

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

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

**12x691**

**School Name:**

**BRONX LITTLE SCHOOL**

**Principal:**

**JANICE GORDON**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Bronx Little School School Number (DBN): 12x691  
School Type: Elementary Grades Served: Pre-K – 5<sup>th</sup> Grade  
School Address: 1827 Archer Street, Bronx NY 10460  
Phone Number: 718-792-2650 Fax: 718-792-4149  
School Contact Person: Janice Gordon Email Address: Jgordon7@schools.nyc.gov  
Principal: Janice Gordon  
UFT Chapter Leader: Dawn Ann Vitulli  
Parents' Association President: Sonia Chambers  
SLT Chairperson: Dawn Ann Vitulli  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 12 Superintendent: Rafaela Pacheco-Espinal  
Superintendent's Office Address: 1434 Longfellow Avenue  
Superintendent's Email Address: REspina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Cluster and Network Information**

Cluster Number: Cluster 5 Cluster Leader: Debra Maldonado  
Network Number: 534 Network Leader: Ben Waxman

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Janice Gordon	*Principal or Designee	
Dawn Ann Vitulli	*UFT Chapter Leader or Designee	
Sonia Chambers	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Nancy Conforti	Member/ Teacher	
Allison Fletcher	Member/ Teacher	
Kathryn Graham	Member/Teacher	
Maria Santiago	Member/ Teacher	
Esmeralda Andrade	Member/ Parent	
Josephine Adamson	Member/ Parent	
Faviola Segura	Member/ Parent	
Alma Vazquez	Member/ Parent	
Sady Ponce	Member/	
	Member/	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

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

## The Quality Review and the Capacity Framework

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### School Mission Statement:

Bronx Little School is committed to creating a nurturing community of learners; an environment where students, parents and staff collaborate to promote the individual interest, strengths, and creativity of each student. Our mission is to teach respect for self and others in a multicultural campus. We strive for both academic excellence and the development of citizens of a caring world community.

### Overview

Bronx Little School is co-located with 12x536 and 12x531. All three schools house students in grades Pre-K through 5. At Bronx Little School, we believe that our students' success is attributable, in part, to the fact that each child is known by all staff members, that all children know one another, and that our staff and parents value collaboration. We pride ourselves on our strong sense of community and commitment to a common goal—student achievement—academic, social, and emotional.

Over the past 10 years, our school population has grown from 96 students to 363 students. As we have grown, so has our population of students with disabilities, from 0% to 23%. The growing Bengali immigrant population in the nearby Parkchester community is reflected in our student demographics. We are experiencing an increasing number of students who are English Language Learners with Bengali as their first language. What has remained constant is our Title I status (about 80% receive free lunch) and our percentage of Hispanic students (about 60%).

In keeping with our mission statement, we have made strategic decisions when formulating class models. On every grade level, with the exception of our 5<sup>th</sup> grade, we have one Integrated Co-Teaching class. Our 5<sup>th</sup> grade self-contained class receives daily instruction with their non-disabled peers in many content areas based on individual student need. Our ESL, AIS and SETTS teachers all use a combination of push-in / pull out models of instruction.

Bronx Little School has a full-time licensed visual arts teacher and a dedicated arts studio. This year we also have a newly-hired full-time music teacher. Through the collaboration of our classroom teachers and our arts teachers students learn the connection between the arts and literacy, math, social studies, science and technology. Our partnership with the 92<sup>nd</sup> St Y (Musical Introduction Series) and the New York Philharmonic (School Partnership Program) support our vision of learning through the arts. Our mobile (laptop) technology lab, and our electronic white boards in every classroom provide all children, from Pre-K through Grade 5, opportunities to use technology as a tool for learning. Our goal for students to understand that technology, like books and pencils and paper, offers a path to knowledge requiring active learning behaviors that support critical and creative thinking.

Our campus partnerships with Kids Creative and Roads to Success provide after school activities (academic, social, physical) for students K-5 in addition to a summer camp program. Bronx Little School, in partnership with the NY Roadrunners has instituted a Young Runners program that meets twice a week after school. Our young runners often attend weekend meets and have had opportunities to meet accomplished marathon runners from around the world. For four years, we have partnered with the NYC Foodbank to bring their Cookshop program to our students. The program is designed to teach our students about the importance of good nutrition, empower students to make nutritious food choices and encourage them to eat a variety of healthy foods.

We are fortunate to have a dedicated and dynamic parent coordinator who rallies parent volunteers and conducts parent workshops. She works side by side with our Parent Association Executive Board, teachers and administrators to provide opportunities for parents to become actively involved in our school. She hosts campus-wide Cornell Cooperative Extension Nutrition classes for parents, Cookshop For Families, and ARIS ParentLink Training, MYON parent training, CCLS Workshops, Kindergarten Orientation and coordinates our Parent Volunteer program.

We have always considered our small size one of our greatest assets because it enables us to function as a tight-knit community. And, although our student population has almost quadrupled over the past ten years, we are still relatively small compared to many schools. Our size, however, also poses many challenges for staff, students and parents. Most staff members serve on multiple committees and teams. Each of us performs many roles, requiring us to continually acquire new knowledge and learn new skills. Our willingness to do so in a true spirit of collaboration is what makes our school special. Every day, we provide a model for learning and living that we want our students to emulate.

### **Areas of growth and focus**

Our individual student progress on both the ELA and Mathematics State Assessments was excellent for all students including the lowest performing students according to our School Quality Snapshot. Last year our school made significant progress in closing the achievement gap by exceeding our target of 59.0 or higher with a result of 64.6. Our English Language Learners' growth was especially significant with an increase of 36% and 28% in ELA and Math respectively. Our Students With Disabilities in a self-contained setting also showed significant growth with an increase of 26% and 16% on the ELA and Math State Assessment respectively.

Teachers, administrators and coaches engage in collaborative practice to design rigorous and engaging curricula aligned to the Common Core State Standards, and we have aligned use of resources to support implementation of curriculum and assessment. Throughout the year, we reflect on and revise the curriculum based on instructional goals to meet individual student needs.

According to our last quality review an area of focus cited was to effectively engage teacher teams in collaborative practice using the inquiry approach with the goal of improving student learning outcomes. Although our students made individual progress on the NYS ELA & Math Assessments, only 16% and 29% achieved a Level 3 or 4 in ELA and Math respectively. That indicates to us the need for more rigorous student tasks differentiated to intellectually engage all students. This year, we have made student intellectual engagement and rigorous tasks a focus of observational rounds in an effort to support teacher growth in setting higher standards for their students. In addition, our Professional Learning Team (composed of teachers from both upper and lower grades and an assistant principal) is planning professional learning activities focused on looking at student work to more effectively plan a range of intellectually engaging tasks.

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- Units of Study in ELA & Math aligned to Common Core
- 89% of students in Grades 1-3 showed growth in F&P Reading Levels from September 2013 – February 2014

#### Priority Needs:

- Advance MOTP data (2013-14) show that 50% of teachers are developing or lower in component 3c. Engaging Students in Learning, indicating the need for effective implementation of rigorous student tasks to provide students the opportunities to develop deep critical understanding of content.
- In 2013-14, 15.8% of Bronx Little School students in grades 3, 4 and 5 performed at levels 3 and 4 on the NYS ELA Assessment (4% above our District average, but 14% below City average) indicating the need for more effective and consistent implementation of best practices in reading.
- Advance MOTP data for the 2013-14 school year show that approximately 50% of Bronx Little School Teachers were rated effective or above in Effective Questioning and Discussion Techniques (Component 3B) indicating the need to improve peer discussion and teacher questioning as a method of improving student understanding of complex text.
- Our RTI data show that we are significantly above the recommended 15%-25% of students receiving Tier II services which indicates that we need to improve teacher practice in differentiating instruction at the Tier I level in order to meet the needs of individual students and reduce the amount of students needing Tier II services.

### Part 2 – Annual Goal

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

By June 2015, student performance on the NYS ELA Assessment will show an increase of 5% of students performing at levels 3 and 4 (approximately 21%). By June 2016, student performance on the NYS ELA Assessment will increase an additional 5% (approximately 26%) which would be approaching the city average.

By February 2015, the number of students receiving Tier II interventions will decrease by 2%. By June 2015, the number of students receiving Tier II interventions will decrease another 2% for a total 5%.

By June 2015, 60% of teachers will have earned a rating of at least effective in components 3b & 3c in MOTP as indicated by the Danielson Framework for Teaching.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to</li> </ol>			

<p>impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
Teachers in Grades 1-3 will receive the support of a literacy consultant in order to more effectively meet the needs of all students on the Tier I Level (in the classroom), including English language learners and students with disabilities by faithfully implementing and documenting daily guided reading.	All 1st, 2nd, 3rd grade students	Progress checkpoints will be February and May 2015	Bronx Little School teachers in Grades 1-3 Literacy Support, Inc. Guided Reading Consultant
Pilot a Great Books program in Grade 4 with a goal of improving peer discussion and teacher questioning as a method of improving student understanding of complex text.	4th Grade Teachers & Students	February 2015 – June 2015	Junior Grade Books Trainers 4th Grade Teachers
Conduct Parent Workshops on CCLS and NYS ELA & Math Assessments to inform parents of what their children must be able to do to be successful in school	Parents of all 3rd – 5th grade students	March 2015	Parent Coordinator, Assistant Principal, Literacy Consultant
Professional Learning Committee will meet weekly to plan professional learning to help teachers develop rigorous and engaging tasks that intellectually challenge all students, including English language learners, students with disabilities and students at-risk of not meeting standards	All Bronx Little School Students	Weekly Time Intervals from September 2014 through June 2015	Professional Learning Committee  Administrators  Coaches

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Literacy Consultant</li> <li>• Junior Great Books Trainer</li> <li>• OTPS (Level Text, Non-Contractual Services, Parent workshop refreshments)</li> <li>• Per Diem Teachers</li> <li>• Per Session for PLC meeting after school</li> <li>• Flexible Scheduling</li> </ul>

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <p>1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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2. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, the number of students receiving Tier II interventions will decrease by 2%				
By February 2015, 60% of teachers will have earned a rating of at least effective in component 3c (Engaging Students In Learning).				
By February 2015, 60% of teachers will have earned a rating of at least effective in component 3b (Effective Questioning and Discussion Techniques)				
<b>Part 6b. Complete in February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

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

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

### Part 1 – Needs Assessment

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

**Strengths:**

- RTI Team supports classroom teachers with specific recommendations for implementation of academic and behavioral strategies to ensure student success.
- Integrated co-teaching models throughout the grades whereby students with disabilities receive daily instruction with their non-disabled peers.
- ESL, AIS, and SETTS teachers all use a combination of push-in/pull-out models of instruction.
- Mobile Technology Lab offers students opportunities to use technology as a tool for learning.
- Established 9-year partnerships with the NY Philharmonic and 92nd Street Y (Musical Introduction Series) to support our vision of learning through the arts.
- Teachers trained in ESR (Educators for Social Responsibility) to strengthen proactive approaches in response to students with challenging behaviors.
- A 4-year Partnership with Food Bank of NY which offers their Cookshop Nutrition Program to our students.
- Campus Partnerships with Kids Creative and Roads to Success which provide after school activities (academic, social and physical) in addition to a summer camp program.
- Student Clubs: Young Runners (partnership with the NY Roadrunners), Science Club, Art Club, Music Club.
- Student Council (students plan & organize community service events).

**Priority Need:**

- Our OORS (Online Occurrence Reporting System) reports (Level 3, A24 infractions) document that a growing number of incidents arise from student-to-student conflicts, indicating a need to empower students in resolving conflicts peacefully before they escalate into physical altercations. 2013-14 OORS reports document a total of 20 A24 infractions that represented 33.90% of all incidents. As of December 2014, OORS reports for A24 infractions already number 12 and represent 42.86 % of all incidents. If this trend continues, 2014-15 A24 infractions will exceed those from 2013-14. Another indicator of this need is the fact that only 59% of teachers feel that order and discipline is maintained at our school, according to our 2013-14 School Environment Survey.

### Part 2 – Annual Goal

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

By February 2015, a Staff Peer Mediation Committee will be formed to plan for the selection and training of students to serve on a Peer Mediation Team. By April 2015, the Peer Mediation Team will begin to conduct peer mediation sessions facilitated by school guidance counselor. By June 2015, A24 infractions recorded in OORS will indicate a decreasing trend between April 2015 and June 2015 compared with previous months in the same year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the</i>
5. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>		<i>date?</i>	<i>activity/strategy?</i>
Staff Mediation Committee will meet three times in January 2015 and establish criteria for the selection of students (including English language learners, students with disabilities, male and female students, and students from all races and ethnicities in our student population) select training materials and begin the student selection process.	Guidance Counselor, Bronx Little School teachers	Jan. 2015 – Feb. 2015	Guidance Counselor, Bronx Little School teachers, Administrator
Form and train student Peer Mediation Team	Students recommended as potential candidates for mediation team.	Feb. 2015- Mar.2015	Staff Mediation Committee
Implement a Peer Mediation process where students of the same age-group facilitate conflict resolution under the guidance of staff members.	All student requiring conflict resolution skills	April 2015- June 2015	Selected Students, Guidance Counselor, Teacher Facilitator
Communicate to all parents the purpose and function of the Peer Mediation Team. Send permission letters to parents of students requiring confliction resolution skill-building prior to the student’s participation in sessions.	All parents	April 2015- June 2015	Parent Coordinator, Staff Peer Mediation Committee

**Part 4 – Resources Needed**

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

- Schedule planning time to effectively develop a Peer Mediation program.
- OTPS funds to purchase professional books and general supplies for Peer Mediation Team and parent communication.
- Teacher and Guidance Counselor Per Session

**Part 5 – Budget and Resource Alignment**

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

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

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**Part 6 – Progress Monitoring**

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

planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, a Staff Peer Mediation Committee will be formed to plan for the selection and training of students to serve on a Peer Mediation Team.

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

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

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

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

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                         |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                |

**Strengths:**

- Teacher Teams meet weekly to revise curriculum, plan lessons, and share resources as noted in our School Quality Snapshot.
- Professional Learning Committee meets twice each month to reflect on previous professional learning, assess teacher needs, identify teacher strengths and plan opportunities for teachers to learn from one another by sharing best practices.
- Peer mentors support new teachers in pedagogy, methodology and content indicated by the NYC DOE Mentor Tracking System.

**Priority Needs:**

- Advance MOTP data (2013-14) show that 50% of teachers are developing or lower in component 3c. Engaging Students in Learning indicating a need to plan rigorous student tasks aligned to Common Core Learning Standards to intellectually engage all students in learning
- Use of data (including student work) to differentiate instruction in Process, Product and Content indicated by Advance MOTP data (2013-14) show that 50% of teachers are developing or lower in component 3c. Engaging Students in Learning

### Part 2 – Annual Goal

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

By February 2015, 50% of teachers will plan differentiated instruction with rigorous student tasks aligned to Common Core Learning Standards to intellectually engage all students in learning. By June 2015, 75% of all teachers will plan differentiated instruction with rigorous student tasks aligned to Common Core Learning Standards to intellectually engage all students in learning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and			

engagement 18. Activities that address the Capacity Framework element of Trust			
In keeping with our commitment to a curriculum that changes over time based on the needs of our school community and informed by current educational research, curricular review and revision will be part of our end-of-unit process. Formative and summative assessment data will inform teacher decisions about unit revisions. Revisions may include but are not limited to shifts in sequence of units or lessons, extension of a unit timeline and/or curriculum compacting,	All Bronx Little School students	At 4-6 week intervals from September 2014 through June 1015	All Bronx Little School teachers
AIS teachers, SETSS teachers, ESL teachers and all classroom teachers (special education and general education) and paraprofessionals will collaborate to design student tasks that address the specific needs of students with disabilities, English language learners and students identified as at-risk for not meeting standards.	All students with disabilities, English language learners and at-risk students	Every Monday from 2:20-3:40	All Bronx Little School teachers and paraprofessionals
Homework assignments will be differentiated to address the needs of all students and translated into the parents' language of choice as necessary. Student data that informs differentiation will be shared with parents at parent-teachers conferences.	All students and parents	September 2014 through June 2015	All Bronx Little School teachers and staff, including staff responsible for translation and interpretation, NYC DOE Translation and Interpretation Unit
Professional Learning Committee (composed of teachers and administrators) will meet weekly to identify teacher (an paraprofessional) needs and plan professional learning activities that support them in using student data to design rigorous tasks that intellectually engage all students in learning.	All Bronx Little School teachers and paraprofessionals	October 2014 through June 2015	Professional Learning Committee

**Part 4 – Resources Needed**

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

- Scheduling of one common planning period per week for teachers on each grade level (K-5) to facilitate collaborative lesson planning
- Per Session Funds for teachers to work together on Saturdays writing and revising Units of Study (Math & ELA)
- OTPS funds to purchase professional books, leveled student texts and general supplies for classroom instruction and parent communication (copy paper, binders, folders, printer toner cartridges, etc.
- School Aide Bulk Jobs to support translation and interpretation
- Per Session Funds to compensate for missed preps of teachers that serve on our PLC
- Compensatory Time for Parent Coordinator to attend after school events involving parents

**Part 5 – Budget and Resource Alignment**

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

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

**Part 6 – Progress Monitoring**

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

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

By February 2015, 50% of teachers will plan differentiated instruction by designing student rigorous student tasks aligned to Common Core Learning Standards to intellectually engage all students in learning.

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

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

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

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

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                              |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                     |

**Strengths:**

- Teacher Teams engage in collaborative practice using the inquiry approach to improve classroom practice as indicated by our School Quality Snapshot
- School Committees and Teams (Response to Intervention Team, Professional Learning Committee, MOSL Committee, New Teacher Induction Committee, School Implementation Team, Teacher Grade Teams,) provide leadership and decision making opportunities for teachers in curriculum development, assessment selection, professional learning, monitoring student progress, supporting positive student behaviors and selection of resources as indicated by committee and team agendas, notes and minutes

**Priority Need:**

- To empower experienced staff in supporting their less experienced colleagues by sharing strengths and best practices and in supporting parents in better understanding what and how their children are learning in school to further develop a culture of collaboration and ownership as indicated by 2013-14 School Environment Survey in which only 48% of teachers stated that they would recommend this school to parents

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 30% of teachers will have presented either to their colleagues during Professional Learning Time on Monday afternoons or to parents at parent workshops, resulting in an increase of at least 10% in the number of teachers who would recommend this school to parents.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

Professional Learning Committee will meet weekly to develop a plan for enlisting the support of teacher leaders to share best practices with a goal of meeting the needs of all students. Selection of best practices will be determined by teacher analysis of student work and shared during Monday Professional Learning Time.	All Teachers	October 2014-June 2015	Professional Learning Committee
All Professional Learning activities each Monday will include strategies for differentiation to meet the needs of all students including students with disabilities and English language learners.	All Teachers	October 2014-June 2015	Teacher Leaders
Parent Workshops designed to help parents support their children's learning will be planned and implemented by Teacher Leaders in collaboration with our Parent Coordinator and Administrators	All Parents	January 2015-June 2015	Teacher Leaders, Parent Coordinator, Administrators
An interim School Environment Survey (modeled on the NYC DOE School Environment Survey) will be administered and analyzed in early March 2015 to all teachers	All Teachers	March 2015	Administrators, UFT Chapter Leader

#### **Part 4 – Resources Needed**

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

Teacher Per Session for planning and preparation; OTPS (general supplies for workshops and presentations)

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

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

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

#### **Part 6 – Progress Monitoring**

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

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Results of March 2015 interim Learning Environment Survey analysis will indicate an increase of at least 5% in the number of teachers who would recommend this school to parents

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

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

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

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

### Part 1 – Needs Assessment

- |     |                                                                                                                                                                                                                                                                                                                                   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.                                                                          |

**Strengths:**

- Our Learning Environment Survey indicates that 92% of parents are satisfied with the education that their child has received and 91% of parents feel that the school offers a wide enough variety of courses, extra-curricular activities and services indicating that Bronx Little School provides a welcoming environment for families utilizing community resources to enrich the civic life of the school.

**Priority Need:**

- In previous years, we have used Title III funds to support ESL classes for parents. This year, due to a slight decrease in the number of English Language Learners in our school, we have not received these funds. Parent feedback on the ESL classes was overwhelming positive, and our Parent Coordinator has received many queries from parents about whether or not we will continue to provide this service. Clearly, English as a Second Language Instruction is a need among our immigrant parent population. By strengthening parents’ knowledge of English, they will be better prepared to support their children’s learning and play a vital and active role in our school community.

### Part 2 – Annual Goal

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

By the week of June 1, 2015, at the conclusion of our ESL classes for parents, based on the results of a pre- and post-survey, at least 75% of the parent participants will indicate that engaging in these classes has strengthened their knowledge of English. At least 75% will indicate that they feel the classes have prepared them to better support their children’s learning. At least 75% will indicate that the classes have better prepared them to play a vital and active role in our school community.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			

<ul style="list-style-type: none"> <li>Post a vacancy for a qualified ESL Teacher to conduct our ESL classes for parents</li> <li>Interview candidate for the position to identify and hire the best qualified person for the position</li> <li>Reserve common space on our campus where the classes will be held</li> <li>Plan a series of 15 weekly sessions designed to meet the specific needs of parent participants</li> <li>Gather and/or purchase material resources required to implement the sessions (books, paper, laptops, refreshments, etc.)</li> </ul>	NYC DOE Licensed ESL Teachers	January 20, 2015- February 3, 2015	Assistant Principal
<ul style="list-style-type: none"> <li>Conduct parent outreach to inform parents of the ESL classes including dates, time, place and purpose (flyers, posters, phone calls)</li> <li>Develop and conduct a pre-survey and post-survey of parent participants (in their language of choice)</li> <li>Post the dates of all sessions on our school's monthly calendar</li> </ul>	All Parent Participants	Pre-survey: Week of 02/19/15 Post-Survey: Week of 06/01/15	Parent Coordinator NYC DOE Translation & Interpretation Unit
<ul style="list-style-type: none"> <li>Provide parent participants with dual language books (Spanish-English, Bengali-English), so they can share their learning with their children at home as they support their children's learning</li> </ul>	All Parent Participants	06/2015	Assistant Principal, Procurement Support Personnel
<ul style="list-style-type: none"> <li>Provide childcare for children of parent participants</li> </ul>	All Parent Participants	02/2015-06/2015	School Aides

#### **Part 4 – Resources Needed**

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

- Teacher Per Session (including planning time)
- School Aide Hourly Bulk Job
- OTPS

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

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

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

#### **Part 6 – Progress Monitoring**

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

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

Since this program will run for only fifteen session, and we will conduct a pre-survey and post-survey, progress monitoring will be in the form of informal feedback from parent participants. Principal and Parent Coordinator will conduct a mid-session coffee hour (during the week of March 30, 2015) with participants to discuss the effectiveness of the program.

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

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

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	Students are selected for services based on multiple sources of assessments : *F & P Literacy Benchmark Assessments *Pre & Post Unit Assessments *Previous year’s New York State ELA Scores.	Instruction focuses on developing effective reading strategies using : *Wilson Reading System *F & P Intervention Kits *Leveled Guided Reading Books	Small Group Instruction (2 -6 students).	Service is provided during the school day.
<b>Mathematics</b>	Students are selected for services based on multiple sources of assessments : *Previous year’s NYS Math Scores *End of Year Math Benchmark Assessments *Pre & Post Unit Assessments	Instruction focuses on developing fluency and a deep understanding of math concepts using: *Guided Math Lessons reinforcing skills and strategies *Math games * Manipulatives *Go Math Lessons	Small Group Instruction (2 -6 students).	Service is provided during the school day.
<b>Science</b>	Students are selected for services based on multiple sources of assessments : *Previous year’s 4th grade NYS Science Test *June Report Card Grades *Pre and Post Science Unit Assessments	Instruction focuses on developing Close Reading strategies which are aligned to the Science Scope and Sequence using leveled nonfiction reading books.	Small Group Instruction (2 -6 students).	Service is provided during the school day.
<b>Social Studies</b>	Students are selected for services based on multiple sources of assessments : *Pre and Post S.S. Unit Assessments *Literacy Benchmark	Instruction focuses on developing Close Reading strategies which are aligned to the Social Studies Scope and Sequence using leveled	Small Group Instruction (2 -6 students).	Service is provided during the school day.

	Assessments *June Report Card Grades	nonfiction reading books.		
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are selected for services based on The following data: RTI referrals, OORS reports, parent conferences.	Guidance Counselor focuses on teaching students strategies to develop positive character traits through the implementation of: *Conflict resolution role play activities *Self Reflection and Affirmation Activities *Goal Setting *Behavioral Contracts *Student Recognition Awards and Incentives	Counseling is done both on a 1:1 basis and small group sessions.	Service is provided during the school day.

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Bronx Little School recruits teachers through several established New York teacher preparation institutions—Fordham University, Columbia Teachers College and Hunter College. We also utilize the New York City Department of Education Office of Teacher Recruitment’s “New Teacher Finder.” All new teachers are matched to teacher mentors by our New Teacher Induction Committee (composed of teachers and administrator) and provided support based on their individual needs. In school mentors attend training offered jointly by UFT/NYCDOE. Administrators support teachers through post observation feedback (formal and informal). Children First Network Support Personnel provide training and professional development for teachers on but not limited to Common Core Learning Standards, Differentiating Instruction, Quality Review Rubrics, Meeting the Needs of ELLs and SWDs.</p>

**2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>CFN 534 provides high quality professional development for principals monthly</p> <ul style="list-style-type: none"> <li>• Principal attends monthly professional development provided by Children First Network 534, Chancellor’s Principal Conferences, Monthly District Superintendent Principal Meetings, NYCDOE/UFT jointly sponsored Advance Training . PD topics include but are not limited to Effective Use of School Resources (fiscal and human), Understanding State and Federal Education Mandates, Evaluating Teacher Performance Utilizing Advance, Meeting the Needs of ELLs and SWDs, Aligning Curriculum and the Common Core, Learning and the Arts, School Safety, Student Discipline, Response to Intervention, Analyzing Data to Make School-wide Decisions.</li> <li>• Assistant Principals participate in AP Study Groups hosted by CFN534, Response to Intervention Training, Data Management Training, Office of Youth Development Trainings, Building Response Team Trainings and Advance Training.</li> </ul> <p>Teacher Professional Development includes but is not limited to the following:</p> <ul style="list-style-type: none"> <li>• Our Professional Learning Committee plans weekly Professional Learning sessions for all teachers and paraprofessionals with a focus on looking at student work. Bronx Little School teachers</li> <li>• Guided Reading Training from Literacy Support, Inc.</li> <li>• Great Books Training (Grade 4)</li> <li>• Peer Mentoring</li> <li>• Math Coaching</li> <li>• AIR RTI Training</li> <li>• ESR Training</li> </ul>

- Network Support Staff

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

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

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

- Pre-K teacher and Pre-K paraprofessionals attend joint Professional Development Opportunities with teachers of all grades to deepen their understanding of best practices across the curriculum.
- Throughout the school year, the Pre-K Social Worker, Family Worker, Parent Coordinator, Math Coach and School Administrators hold Parent Workshops on a range of topics such as The Common Core Learning Standards, Guided Discipline, Literacy, Math, Child Development, etc.
- Parents of Pre-K students with disabilities meet with our school's IEP teacher, Parent Coordinator and School Social Worker to ensure that each child's needs are clearly identified prior to entering kindergarten to ensure a continuum of services.
- In May, Parent Coordinator and Kindergarten Teachers conduct a Parent Workshop on Kindergarten Readiness to support parents of Pre-Kindergarten students entering kindergarten the following September.
- Each June Pre-Kindergarteners visit the Kindergarten classrooms to meet the teachers and become familiar with the classroom setting and routines.
- Each June, Pre-Kindergarten Teacher and Kindergarten teachers meet to discuss the specific strengths and needs of each child transitioning from our Pre-K class to Kindergarten and to look at students' work together.

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

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

- Members of our MOSL Committee, including UFT Chapter Leader, attend Summer Training in MOSL Selection and present to teachers in September, informing teachers of options for selection of multiple assessment measures.
- Our MOSL Committee meets at the very start of the school year in August or early September to make decisions regarding selection of Measures of Student Learning that are used as one measure of teacher performance.

- During Curriculum Development, teachers make decisions regarding pre- and post-unit assessments in Math and ELA used to determine student growth.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$345,352.00	x	pp. 10,13,16,19,21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,921,795.00	x	pp. 10,13,16,19,21

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

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

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

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

1. 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.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### **Bronx Little School (12X691) Parent Involvement Policy (PIP)**

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

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

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

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

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

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

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

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

### **Bronx Little School’s School-Parent Compact (SPC)**

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

District <b>12</b>	Borough <b>Bronx</b>	School Number <b>691</b>
School Name <b>Bronx Little School</b>		

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

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

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>355</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>9.58%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	8	5	4	3	2	5								27
Discrete ESL class		7												7
<b>Total</b>	<b>8</b>	<b>12</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>34</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	18	0	5	7	0	3	0	0	0	25

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	18	0	5	7	0	3	0	0	0	25
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	5	3	3	1	3	0							23
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1		1									2
<b>TOTAL</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>26</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8		1		1	3								13
Intermediate(I)			1			2								3
Advanced (A)	10	5		3	1									19
Total	18	5	2	3	2	5	0	0	0	0	0	0	0	35

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	0	1	0	0	3	1	0	0	0	0	0	0	0

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	2	0	0	0	0	0	5
8	0	0	0	0	0	0	0	0	0

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

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

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

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

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

1. To assess the early literacy skills of our ELLs, various assessment tools such as Fountas & Pinell Benchmark Assessment, ELL Periodic

Assessments, pre- and post writing assessments aligned to our school's ELA curriculum and EL SOL (Reading Assessment for Spanish speaking ELLs) are implemented to monitor student progress and determine needs that should be addressed.

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

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

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

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

3. The implications for the school's LAP and instruction are as follows: Progress of our ELL students is carefully monitored by our RTI Team, and the team recommends maintenance of or revision of interventions accordingly. Supplementary support services during the regular school day (Academic Intervention Teachers), during extended day and in an ESL Saturday program are offered at our school. These services are specifically designed to build the reading, speaking, listening and writing skills of our ELLs. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA a week that integrates literacy and content-area instruction. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Proficient students are given the necessary support to help them make a more successful transition into the regular classroom setting. These students are serviced by a Literacy Support Teacher. A licensed special education teacher provides extra support to ELL students with IEPs. Extended day instruction is provided every Monday-Thursday (37.5 minutes) for beginner and intermediate, advanced and newly proficient ELL students in Grades 2-5 who need additional support in Literacy and in the content areas (Ready New York CCLS for math and ELA are used to support students during extended day instruction).

4. It has become evident from data derived from various content-based assessments such the NYS English Language Arts, Mathematics and Science Exams, ELL Periodic Assessments, pre-and post-unit writing assessments, end-of unit math assessments, classroom formative assessments and informal teacher observations that our ELL students need to develop and strengthen the academic language essential for success now and in college. 6 of 7 ELLs in grades 3-5 performed at level 1 on the New York State Math Exam, and intervention services are provided to support them in acquiring and using academic language in the area of math. Our school's AIS specialists focus on differentiating instruction in Math for ELL students who need math interventions. Textbooks in L1 are provided for students who are literate in their first language to supplement their English language textbook and./or to clarify key concepts. The ESL

teacher pushes into classrooms during math to provide ESL support to beginner, intermediate, and advanced ELL students. Bronx Little School's push-in program offers ELL students content area instruction using ESL strategies and methodologies found in the sheltered instruction model (SIOP model). Glossaries in L1 and L2 are provided for classwork and homework in each content area. The ESL teacher and classroom teachers work collaboratively to plan and offer ELL students content lessons that involve practicing subject – specific language supported by the use of comprehensible input, continuous scaffolding techniques, teacher modeling, TPR, level-appropriate TIER questioning techniques and visual arts. ELLs at the Beginner level of English language acquisition are given 25% of instruction in Native Language Arts and provided Native Language Support when needed. Language Experience Approach utilizing the student's home language supports students in describing common experiences, translating those experiences into the target language, English, as a shared reading/writing experience that develops English vocabulary, phraseology and comprehensions. Through this scaffolded approach, students build literacy strategies in both languages.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Please see response above.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
Please see response above.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Please see response above.

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

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

Careful analysis of data collected from the above mentioned assessments is used to target student academic needs and to facilitate individualized instructional decisions based on those needs. Consequently, TIER I and TIER II interventions are recommended and put in place by an RTI team consisting of the Principal, Assistant Principal, Special Education Classroom Teacher, ESL teacher, Speech Therapist, guidance counselor, and an AIS specialist. Tier I interventions include guided reading, differentiation in small group setting during math, science, and literacy activities, Fountas and Pinnell Phonics Lessons and Waterford Early Learning Software programs. Tier II interventions include Fountis and Pinnell Literacy Intervention Program and Wilson Program implemented by a qualified AIS specialist.

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

\*Content and Language objectives clearly defined for ELL students K-5 (TIER II setting)

\*Content concepts appropriate for age and educational background level of students

\*Supplementary materials used to provide a wide-range of entry points for student learning (e.g., visuals, manipulatives modified text, native language glossaries, vocabulary notebooks, realia, etc.)

\*Meaningful activities aligned to common core learning standards with language practice opportunities in listening, speaking, reading, and writing

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

6. At our school we understand that ELL students will likely need extra support to strengthen their academic language skills in English

(L2) in order to successfully meet the challenges of grade-level curriculum and meet Common Core Learning Standards. Instructional decisions for ELL students are based on several criteria to ensure that our students' second language development is addressed during instruction:

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

Once our ELL students' language proficiency levels are determined, SIOP practices in lesson planning and lesson delivery are implemented. This includes a content objective and a language objective which addresses all 4 modalities of language development (listening, speaking, reading, and writing). Other sheltered instruction practices include checking for and building background knowledge before lessons, comprehensible input, TPR, visuals and manipulatives, scaffolding, academic vocabulary development strategies, and content area word walls in the target language (English). Most importantly, our ELL students are given ample opportunities for academic language practice using meaningful and rigorous activities appropriate for each ELL's L2 proficiency level. This occurs in such practices as turn and talk and small heterogeneous group speaking tasks in the classroom and in the ESL Center. Academic Language development is also supported through sheltered instructional methods such as scaffolding, vocabulary development using academic vocabulary notebooks, modified text, graphic organizers, and computer software.

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

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
- 7 )At the present moment our school does not offer dual language or transitional bilingual programs due to no parental request.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- 8) According to data from the NYSESLAT assessment the trend at our school is that ELL students enrolled at our school since kindergarten are reaching a proficiency level in the target language English in a period of 2-3 years. This trend has been consistent for the past 6-7 years.

## Part IV: ELL Identification Process

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

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

### ELL IDENTIFICATION PROCESS

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

are monolingual in Spanish.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
  - 2) Within ten days of administration of the LAB-R, entitlement letters (in the parents' native languages) are sent to the parents of all children identified as eligible to receive ESL services and a Parent Orientation meeting is scheduled to ensure that parents of our English Language Learners understand all three program choices available in the New York City Dept. of Education (Transitional Bilingual, Dual Language, Freestanding ESL). Parent Orientation meetings are scheduled both during the school day and in the evening. At those meetings, parents are informed of the English Language Learner identification process, and they view a video presentation (presented in the native languages of all parents) which gives an overview of the programs available for their children.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
  - 3) Subsequently, the ESL teacher provides parents with a formal orientation of ELL services available for their children in and outside of Bronx Little School. Parents are informed of their options which are: Transitional Bilingual, Dual Language or a Free-standing ESL Program. The Parent Survey and Program Selection forms are distributed to parents (in the parent's native language) at the Parent Orientation. After being given the opportunity to ask questions about the program choices, parents complete the survey and return it to the ESL teacher at the end of the orientation. Parents are given the option of completing the Program Selection form on the day of the orientation, or at home if additional time (and/or consultation with another family member) is needed to make a decision. In addition, they are given an informational pamphlet (in their native language) to take home with a detailed explanation of each program. Parents are encouraged to return their Program Selection forms as soon as possible and are informed that if a form is not returned, the default for ELLs is Transitional Bilingual Education as per CR Part 154. Parents who do not return said forms are reminded with a telephone call from the ESL teacher or the Parent Coordinator. After reviewing the Parent Surveys and Parent Selection forms, the ESL teacher makes the necessary accommodation for each parent program choice.

All home language surveys are placed in student Cum Folders and stored in a secure location in the school building. Copies of parent home language surveys and letters are securely stored in a locked filing system located in the school building. Copies of these documents are placed in an ESL binder also in a secure location. All school staff are informed that these secure materials may not be removed from school building.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  - 4) At Bronx Little School, ELL students are offered a free-standing ESL program in which a certified ESL teacher provides push-in/pull-out services using English as the language of instruction. A second orientation is given to parents in the middle of the year to discuss assessments and student progress. Informal meetings are ongoing and include parent-teacher conferences (with interpretation provided) throughout the year. At Bronx Little School, Free Standing ESL is the only program available due to the relatively small number of ELL students on each grade level and the fact that the overwhelming majority of our parents express a preference for this program. Transitional Bilingual Education will be considered in the future if the need arises.
  - 4) Parents who choose a program other than ESL are assisted in finding a place for their children in a community school that provides such services. After the Parent Selection forms are returned to the ESL teacher, Placement Letters (in the parents' languages) are sent to parents indicating the official placement of the student in the program of choice. Non-Entitlement letters (in the parents' languages) are sent to parents of those students who reached a proficiency level on the NYSESLAT assessment.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

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

For administering and scoring the speaking subtest:

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

For administering the writing subtest;

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    1. At Bronx Little School, ELL students are offered a free-standing ESL program in which a certified ESL teacher provides push-in/pull-out services using English as the language of instruction. Our students are placed in heterogenous groups consisting of ELLs with different L2 proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
    2. and 3. Our ELL students at the beginning and intermediate levels are given 360 minutes of ESL/ELA instruction per week that integrates literacy and content area instruction aligned to the common core learning standards. Advanced students are provided with 180 minutes per week of ESL/ELA with literacy and content-area instruction. Social Studies, math, and science concepts are integrated with language instruction and balanced literacy components (Read-Alouds, Shared Reading, Guided Reading, Minilessons, Reading Workshop, and Writing Workshop). Literacy and content-area Social Studies are always combined with the curricula required of the grade level. This integration of instruction which is often delivered to our ELLs in Thematic Units of study gives our ELLs multiple opportunities to learn and use the academic language, develop content-area knowledge, and increase their literacy skills. Our ELLs students participate in collaborative group work. The groups consist of ELLs with different L2 proficiency levels which makes it possible for our ELL students to support each other linguistically. Accountable talk is always encouraged during group activities in order to help our students to strengthen their academic language. During this academic discourse, our ELLs have a variety of resources available such as content area word walls, charts, graphs, realia, and other visual aids to scaffold their language development. The Sheltered Instruction Observation Protocol (SIOP) is used as a model for all instruction. The units of study in our school curriculum include guidelines for differentiating instruction for ELLs as described in The RTI Daily Planning Book K-6 by Gretchen Owocki.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Social Studies, math, and science concepts are integrated with language instruction and balanced literacy components (Read-Alouds, Shared Reading, Guided Reading, Minilessons, Reading Workshop, and Writing Workshop). Literacy and content-area Social Studies are always combined with the curricula required of the grade level. This integration of instruction which is often delivered to our ELLs in Thematic Units of study gives our ELLs multiple opportunities to learn and use the academic language,

develop content-area knowledge , and increase their literacy skills. Our ELLs students participate in collaborative group work. The groups consist of ELLs with different L2 proficiency levels which makes it possible for our ELL students to support each other linguistically. Accountable talk is always encouraged during group activities in order to help our students to strengthen their academic language. During this academic discourse, our ELLs have a variety of resources available such as content area word walls, charts, graphs, realia, and other visual aids to scaffold their language development. The Sheltered Instruction Observation Protocol (SIOP) is used as a model for all instruction. The units of study in our school curriculum include guidelines for differentiating instruction for ELLs as described in The RTI Daily Planning Book K-6 by Gretchen Owocki.

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

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

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

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

\*NYSESLAT results (Listening, Speaking, Reading, and Writing)

\*End of unit assessments found in the On Our Way to English, Rigby (4 modalities are assessed including literacy skills)

\*Language Structures Checklist (Helps monitor student's grammar development in L2 English, paying attention to how students use the language authentically)

\*Analysis of writing samples

\*Analysis of academic language use found in math assessments

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

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

\*TIER I/RTI highly affective instruction

\*Leveled books for independent reading

\*Text that is modified and adapted to grade level

\*SMART Boards with grade appropriate technology

\*TPR (Total Physical Response)

\*Content area word walls

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

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

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

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

**Courses Taught in Languages Other than English**

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

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

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

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

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

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

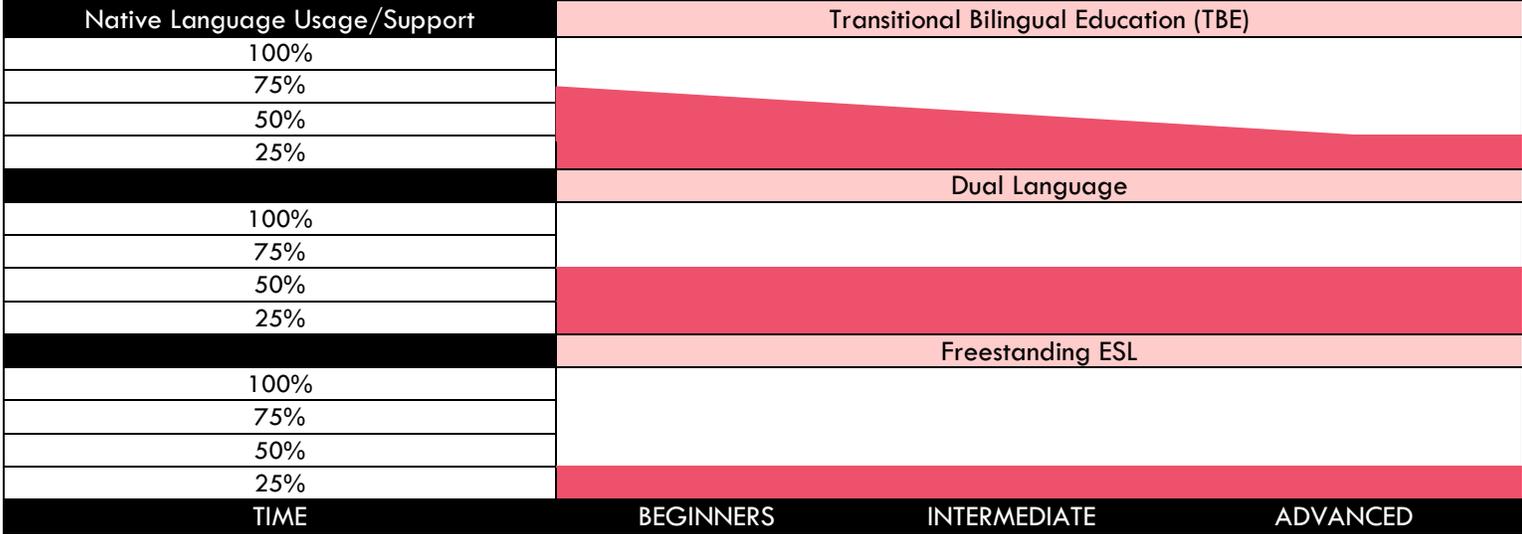
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- 9) Bronx Little School's targeted intervention programs for ELLs in ELA, math, and other content areas are:
- \*The Wilson Phonics Program - Special Education ELL students
  - \* Fountas and Pinnell Literacy Intervention Program - ELLs with IEPs, ELLs receiving services 3-6 years
  - \* Literacy Intervention Teacher - Proficient ELL students
  - \* Saturday Academy for ELLs (Grades 1-5) - Math & ELA aligned to common core learning standards/SIOP Methodology
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- 10) The effectiveness of our current ESL program is evident in the number of ELL students reaching a proficiency level in the target language, English. According to the NYSESLAT results of Spring 2013 19 of 34 ELL students enrolled in our ESL program reached a proficiency level in said assessment. Of the remaining 15 students, 9 moved up at least one proficiency level. Two of our teachers are certified ESL/Bilingual teachers. One of our certified teachers provides student services through a push-in/pull-out model. The other is a first-grade teacher whose class consists of a cluster of English Language Learners. Both of our ESL teachers are trained in the SIOP model and train our classroom teachers to use the SIOP model. Our ESL teacher supports the classroom teachers through articulation and co-teaching (during push-in) to ensure that all teachers are using best practices for language acquisition and content access for ELLs. Word walls in all classrooms contain both text and pictures/diagrams. Teachers identify language objectives for content area lessons to scaffold learning for their ELLs. All classroom teachers include differentiation strategies for ELLs and SWDs in their lesson plans. In addition, two teachers (one special education and one general education) are currently working towards certification in ESL and expect to have certification in June, which will double the number of certified ESL teachers to support both students and teachers in implementing best practices for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- 11) We plan to continue our Saturday academy for ELL students (including a parent ESL component) and to incorporate opportunities for field trips in the program to build experiences that support language development.
12. What programs/services for ELLs will be discontinued and why?
- 12) NA
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- 13) ELL students (present and former ELLS) are encouraged to participate in all after school programs, including sports activities. Letters are sent home to parents in their home language inviting their child to join. Title III Saturday Academy for ELL students, which includes an adult ESL class for families of ELLs, has resulted in high participation by ELL students and parents. For the first time this year, our school is partnering with KidsCreative and Roads to Success in providing an afterschool program that offers academics, character building, sports and the arts. The program is available to all students, including ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- 14) ESL English language arts instruction is differentiated through the use of a variety of materials including On Our Way to English Program, Reader's Theater, leveled books ( Mondo, Houghton Mifflin, and Pacific Learning), big books, charts, songs, books on CDs, and computer software. In addition, our ELL students enjoy a reader's theater program to help them with reading fluency and vocabulary enrichment. These materials are available to meet the needs and differentiate learning for our students. Also, dual-language books are available in Spanish/English and Bengali/English to address the needs of the Spanish and Bengali dominant students and to support literacy learning at home. A Spanish language lending library is available with the assistance of our parent coordinator and student council, so our Spanish-speaking parents can read with children at home in their native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- \*Content area glossaries
  - \*Assessments of L1 using EL SOL (Running Record in Spanish)
  - \*Math assessments given in spanish
  - \*25% Native instruction offered to new commer ELLs based on Common Core Learning Standards

\* Homework assignments translated in L1 for Parent convenience

\*Books for independent reading in students' L1

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
16) At Bronx Little School ELL students participating in the ESL program are grouped according to grade and heterogeneously according to language proficiencies. ESL instruction delivered corresponds to each grade's core learning standards, ELA Standards, and ESL standards. The On Our Way to English Program is also delivered to our ELLs according to grade.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
17) New ELLs at Bronx Little School are given a tour of the school and are taught survival language skills upon arrival. The classroom teacher is given a Survival Language Tool Kit which she uses to communicate with her newcomer ELL student. Our new comer ELL students are also provided with modified homework and books in their native language for independent reading. These students are also given a partner (most likely a proficient ELL who speaks the new comer's first language). Our ELL students are encouraged to participate in our Saturday Academy for ELLs program in which newcomer ELLs receive Specialized ESL instruction to help them become acquainted with the new culture and to develop the basic survival language needed in the target language- English.
18. What language electives are offered to ELLs?  
18) NA
19. For schools with dual language programs:
- 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)?

19) NA

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

- Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
- 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?
- What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

\* The ESL Teacher/Coordinator attends workshops in ESL methodology and best practices throughout the school year and shares information with classroom teachers and other staff members working with ELL students.

• Teachers of our ELL students receive at least ten hours of instruction in ESL methodology.

• Teachers are provided opportunities to attend professional development off-site, including workshops for best practices to meet the needs of our ELL students. Three teachers will attend a full day SIOP professional development workshop on Saturday, November 9, and will turnkey what they learn to colleagues.

• Of our scheduled monthly three-hour professional development sessions throughout the year, two are devoted to informing best practice for ELL instruction through SIOP methodologies.

• Weekly emails that describe best practice and research-based strategies for ELLs are sent to all teachers.

• Articulation meetings take place throughout the school year where our ESL teacher and our classroom teachers exchange ideas and share best practices. Our teacher resource center contains professional books and journals on the topic of teaching English Language Learners in the regular classroom.

## D. Parental Involvement

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

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

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

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

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

## E. Additional Information

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

Paste response to question here:

## **Part VI: LAP Assurances**

**School Name: Bronx Little School**

**School DBN: 12x691**

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

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

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

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

DBN: 12X691

School Name: Bronx Little School

Cluster: 5

Network: CFN534

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

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

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

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

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

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

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

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

copier.

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

## **Part B: Strategies and Activities**

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

**Part B: Direct Instruction Supplemental Program Information**

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_

**Part C: Professional Development**

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

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

Begin description here: \_\_\_\_\_

**Part D: Parental Engagement Activities**

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

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

Begin description here: \_\_\_\_\_

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

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

Allocation Amount: \$ \_\_\_\_\_

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