Bronx New School
- ✓ Planning toward and structuring our learning community to support these goals,
- ✓ Working hard to achieve our goals and maintain the standards we have set for ourselves.

II. Parent/Guardian Responsibilities

Parents are a fundamental and essential part of the Bronx New School and thereby have their own specific rights and responsibilities.

I understand: Parents have the right to obtain the best possible education for their children. We have the responsibility to be active participants in their education.

I understand: Parents have the right to work closely with their children's teachers, to collaborate and participate in our children's school experience.

I understand: Parents have the right to be fully informed about school and classroom events and activities planned for their children as well as services available to assist children in other ways.

- Parents have the responsibility to receive and review information sent to them.
- Parents are encouraged to ask questions and remain aware and informed.

I understand: Parents have the right to decline to have their children participate in functions, activities and educational services, which they believe are counter to their beliefs or their children's needs.

I understand: Parents have the responsibility to register their divisions with the appropriate parties using positive dialogue.

I understand: Parents have the right to participate in The BxNS PA, SLT and with prior arrangements, to visit the school.

I understand: Parents are to conduct themselves with the utmost respect for the school community.

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.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$175,200.30	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$67,738.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,321,127.00	X	See action plan

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 10	Borough Bronx	School Number 051
School Name The Bronx New School		

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 Paul Smith	Assistant Principal Min Hong and Scott Schneider
Coach	Coach
ESL Teacher Diana Krosnick	Guidance Counselor Justine Ondricek
Teacher/Subject Area Tracey Ford	Parent Umali Pena
Teacher/Subject Area Connie Moy	Parent Coordinator Helena Ortiz
Related Service Provider Andrew McGovern	Other type here
Network Leader(Only if working with the LAP team) Karen Ames	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	242	Total number of ELLs	12	ELLs as share of total student population (%)	4.96%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	12	0	0	0	0	0	0	0	0	12

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	12	0	0	0	0	0	0	0	12	
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)	2	0	0	0	0	0								2
Intermediate(I)	1	1	3	0	1	0								6
Advanced (A)	0	3	0	0	0	1								4
Total	3	4	3	0	1	1	0	12						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

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

1. Assessment Analysis NYSESLAT

The NYSESLAT encompasses the four competencies of literacy: listening, speaking, reading and writing. The NYSESLAT data shows that

ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Beginning Level ELL students are students who have newly arrived to the country or who are new to school and they are dominant in a language other than English. The 12 ELLs

Data for the 12 English Language Learners in the ESL program this 2013-2014 academic year are as follows:

- 2 student is classified as Beginner
- 6 students are classified as Intermediate, and
- 4 students are classified as Advanced

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

After analyzing NYSESLAT data, the patterns revealed were:

- Students are most proficient in Speaking and is in line with general abilities for the majority of the intermediated and advanced students. However, Reading and Writing skills remain a challenge for students attempting to gain proficiency. This continues to be problematic for Advanced NYSESLAT ELL students.

Implications for Instruction

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

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Offer additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Provide small group Academic Intervention classes in ESL to target language modalities according to their needs
- Provide Academic Intervention Services for students and those performing below grade level during the school day as well as extended hours.

All activities and additional supports offered to our ELL student population are focused on their acquisition of language proficiency and academic progress. The ESL teacher will work with all classroom teachers to ensure the differentiated instruction is provided to meet the needs of our English Language learners.

New York State ELA Results by Grade and by Levels:

Only two (2) ELL children took the New York State ELA in spring 2013. The data table below shows their current grade with their previous year's score.

Grade	Level 1	Level 2	Level 3	Level 4
4	no data			
5		1		

Based on our LAB-R and NYSESLAT results the majority of our ELL school population is intermediate/advanced. We have two (2) children who is at the Beginner (B) level and six (6) children who is at the Intermediate (I) level. The remaining four (4) children are Advanced (A).

Implications for LAP in English Language Arts Area

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure the adequate delivery of instruction by licensed personnel as stipulated by NCLB and CR Part 154
- Content Area teachers and ESL teachers will collaborate to create a knowledgeable and reflective learning community experienced in researched based instructional strategies.
- Analyze ELL student data to become well-informed about the performance of each student to make informed educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student data to identify strengths and weakness and utilize the findings to drive and differentiated

instruction

- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELL students; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

The ESL teacher and the Instructional assistant principal will work with all classroom teachers to ensure the differentiated instruction is provided to meet the needs of our English Lanugage learners.

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?

4a. P.S.51 has a free standing ESL program with a Pull-Out Model, so allocating languages between content area subjects would not pertain to us. Therefore, in 2012-2013, no students took the Math and Science tests in their Native Language, and as such, we cannot examine results of tests taken in the student's Native Language (NL).

4b. The school leadership and ESL teacher are using the results of the ELL Periodic Assessments to modify the lessons and provide the kind of scaffolding necessary to make abstract subject concepts more concrete for ELLs. Consequently, we continue to make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning.

4c. What the school is learning about ELLs from the periodic Assessments is that the length of time in an English speaking school system, coupled with more intensive vocabulary and grammar instruction, is of the utmost importance.

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](#).)

Data is used to guide instruction for ELLs within the RtI framework by using Tier 1 as the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets.

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

The child's second language development is considered in instructional decisions by meeting with classroom teachers and ----- over progress and setting -----

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?

N/A

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

Paste response to question here:

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](#).)

At P.S. 51 there are several steps followed for the initial identification of those students who may possibly be ELLs.

These steps 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. If necessary, the licensed pedagogue, the ESL teacher helps to fill out the HLIS in order to identify the child's language proficiency. After the informal interview, initial screening and HLIS administration, the ESL teacher gives the child the Revised Language Assessment Battery (LAB-R) if the child is identified as an eligible candidate for ESL instructional services. The purpose of this test is to ascertain whether the child is an English Language Learner or English Proficient. The student must be tested with LAB-R within ten business days of the enrollment in the school. Hand scores are done after administering the LAB-R test which are kept confidential and are checked after the formal scores are shown in the system. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB-R is given to the student by a person in the school: a pedagogue, para or other qualified person who is proficient in this language.

Additionally, the New York State English as a Second Language Achievement Test (NYSESLAT) is administered each spring so as to measure LEP students' level of English proficiency annually, and therefore determine whether or not the student continues to be LEP. The ESL teacher prints a copy of the NYSESLAT Eligibility Roster (RLER), the Language Assessment Battery (LAB) and the Revised Language Assessment Battery (R-LAB) which list the names of ELLs who need to be tested. Then, a few weeks before the test, a NYSESLAT administration team comprised of at least three pedagogues (including the ESL teacher) is appointed. The team meets to discuss the administration dates and procedures to be followed in proctoring the test. Testing of three modalities (Listening, Reading and Writing) is scheduled on three days within the designated week. The ESL teacher administers the Speaking component to each student separately over a 2-3 week period usually beginning in mid-April. In conjunction with the NYSESLAT, students are given interim assessment tests which prepare them for the NYSESLAT. Students are being prepared throughout the school year to take the NYSESLAT.

Also, at the beginning of the school year, the NYSESLAT results of those ESL students who were tested the previous year are printed out from ATS and carefully reviewed by the ESL teacher. The ESL teacher analyzes the students' data and their proficiency levels in the four modalities of reading, writing, speaking and listening so that they are able to see each individual students' areas of strengths and weaknesses. These areas are considered so as to set out effective instructional goals for the coming school year. The students who achieved proficiency on the NYSESLAT receive an achievement diploma, and their parents are informed by the Non-Entitlement letter from the ESL teacher that their child has tested out. Those who have not tested out are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient.

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 a student is admitted to P.S.51 their parents are actively involved in the decision-making process. To ensure the proper communication between our school and ELL parents, the HLIS is distributed according to home languages. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program Selection Form delivered by hand together with an invitation to the Parent Orientation meeting. Letters are sent out in the various languages currently provided by the Department of Education. Parents participate in the parent orientation, presented by the ESL teacher, which describes the various programs for ELLs available in the NYC public school system. These are Transitional Bilingual (TBE), Dual Language (DL), and Freestanding ESL. Parents view the Chancellor's Video in the language of their choice which explains the Transitional Bilingual, Dual Language and Freestanding ESL programs offered in New York City, where program placement options are presented with clarity and objectivity. After they watch the video, the ESL teacher discusses the different programs and choices available with the parents. Parent brochures are also given out in as many native languages as are provided by the Department of Education to enrich parental understanding of each available program. Children are placed as per parent choice. It has been the case that some Spanish-speaking parents have chosen to keep their child in the ESL program at P.S.51 rather than take the child to the nearest school with a TBE or DL program (in District 10), if they believed the distance to be too great. Parents are also provided with information on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Of the 12 ELLs enrolled in the program, 10 are Spanish speakers, one Speaks Chinese and one speaks Arabic.

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 [\[see tool kit\]](#).)

An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the free-

standing ESL program at P.S.51 within ten days. The entitlement letters, in the home languages provided by the DOE, are handed in at the beginning of a school year, to the parents of those children who had been administered LAB-R and scored below the cut off scores. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. Copies of entitlement letters and other letters are kept on file and kept confidential. If the parents are not present during the Orientation and the Parent choice forms are not returned, the ELL teacher meets them on a make-up day, follows up with a personal mailing, and phone calls if necessary. Parents of newly enrolled ELLs are invited to two additional informational meetings as required under Part 154; they meet with an ESL teacher during the School Open Night and Parent-Teacher Conferences. The submitted forms are closely reviewed by the ESL teacher in order to conform with the choice of the parents. Any requests or concerns are brought to the attention of school administrators. Whenever needed, ELL parents are provided with access to translation and interpretation services, as well as all documents in their native languages.

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.

There are many criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs. Following the orientation in which parents view the Chancellor's video about the Bilingual and ESL programs offered in New York City, those parents whose first choice is a bilingual program are referred to the nearest school with a bilingual program. Currently, Spanish TBE and DL programs are located at P.S. (234 West 109 Street) for Grade

This year, 12 out of 12 parents opted for the Freestanding ESL program. Therefore, children are placed as per parent choice. And, it has even been the case that some Spanish-speaking parents have chosen to keep their children in the ESL program at P.S.51 rather than take the child to the nearest school with a TBE or DL program (in District 10), if they believed that the distance was too great. Students who have not tested out on the LAB-R are placed in ESL groups according to their age and English proficiency level: Beginner, Intermediate or Advanced. The parents are informed about their children's placement, and the letters are distributed to them in their native language. The communication or consultation activities with the parents are also in their native language.

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.

Parent Survey and Selection Forms maintained in the school files dating back to 2003-2004 reveal a trend towards a Freestanding ESL model. In 2012-2013, all of the parents who returned the Parent Survey and Selection Forms chose our Freestanding ESL program model for their children. This year 2013-2014, all 12 parents who were sent Parent Survey and Selection Forms also opted for the ESL program. However, if at any period we should have 15 students in two contiguous grades speaking the same native language, we will create a self-contained Transitional Bilingual Education class as is required by law.

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. 
- The program model offered at our school is aligned with parents' requests. Due to the small ELL population at P.S. 51, Freestanding ESL is the only program offered. To build alignment between parent choice and program offerings, we give them sufficient information about the TBE and DL program models available in District 10. In addition, we explain the benefits of choosing a particular program for their child and sticking with it, whether the program is housed at our school (Freestanding ESL) or at another school in Districts 10(TBE and DL).

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The Bronx New School/P.S. 51, implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To include recognized and researched based ESL instructional strategies across all content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

English Program Freestanding English as a Second Language Program

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)?

Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes a week of ESL. All Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. Students are grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language (test out NYSESLAT).

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.

Students of limited English proficiency receive the same academic content as those students who are native English speakers. In order to maximize English language acquisition for ELLs, the ESL and classroom teacher work closely together to deliver literacy instruction, as well as tailor additional content instruction to meet the needs of ELLs. To help students to progress in these programs, we utilize the following practices: Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. We also utilize collaborative planning between ESL, ELA, Math teachers and other content area teachers for each unit. Additionally, we continue to strongly encourage target language development across the grades and content areas, creating opportunities for active meaningful engagement. In all content areas the teachers are concerned with the language needs of ELLs and modify their instructional language and scaffold the instruction in order to ensure students understanding. Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of realia, as well as phrasings and synonyms in order to clarify meaning. In addition, math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. The ESL teacher modifies and supplements the curriculum in accordance with ESL teaching methodologies. The use of technology is also an important component in ESL instruction because of the interactive, multi-sensory nature of language development computer software. Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ESL classroom. ELLs in the early stages of English Language development are not discouraged from using their native languages. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the words into English and uses the vocabulary derived from

the child's own writing as a starting point in her instruction, according to the Language Experience Approach methodology. In addition, the teacher may use words in the child's home language (for example, Spanish) to assist in vocabulary building on a one-to-one basis in the child's writing notebook. Students are encouraged to use the computer website 'google interpreter' to translate their early work from their native language into English.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
As a free-standing ESL Program, we cannot examine results of tests taken in the student's Native Language (NL). However, we do administer the Spanish LAB test to newly-enrolled Spanish-speaking students, when it is required. ELLs in the early stages of English language development are not discouraged from using their native languages. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by aligning daily ESL instruction with Common Core Learning Standards.
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).

6a. Due to the limited number of ELLs (currently, PS 51 only have 12 ELLs), P.S. 51 does not consist of many ELL subgroups.

However, if PS 51 does have the different subgroups (SIFE; Newcomer..etc), they will be provided with differentiated instruction. For the SIFE population:

- Provide academic intervention services as an extension of the regular school program for both push-in and pull-out services.
- Make an individualized student needs assessment.
- Differentiate instruction in all areas.
- Provide grade appropriate instructional support materials.
- Communicate closely with the parents to monitor their children's progress.

Once SIFE students are identified, P.S. 51 monitors the progress of those students as well as their scores on the NYSESLAT, ELA and Math assessments. Support is provided in all content areas, and instruction is differentiated for varying literacy needs. P.S. 51 makes available all existing support structures such as ESL, Extended Day, After-School reading remedial program and sometimes Speech which benefit the students.

During the 2012-2013, there is no SIFE student at PS 51

6b. Plan for Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Buddy system identifying a similar student in his/her class that will assist during the day. Finding a student who speaks the same language as ELL who can help him/her in the classroom.
- An informal student orientation.
- Encourage student to participate in After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication is an important factor for our newcomers.

The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Those students who arrive in 3rd grade or later are required to take the ELA test after one year. In addition to the support received in ESL classes, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests as well as translated tests editions may be available.

As already indicated in #3 above, Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in

the school library as well as in the ESL classroom. Newcomers are not discouraged from using their native languages. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the sentences into English, and uses the vocabulary derived from the child's own writing as a starting point in her differentiated instruction. This is in accordance with the Language Experience Approach (LEA) methodology. In addition, the teacher may use words in the child's home language (for example Spanish) to assist in vocabulary building on a one-to-one basis in the child's notebook. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification to newcomers.

6c. Plan for ELLs receiving service 4 to 6 years:

P.S. 51's plan for ELLs receiving services for 0 to 3 years is to provide them with the same support structures detailed above along with a heightened focus on phonics intervention. P.S.51's curriculum for instruction is RIGBY's On Our Way to English Program, and RIGBY's phonics Intervention Kit offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. In addition, The Rosetta Stone interactive language development software program, Sunburst Key Skills Learning System and the newly installed Earobics reading remedial software are geared towards enabling students to work independently at the computer.

ELLs who have been receiving ESL services for 0-3 years are usually quite competent in their Basic Interpersonal Communication Skills (BICS), and seldom need scaffolding in the native language. However, we do continue to make available to them dictionaries, content picture dictionaries and glossaries in the native language (i.e. Spanish).

6d. Plan for Long Term ELLs:

Our plan for servicing Long Term ELLs is as follows:

- To monitor their progress in all content areas and differentiate instruction for literacy needs.
- To encourage their participation in the school's programs which enrich their language and academic skills.
- To communicate closely with the parents and collaboratively monitor their children's progress.

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 modified instructional strategies and grade-level materials to aid in their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives, books with text support features and graphic organizers. All of these provide access to academic content and accelerate English language development. Once the Student Based Support Team (SBST) has evaluated the ELL-SWD and determined what services the student needs, each service provider (e.g. ESL, speech, etc.) is informed. The different service providers coordinate the student's schedule with each other so that all the mandates are implemented. If an IEP mandates bilingual instruction, the SBST team finds an appropriate placement for the child in District 10. If it is not possible to find a proper placement for the student or the parent chooses to keep the child in this school, the student automatically receives ESL 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?

At P.S.51, we provide differentiated and modified instruction to meet the diverse needs of ELL-SWDs.

Courses Taught in Languages Other than English 

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

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

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

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

Math:				
Science:				

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

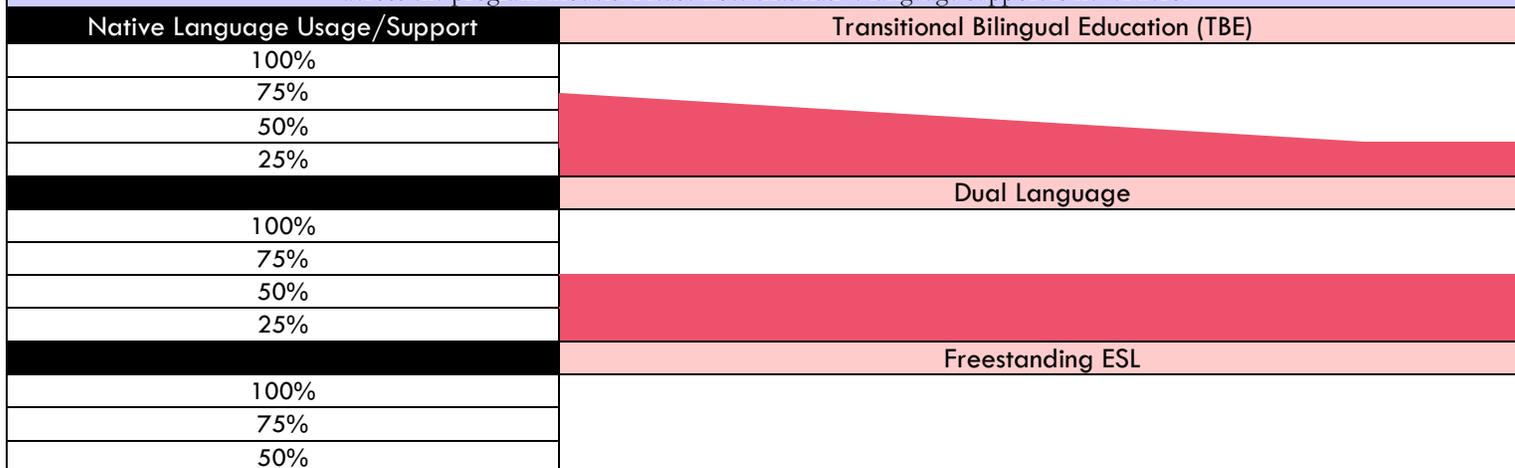
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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%			
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.
- Targeted interventions programs and Instructional Materials. The Freestanding ESL program uses the NYC Balanced Literary Workshop in the delivery of instruction. This includes the use of high interest | low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:
- Attanasio and Associates Getting Ready for the New NYSESLAT
- Supplementary Programs
- In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLS and their families. These include:
- Translation and Interpretation Services: Funding is available to translate important policy documents, mainly in Spanish.
- Add We hope to be able to provide a similar Science intervention program as well as a math intervention program this school year. All intervention services are offered in English since our school has no TBE or DL programs. In 2012-2013, there are 3 languages spoken by our ELLs..
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ESL program for ELLs is effective in terms of content and language development. The ESL teacher is given copies of each grade level's curriculum goals monthly. the work in ESL is aligned to that curriculu. For example, when the upper grade children are focusing on non-fiction, the ESL class will work on note-taking, main ideas of non-fiction paragraphs and other areas that will support and reinforce the classroom work. There is also ample time for conversation, questioning and discussion.
11. What new programs or improvements will be considered for the upcoming school year?
- We evaluate the success of our programs for ELLs by looking over time at each ELL's proficiency level indicated on the NYSESLAT. In addition, short term and long term goals are determined for each child and then growth and mastery of goals are documented and analyzed. The ESL teacher then aligns the ESL program and lessons to meet the objectives and outcomes for particular units of study implemented in classrooms..
12. What programs/services for ELLs will be discontinued and why?
- We will continue to use all the services and the programs that we provide to for ELLs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at P.S.51 have equal access to all school programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities.
- ELLs participate in the afterschool program that offers homework help, computer literacy, test prep, and a remedial reading/writing program, SPELL READ, which was initiated to target struggling ELLs in grades two to five. During this time, ELA teachers and Special Education teachers work closely with the ELL students providing differentiated instruction to meet their required needs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that are used to support ELLs focus on balanced literacy and Everyday Mathematics. They are in alignment with the Common Core Learning Standards. Other instructional materials that P.S.51 uses are RIGBY's On Our Way to English Program, and RIGBY's Phonics Intervention Kit which offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. The Phonics Intervention Kit integrates both print and multi-media instruction and practice during each lesson. In 2010-2011, the ESL program introduced Attanasio & Associates Language Proficiency Intervention Kits which use science as a vehicle to increase language proficiency in grades K-5. The Attanasio & Associates Language proficiency Intervention Kits are aligned with the ELA Standards, ESL standards and the National Science Standards. This was supplemented by the The Oxford Picture Dictionary in the content areas with workbooks (grades 3-5).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The LAP team recommended the acquisition of books and other literature in as many of the English Language learners' languages as possible. Spanish books were purchased as well as Spanish books-on-tape. These books are housed in the school library, and are easily accessible to our newly incoming Spanish speaking students. The district has several other languages represented, such as: Arabic and Haitian Creole. However, P.S.51 provides only the new Spanish students with the option of having the content area tests in their native language for reference. Spanish Math textbooks and workbooks are provided to ELLs in the upper grades, whenever it is deemed necessary.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
The ESL teacher has conversations with the classroom teachers on all grade levels to ask for feedback on individual strengths and needs. The ESL teacher is given monthly copies of curriculum notes for all grade levels to be able to support and reinforce work done in the classrooms.
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.
Our ELL population is quite small, and as such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. P.S.51 does, however, conduct an orientation session to assist all the newly enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principle and vice principle, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. Over the phone translation is used if necessary and bilingual paras are also available.
18. What language electives are offered to ELLs?
Students have choice and are not discouraged from using their Native Language with one another. Classroom teachers who are proficient in the student's native language may use it for clarification purposes; as do other native language speakers who have been in an English language system for a longer period of time. Also, bilingual picture dictionaries and glossaries can be used in the classroom for additional support.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not Applicable

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.

1,2. Professional development is provided by school staff and the community learning support personnel organization. This includes all pedagogues, our assistant principal, our school psychologist, our occupational therapist, the school secretary, the parent coordinator and paraprofessionals. At this time we do not have a guidance counselor.

We keep a record of all professional development sessions that include attendance records, agendas, and documentation and topics provided throughout the school year.

- School Staff: Within the schools Professional Development program, the focus is on:
- Literacy needs of our ELL population within the prescription of the Balanced Literacy model.
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
- Scaffolding in the content areas
- Native Language Literacy Development
- Differentiation in the ESL classroom

Workshops attended and turnkeyed by the ESL teacher and other members of staff (e.g. the technology teacher) have included: Stages of Second Language Development; Scaffolding in the ESL Classroom; Teaching Reading and Writing to English Language Learners; Making Content Comprehensible; Interactive Websites for Learning English and Content in Grades K-5; How the NYSESLAT Can Drive Instruction and Differentiated Instruction Overview. This is in addition to the ongoing Literacy and Mathematics Lab sites provided to teachers so as to address the needs of all students, including ELLs and struggling students. Grade level collaborative groups also meet to discuss ideas, share professional resources and review books used in the classroom.

The ESL teacher participates in Common Core Learning Standards aligned Literacy and Math workshops within the community with classroom teachers and other support staff.

3. Our staff at P.S. 51, including the ESL teacher, a guidance counselor and the AP, provide parents and students with information about different schools, helping to make the proper placement of those ELL students who transfer from elementary to junior-high school and from junior-high to high school. Guidance Counselors attend workshops for training in how to help students who are making these transitions.

4. All professional development sessions will support the minimum 7.5 hours of ELL training for all staff members. Additional support is given throughout the year by our Childrens First Network 406 Director of ELLs.

The minimum 7.5 hours of ELL training for all staff is given every school year. The classroom teachers receive strategies and support with the instruction regarding ELL students.

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?

The Bronx New School conducts parent workshops in English and Spanish. We have 4 workshops scheduled for the upcoming months. The workshops are on Literacy, Math, Science and Homework help. Families are asked to attend and to bring their child to participate on hands-on activities. The goal is to give parents an idea of what their child is learning and to allow parents to ask questions. All families participate in whole school workshops. However, for families whose English is limited, we provide translation services.

We use The Interpretation Unit at One Fordham Plaza, for our translation and over the phone interpretation during Parent-Teacher Conferences. The Bronx New School PTA asks parents to translate their documents into Spanish.

Parent involvement in our school, including parents of ELLs, is a key component of our every year planning. Parents of ELLs have a parents' orientation twice a year. First, at the beginning of the school year, and later during the school year. They are informed about math, NYSESLAT, ELA, science and social studies state test, testing exemptions for ELLs, accommodation for ELLs and promotional policy for ELLs by letters, parents meetings and automated calling system.

Additionally, P.S. 51 provides materials and training to help parents work with their children to improve their academic achievement; (eg. Family Literacy Workshops, The Grow Report Workshops, Parent Right Workshops. The school also provides Parent Involvement Workshops (eg. Nutrition, Science, Health, Technology, Music, Art, Physical Education Arts & Crafts and Behavior) and there is always a translator available to ease communication whenever it is deemed necessary.

Correspondence in other languages provided by the Department of Education (DOE) is routinely distributed to our Spanish speaking parents. We also disseminate available DOE correspondence in the many languages represented at our school, such as Arabic and Haitian Creole.

We evaluate the needs of the parents by sending a parent survey in November. The survey is anonymous and allows parents to express concerns, make suggestions and share positive feedback. The needs of parents are evaluated in informal and formal ways through parents' teachers' conferences, meetings, workshops, surveys, school events, PTA meetings, etc. The educators and administrators listen and have a conversation with parents, and try to answer their questions and concerns. Parents always add valuable information about their children, their background, strengths and weaknesses, behavior and academic work, as well as their social-economic situation. We work cooperatively with them, and make student referrals for different services according to the students' needs.

Our parent involvement activities address the needs of the parents by providing information in dual languages, interpretation during meetings, and over the phone interpretations for parent teacher conferences. When parents call the school, our automated phone system is programmed in two languages (i.e., English & Spanish) and parents can request to speak to someone in their language when applicable. Parents can also receive homework help in their home language.

The parental involvement activities address the needs of the parents by providing workshops, meetings, and counseling. Parents are also given referrals to outside services whenever it is deemed necessary.

We view parents as an integral component of our school community and work closely with them so as to ensure their children's improvement and success. Certain correspondence is communicated to parents in their home languages, for example, lunchforms, report cards, some medical forms, and correspondence which originates from the DOE. The translation/interpretation unit may be used, although we frequently rely on the assistance of multilingual parents and staff within the P.S 51 community.

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.

Part VI: LAP Assurances

School Name: The Bronx New School		School DBN: 10x051	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paul Smith	Principal		11/13/13
Min Hong	Assistant Principal		11/13/13
Helena Ortiz	Parent Coordinator		11/13/13
Diana Krosnick	ESL Teacher		11/13/13
Umali Pena	Parent		11/13/13
Tracey Ford	Teacher/Subject Area		11/13/13
Connie Moy	Teacher/Subject Area		11/13/13
	Coach		1/1/01
	Coach		1/1/01
Justine Ondricek	Guidance Counselor		11/13/13
Karen Ames	Network Leader		11/13/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X051** School Name: **The Bronx New School**

Cluster: **406** Network: **Christopher Groll**

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

Part A: Needs Assessment Findings

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

The Bronx New School is comprised of 50% Hispanic students. We also utilized the Home/School Language survey to gather information as well as the ATS reports (RHLA & RPOB).

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.

School communication is sent home in Spanish and English. Letters are translated from English into Spanish by on-sight bilingual staff. Additionally, when the need arises, we send letters to the Department of Education Translation and Interpretation Unit for translation, and then reviewed by one of our on-staff translators. For larger documents we have secured a private contracted vendor.

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 school will provide parents with school documents or notification in their home language. First, all large documents will go to the DOE Interpretation and Translation Unit. Then the letter will be reviewed by a Bronx New School staff member and sent out the next day. This will be done 2-3 weeks in advance of distribution.

Smaller documents will be translated by on-staff member.

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.

At the Bronx New School every effort is made to communicate to parents in their native language as well as English. Phone calls are made to notify parents of important school wide events as well common day to day occurrences.

During All-School Meetings, i.e. State of the School Address, Parent Teacher Meetings, Parent Conferences and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish-dominant speakers.

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>.

As per the Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation service, The Bronx New school – PS 51x provides the following:

Home language preference sheets for translation and interpretation services for both written and oral communication.

Out of our 242 families, the data from the preference sheets are as follows:

208 English speaking families (do not need the services)

34 Spanish speaking families

The principal utilized translation personnel during PTA, SLT, PTC and all school meetings. A school staff member or parent provides

translation services.

The school sends out bilingual notifications to parents

We share our findings with the school community through our SLT, PTA and school meetings.