

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**06M513**

**School Name:**

**CASTLE BRIDGE SCHOOL**

**Principal:**

**JULIE ZUCKERMAN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Castle Bridge School Number (DBN): 06M513  
Grades Served: PreK-4  
School Address: 560 West 169<sup>th</sup> Street NY NY 10032  
Phone Number: 212-740-4701 Fax: 212-740-4706  
School Contact Person: Julia Zuckerman Email Address: jzuckerman@schools.nyc.gov  
Principal: Julia Zuckerman  
UFT Chapter Leader: Elizabeth Ciotti  
Parents' Association President: Anthony Marcus  
SLT Chairperson: David De Nuez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A

**District Information**

District: 06 Superintendent: Manuel Ramirez  
Superintendent's Office Address: 4360 Broadway NY NY 10033  
Superintendent's Email Address: MRamire4@schools.nyc.gov  
Phone Number: 917-521-3757 Fax: 917-521-3797

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
333 Seventh Ave, 8th floor  
Director's Office Address: NY, NY, 10001  
Director's Email Address: YChu@schools.nyc.gov  
Phone Number: 646.470.0721 Fax: 917.339.1765

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Julia Zuckerman	*Principal or Designee	
Elizabeth Ciotti	*UFT Chapter Leader or Designee	
Anthony Marcus	*PA/PTA President or Designated Co-President	
Crystal Williams	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sally Cleaver	Member/ Teacher	
Lizzi Sofge	Member/ Parent	
Dylan Stein	Member/ Parent	
Thomas Vorsteg	Member/ Teacher	
Vera Moore	Member/ Parent	
Emma Frank	Member/ Parent	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Castle Bridge is a new progressive, dual language, inclusive, integrated school that will serve preK-4<sup>th</sup> grade in the 2015-2016 school year. Our mission and design are:

**Mission:** To provide each student with a high quality, arts infused, project based K- 5<sup>th</sup> grade experience that will develop the skills and passions for inquiry and engagement in support of their growth as scholars, workers and citizens.

The school's design will embody this mission in the following ways:

1. Through the educational program, children will meet or exceed state and national standards. The curriculum develops knowledge, concepts and skills through student initiated inquiry, emergent curriculum, differentiated instruction and formative assessment. Children are recognized as builders of knowledge and collaborators in problem solving; academic skills are learned and applied to these inquiries.

2. Integration and Inclusion stimulates the kind of learning necessary for members of a multi-cultural democracy. By providing a rich educational environment, families from various socio-economic and cultural circumstances are drawn to the school. In addition, all of the classes are mixed-grade which encourages students to stay with teachers for 2 years, lessens competition among students, increases the individuation of learning expectations, allows for social/emotional fluidity for children.

3. The school adheres to progressive educational philosophy in the tradition of Dewey, Weber, Meier and Carini. By accepting and pursuing balance between the values of the individual and the community, skills and habits, expression and perception, choice and adherence, measurable and immeasurable, safety and risk, the school places itself firmly in the progressive tradition.

4. Families are the organic partners in the educational process. From the informed choice that families make in registering their children at CASTLE BRIDGE, families are welcomed into the school community through: weekly communication, classroom volunteering, workshops, community events, and governance committees.

5. Violence is not tolerated. All forms of violence: verbal, physical, psychological are addressed through classroom discussion, community discussion, conflict-resolution strategies and therapeutic interventions. Families sign a Conflict Contract that asserts their agreement with the school on its non-violence policy.

6. A professional community that is invested in its own intellectual and creative growth.

Staff will attend a three day retreat once a year. They will read and discuss professional literature as well as new children's literature. Staff will meet for 90 minutes weekly to share and further their practice, with particular attention to the ongoing observation, description and assessment of children's work.

7. Formative assessment is an integral piece of the instructional approach. Through careful observation, ongoing description and recording of children's work, teachers will engage in a continual formative assessment loop through which they will inform and adapt their approaches and expectations for students.

Our special student populations are: ELL students, IEP students, children with an incarcerated parent

Our inclusive, dual language classroom structures address the needs of the ELL and the IEP students. Our social worker and strong social-emotional pedagogy are meant to support the children with an incarcerated parent.

While the school makes concerted efforts to strengthen all of the components of the Great Schools Framework, the area that we've shown significant progress in this past year has been in rigorous instruction. I can see that especially in the reading and math gains for the students who have struggled the most academically. We have been able to differentiate instruction and assign staff in ways that have supported these students in their academic achievement.

For next year we want to focus specifically on our supportive environment and trust.

## 06M513 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03	Total Enrollment	153	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	11.2%	% Attendance Rate			92.7%
% Free Lunch	51.3%	% Reduced Lunch			N/A
% Limited English Proficient	17.7%	% Students with Disabilities			26.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			13.4%
% Hispanic or Latino	52.9%	% Asian or Native Hawaiian/Pacific Islander			4.2%
% White	21.8%	% Multi-Racial			3.4%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			1.91
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

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

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

School climate is critical to children’s ability to engage productively in learning. Castle Bridge has been working to implement a school-wide approach to collaborative problem solving this past year. The staff read the book “Lost at School” by Ross Greene for our retreat last summer. We met several times during the year in different forums to pursue this work in each classroom and with particular students and their families. What did not work was there was not a staff member who took the lead in moving this work. Therefore, there are not yet consistent expectations and language that all people in the school are using, which means that we are not working as effectively as we would like to be.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Assign the school social worker to develop and implement a school-wide collaborative problem solving approach in order to create a school environment in which children and their families recognize consistent expectations and protocols for problem solving that will allow them to feel safe and supported in their classrooms, with their peers, and with all staff in the school. All staff will be versed in collaborative problem solving approaches. Staff will provide two workshops for parents on collaborative problem solving one in the fall 2015 and one in the spring 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Social worker will lead workshops with staff regarding collaborative problem solving.</p>	<p>Teachers, paras, out of classroom staff</p>	<p>quarterly</p>	<p>Social worker, principal and community associate</p>
<p>Staff will provide workshops for parents on collaborative problem solving</p>	<p>Available to all parents</p>	<p>Twice during the year</p>	<p>Social worker, classroom staff, principal</p>
<p>Classroom staff will create discussion forums for approaches to problem solving in each class</p>	<p>Each class</p>	<p>Establish expectations by November</p>	<p>Classroom staff in consultation with social worker</p>
<p>Particular children with their families will be engaged in ongoing collaborative problem solving approaches</p>	<p>All staff working with that particular student</p>	<p>All year</p>	<p>Particular children with their families will be engaged in ongoing collaborative problem solving approaches</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>We will hire a social worker for three days a week. In addition we are adding a community associate position. Particular reading material will be made available for families. Social worker and specific staff will be sent to emotionally responsive practice and collaborative problem solving professional development.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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We have ongoing reflection cycles at Castle Bridge. The family conferences in November and March are natural reflection points in our year.

Each year the staff engages in a mid-year review. There will be a clear accounting at the end of January of what each staff member has engaged in in terms of collaborative problem solving with indicators of what further steps will be put in place for the spring semester.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

**Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Castle Bridge is committed to developing strong family ties. The most important feature of this relationship are the ways in which families and staff communicate around each child’s school experience.

Toward this end families are able to see the children in a short recital performance once a week. Families get regular class newsletters home. The principal writes a weekly letter to families. Conferences include the child, not just the adults. Teachers write descriptive narrative progress reports on each child twice a year.

An important feature that we lack is a longitudinal collection/portfolio system. We know that this will greatly enhance family understanding of the child’s school experience and progress over time.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The school staff will decide upon an online platform for gathering student work and information, as well as what specific materials/information will be collected and stored. Every child will have an online portfolio by June 2016. Every teacher will be held accountable for establishing these folders. The information gathered will be available to all of the student’s teachers, and will eventually be available to the student and her/his family.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Staff members will continue to work with our PROSE group and the NYC Learning Record group to determine which information/materials will be catalogued</p>	<p>All students</p>	<p>September - June</p>	<p>4 teachers and principal who work with those groups</p>
<p>All classroom staff will set up digital files for each student that will hold the student's January narrative report</p>	<p>All students</p>	<p>February 14</p>	<p>All classroom staff</p>
<p>Staff will agree upon and begin collecting the information and materials that will be kept in each student file</p>	<p>All students</p>	<p>February-June 2016</p>	<p>All classroom staff</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Purchase computers/ipads for data collection and storage</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Principal, secretary, and community associate will monitor teacher progress. The bare skeleton of a file for each child will be established by January.</p>
<p>One goal would be for teachers to be able to start using the portfolio during the March family conferences in order to display the child's work for the family.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>



**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>				
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>				

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</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.
We have highly qualified teachers. Since our program is dual language, and inclusive, we aim to have every teacher certified as bilingual and special ed. Teachers who do not have both of these certifications are working toward one or the other.

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We have ongoing cycles of professional development that focus on: math, literacy, dual language, assessment, arts, social emotional learning, and perceptual development. We rotate through these topics with teachers and paras alike.

### 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.).

**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.

**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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 on assessments.

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Castle Bridge School</u>	DBN: <u>06M513</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

### 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: \_

After school program 3 days a week from March thru June to support ELLs in phonics and reading comprehension in Spanish and English. The program uses Spanish two days a week and English one day a week. Of our 31 ELLs in grade 2-4, we will target 18 children who have not yet reached grade level proficiency. Our 3 teachers will use the Estrellita phonics program and supplemental games to support phonetic development. Students will also engage in small group guided reading using book sets of level libraries in Spanish and English. Children will be divided into three groups. One teacher will teach phonics games while the other teachers focus on guided reading. The groups will rotate through two guided reading/ strategy centers and the phonics games. then switch for the second 45 minutes. All teachers are bilingually certified and hold Childhood licenses. ESL and SSL strategies will be integrated into all lessons.

### 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: \_

The teachers are learning the Linguistic Phonics approaches through Per Dev Pomerantz. Per Dev Pomerantz is currently working with our whole staff for 15 sessions providing professional development services. These title III funds will be used to support one session focused on structuring literacy strategies for ELLs students for the afterschool teachers.

### 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: \_\_\_\_\_ The last 30 minutes of our after school program is homework help. The funds will be spent for three teachers to work specifically with the parents of ELL students with their children on the children's math and literacy homework in order to better engage the parents in supporting the academic growth of their children.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13073

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>	<u>1) \$6,720 (60%)</u> <u>2) \$1,120 (10%)</u>	<u>1) 42 hours each of per session for 3 teachers from March 2016 to June 2016 for afterschool enrichment for ELL students</u> <u>2) 7 hours each for 3 teachers to work with parents on math and literacy homework of ELL students for last 30 minutes of after school program, March 2016 to June 2016</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>\$1,120 (10%)</u>	<u>Per Dev 8 hours - 1.09 day at \$1200 for PD</u>
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>	<u>\$2,240 (20%)</u>	<u>spanish language books for the afterschool program targeted reading instruction for ELLs purchase in March 2016</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	<b><u>\$11,200</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>06</b>	Borough <b>Manhattan</b>	School Number <b>513</b>
School Name <b>Castle Bridge School</b>		

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal <b>Julia Zuckerman</b>	Assistant Principal <b>type here</b>
Coach <b>type here</b>	Coach <b>Donnie Rotkin</b>
ENL (English as a New Language)/Bilingual Teacher <b>Elizabeth Ciotti</b>	School Counselor <b>Ines Gonzales</b>
Teacher/Subject Area <b>Gisela Rivera, Bilingual Speci</b>	Parent <b>Patricia Padilla</b>
Teacher/Subject Area <b>Andrea Fonseca, Bilingual Spec</b>	Parent Coordinator <b>Crystal Williams</b>
Related-Service Provider <b>Lynn Chamberlin, Speech Teache</b>	Borough Field Support Center Staff Member <b>Yuet Chu</b>
Superintendent <b>Manuel Ramirez</b>	Other (Name and Title) <b>Norah Olivo, Paraprofessional</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>0</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>7</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>7</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>4</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>175</b>	Total number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" 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

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>	2	2	1	1	1									0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	31	<b>Newcomers</b> (ELLs receiving service 0-3 years)	30	<b>ELL Students with Disabilities</b>	15
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	30	0	15	1	0	1	0	0	0	0
<b>ENL</b>	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

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

**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	2	31	8	31	9	23	8	41	4	18									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

\* EP=English proficient student

**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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	2	0	3	1									0
<b>Emerging</b> (Low Intermediate)	0	6	8	5	1									0
<b>Transitioning</b> (High Intermediate)	0	1	0	0	0									0
<b>Expanding</b> (Advanced)	0	0	1	0	1									0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0									0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

Castle Bridge/Escuela Puente del Castillo uses EL SOL and Estrellita to assess the early literacy skills for ELLs. EL SOL is an assesment protocol designed ot help Spanish Bilingual teachers in the early childhood grades track each students progress of learning the skills necessary to read and write. Aditionally this tool assists to teachers to develop an appropriate instructional program for each student. EL SOL is deisgned ot track each students progress in the following 4 strands:

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

Reading- measures each students ability to read and understand text.

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

Phonemic Awareness-measures each student's ability to express meaning through writing, using coreect grammar and punctuation.

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

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

Our teachers will use this data to strucure the literacy and classrom content to meet the needs of each student in order to ensure progresss in aquring the skills necessary to become an independent reader and writier. Lastly, tteachers will share results from the assessments during parnet meetings and parent teacher conferences.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The data patterns across proficiency level reveals that the majority of students who were admisnistered the NYSITELL are at beginners level. Therefore, additional suppport will be provided for teachers in targeting early reading and writing skills, as well as

providing contextual supports for sight words and phonemic awareness. Considering that the data for reading and writing was determined to be low, it will be supported through guided writing and reading. For example, strategies will be implemented for teachers on being explicit during the reading and writing process and strategies.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Paste response to question here:

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

a) The k/1 student continuum discovered that reading and writing proficiencies are low and students are emergent readers, they will be supported through specific reading and writing strategies that will initially target the child's home language as well as support English language acquisition. At this point, all parents have opted out in testing grades therefore we cannot compare how the ELLs are faring in tests taken in English compared to the native language.

b. At this point we are not utilizing the ELL periodic assessments

c. Students are assessed in ongoing literacy and math work. There were no standardized tests administered.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school works with ELLs at a tier 1 level through providing scaffolded and differentiated instruction that prevents students from falling behind their peers. For those ELLs who need more support, as assessed through the periodic assessments as well as the NYSELAT and NYS exams, we provide tier 2 support in the form of small group intervention both in and out of the classroom. Some of our ELLs who also have IEPs, also receive Wilson intervention with our IEP and special education specialists.

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

We make sure that a child's second language development is considered in our instructional decisions by planning language targets into our units and our lesson plans as well as by providing culturally relevant instruction. We select tier 2 and tier 3 vocabulary from key unit texts and are sure to teach that vocabulary through both explicit and contextualized instruction. We also ensure that a child's second language development is considered by making time for teachers to have shared planning time with our ESL coordinator. When making curricular and instructional decisions, teachers always review data first, taking into account the needs of their ELLs both in terms of language and literacy.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

a.) Within the Dual Language program at CastleBridge/Escuela Puente Del Castillo the English Proficient students (EPs) are assessed in Spanish through the use of EL SOL and in English through the use of ECLAS. Teachers also make use of informal assessments along with running records in order to collect as much as possible that would inform instruction.

b.) At this point, the English Proficient students in the K/1 classes are emergent Spanish speakers and are developing Basic Interpersonal Communicative Skills, which is allowing them to begin engaging in basic verbal communication skills. The students have the ability to understand spoken Spanish and are beginning to utilize simple Spanish phrases in their daily routines. Students in the 2/3 and 3/4 classes are developing Cognitive Academic Language Proficiency, which is allowing them to speak, read and write and access academic learning in the content areas.

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

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

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

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Our English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL, (4) the administration of the NYSITELL to newly identified ELLs whose home language is Spanish. The assessment is administered by two teachers with bilingual licenses.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, proceed with the SIFE Identification Process as outlined for students who are : Newly identified ELLs, and in grades 3 to 9, and at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results. SIFE Identification Process: 1. Administer the oral interview questionnaire; 2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). Initial SIFE status must be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP and Home language is other than English, The Language Proficiency Team (LPT) is formed and reviews evidence of the student’s English language development. LPT recommends the student take the NYSITELL or not. If student takes the NYSITELL to determine ELL status, ELL Identification Process continues as with all students. If student does not receive a recommendation to take the NYSITELL, LPT’s recommendation is sent to the principal for review. Upon review, principal determines the student should take the NYSITELL or not. Principal’s determination is sent to the superintendent or designee for review. Parent or guardian is notified within 3 days of the decision. Upon review, superintendent or designee determines the student should take the NYSITELL or not. If determined, student takes the NYSITELL to determine ELL status. ELL Identification Process continues as with all students.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents’ preferred language): Entitlement Letter, Non-Entitlement Letter, Continued Entitlement Letter Paste response to question here:

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who: Have a home language other than English, and are ELLs and non-ELLs. The right to appeal is communicated in a letter.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

\*We only offer dual language program. All parents know that upon registration. Parents are informed of the the 3 types of programs offered in NYC public schools prior to them registering their child in Castle Bridge. As this is a school of choice, parents are thus making an informed choice to enroll their child in a school that only has a dual language program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

These forms are collected at registration.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parents have to return the forms in order to register their child.
9. Describe how your school ensures that placement parent notification letters are distributed.  
These are distributed and collected at the time of registration.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL-related documents must be kept in the student's cumulative record. The ELL documents must be forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. Additionally, we maintain an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. We refer to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA). Documents retained are as followed, but not limited to: dated and signed copies of each student's o Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement letter (newly identified ELLs), Continued entitlement letter (continuing ELLs)
11. 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.  
The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. In the event that a NYSITELL-eligible student enters the school during the NYSESLAT administration window, the student should first be administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student should also be administered the NYSESLAT to the extent possible.  
To ensure that we are administering all parts of the NYSESLAT to all eligible students, our principal works with their test coordinators to complete the following steps:  
Step 1: We Identify Eligible Students - Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at our school. Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times. Upon receipt of your NYSESLAT materials we count the number of booklets and answer documents; for information on when materials should arrive. If we do not have sufficient numbers of materials, we contact your Borough Assessment Implementation Director (BAID);  
Step 2: We Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion; We note that staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT; To administer the speaking subtest during the administration window, we do the following: Assign a sufficient number of staff and adjust our school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the speaking subtest during the administration window; To administer the reading, listening, and writing subtests during the administration window, we do the following: We note that there are only 10 school days during which you may administer the non-speaking subtests; plan accordingly; assign a sufficient number of staff and adjust your school schedule as necessary to ensure that you are able to administer to all NYSESLAT-eligible students the reading, listening, and writing subtests. Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.  
Step 3: We Ensure that All Students Eligible to Take the NYSESLAT Have Been Tested; We follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
These are sent home by backpack to parents.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
\*We only offer dual language program. All parents know that upon registration.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.  
Paste response to questions here:
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
The Dual Language Program consists of the roller coaster model. In the Dual Language Program, instruction is delivered 50% of the time in English and 50% in Spanish in both the roller coaster. In this model, approximately half of the students are English proficient and the other half is Spanish dominant. The classrooms are heterogenous in proficiency levels in both English and Spanish. All teachers work collaboratively with the classroom teacher to support ESL students.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
In the Dual Language Program, mandated instructional minutes are met through providing explicit English as a Second Language instructional support through the content areas of Social Studies and Science. Dual language teachers are required to incorporate English instruction through the content areas on a daily basis in order to meet the language needs of students (360 minutes for Beginner and Intermediate students and 180 students for Advanced students). ELA instruction is also incorporated into the daily schedule through reading, writing, and mathematics time blocks.
3. Describe how core content is delivered in each program model. 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.  
In the Dual Language Program roller coaster model, students receive all content areas in both English and Spanish. Some of the instructional approaches and methodologies used to make content comprehensible and to enrich language development are visual support, cooperative learning groups, vocabulary building support, thematic approaches, The Language Experience Approach, project based learning, and differentiated instruction. These approaches and methodologies are incorporated on a daily basis to meet the needs of English Language learners based on their language and academic needs.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Informal and formal assessments are done throughout the year to monitor home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Informal and formal assessments are done throughout the year to monitor the four modalities:
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status
  - 4a. SIFE students are placed in the Dual Language Program as with all of our students. The Dual Language teachers provide small group instruction to support the students in both their native language and second language. Before an instructional plan is incorporated teachers assess students in order to provide the necessary support needed. The instructional plan for SIFE students often incorporates enriching a students' native language through literacy and oral language while also providing exposure to all content areas. Teachers provide opportunities for students to work in partnerships and expose students to life experiences.
  - 4b. Newcomer students are in the Dual Language. Newcomer students receive instruction as all other students. Cognates, word associations and other language skills are taught to students. The Dual Language Program provides support to Spanish speakers. Literature in the students' native language are placed in the classrooms to help support students native language. Often teachers place students in partnerships and help foster peer socialization and support.
  - 4c. English Language Learners with 4-6 years of ESL services in the Dual Language program are supported by the classroom teacher throughout the day. The classroom teacher integrates modeling, critical thinking skills, graphic organizers, and thematic approaches to reinforce the skills and strategies students need to master. Visual and audio equipment and supplemental materials such as Reader's Theater, bilingual dictionaries/glossaries, guided reading books are used to support lessons and student work.
  - 4d. N/A
  - 4e. English Language Learners with special needs in the Dual Language are supported through the same instruction as other

- Chart** students. Students are assessed regularly and placed into partnerships, strategy groups, and based on their IEP mandates, language needs, and academic. A variety of manipulatives, visual/audio materials, and hands-on support is provided to the students.
- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.  
Given our progressive education philosophy and practices, children who have been re-identified as ELL or non-ELL, are not adversely affected because instruction is differentiated for all of our students in their mixed-age/grade classes.
  - 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?  
All materials are provided in English and Spanish and grouped by theme with mixed levels of reading level and complexity to allow for access for all and a shared experience with the content materials.
  - How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
Given our differentiated instruction practice, all of our classes are staffed with a collaborative team teaching team with an additional para professional to provide extra support for students with IEPs.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
<b>Chart FLEXIBILITY</b>		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
<b>TOTAL</b>	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

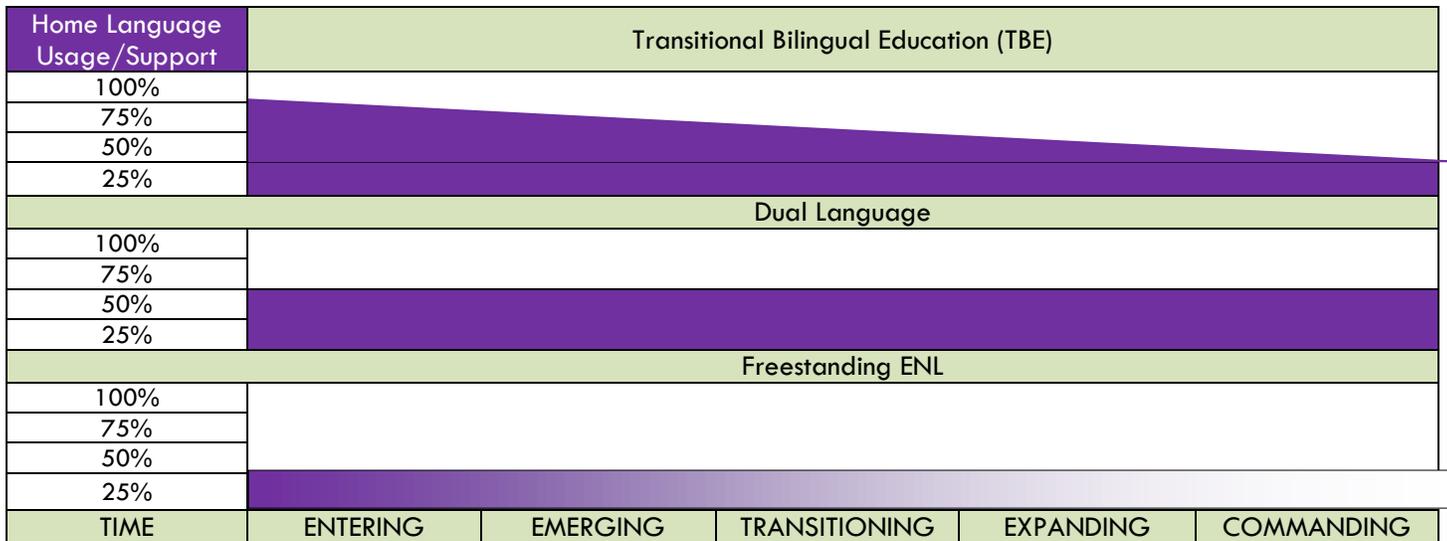


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
We provide intervention for ELLs in ELA, Math and other content areas throughout the day as needed. Classroom teachers work with students in small differentiated groups in both languages. Teacher partnerships are formed to address the individual needs of targeted students. Both academic and language needs are addressed and supported through a variety of lessons and activities. Teachers and additional related service providers provide English and Spanish intervention for students who need additional support in ELA, Mathematics, and all the content areas. Some of the strategies students work on are decoding, comprehension, critical thinking, and expressive language. The intervention provided to students helps develop language acquisition. Students work on grammar/writing, organization, and word attack skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Very effective.
12. What new programs or improvements will be considered for the upcoming school year?  
Because we follow the differentiated instruction model, programs are designed around our ELLs needs and strengths.
13. What programs/services for ELLs will be discontinued and why?  
n/a
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students receive access to same school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The following materials are used to support English Language Learners: active and interactive instruction, sequence flash cards, photo library, Benchmark guided reading books, and Rigby: On our way to English.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is delivered in Dual Language program by providing a program which offers a 50/50 language model. Students receive instruction in both English and Spanish in all content areas. In the roller coaster and Dual Language model, students have the opportunity to receive native language support in either English or Spanish throughout the day. A student's native language is embraced and nurtured through ongoing classroom activities, providing classrooms with student native language literature, and celebrating schoolwide diversity.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required service support and resources are both grade and age appropriate for our ELLs. All students are assessed on a daily basis and are provided with the necessary materials, instruction, and environment to receive a high quality education. Both formal and informal assessments take place throughout the year in order for classroom teachers to support all English Language Learners.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Students who are newly enrolled are often invited to orientations and open houses. Students and parents are welcomed to come and observe classrooms and other school activities. These events assist students in getting acquainted with the school community. Students and parents are encouraged to ask questions and other assisting teachers about school programs, activities, and expectations.
19. What language electives are offered to ELLs?  
n/a
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We utilized a roller coaster dual language model. 50% of the day is in English and 50% of the day is in Spanish. Core content is taught in both languages. Language is separated by time of day. Mornings and afternoons alternative in each language.

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
We provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
We have ELLs in every classroom. All our teachers participate in professional development that is relevant to ELLs. Teachers participate in Teacher's College Reading and Writing workshops with a lens on ELLs and coaches that come to Castle Bridge are expected to be knowledgeable of ELLs and provide PD accordingly. Our math coach is bilingual and she provides PD support with ELLs in mind. Instruction is differentiated throughout the school.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
n/a We are an elementary school Prek-4
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
All teachers are educated on working with ELLs throughout the school. We have veteran teachers that have taken the required 12 hours of ESL training and newer teachers receive Professional Development on ESL and native language support from our dual language coordinator Australia Fernandez. Donnie Rotkin, our math coach, provides all professional development with ESL and ELL lens. We ensure that all teachers are knowledgeable of the fact that a great majority of our students are either ELL or former ELL. Our curriculum throughout the school includes strategies that meets the needs of ELLs in all subject areas.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
Information shared at orientation meetings, parent workshops throughout the year, parent-teacher conferences and customized meetings with specified staff members i.e. social worker, parent coordinator, principal. Our parental involvement is based on parent input and student needs. It helps create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and feel part of the community. Part of the work we do is to welcome families and to help them see how their input and support in the school and at home facilitates their children's academic progress.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
All records are kept in student cumulative folder and critical information binder
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parent workshops in Spanish, PTA meetings with translation, community sing events with translation
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Paste response to question here:
5. How do you evaluate the needs of the parents?  
Talk with parents often, survey needs, form committees as needed
6. How do your parental involvement activities address the needs of the parents?  
Activities are tailored around needs.

#### **D. Additional Information**

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

**Paste response here:**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julie Zuckerman	Principal		1/1/01
	Assistant Principal		1/1/01
Crystal Williams	Parent Coordinator		1/1/01
Elizabeth Ciotti	ENL/Bilingual Teacher		1/1/01
Patricia Padilla	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Donnie Rotkin	Coach		1/1/01
	Coach		1/1/01
Ines Gonzalez	School Counselor		1/1/01
Manuel Ramirez	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

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

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Our parent community's language preferences are collected from the Adult Preferred Language Report (RAPL) from ATS, Home Language Identification Survey (HLIS), Student Emergency Contact Forms, and inquiring directly with parents. If Spanish or English is not one of the languages indicated, we use the DoE's Translation & Interpretation Unit's Language Identification Guide to assess language preference.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish is currently the preferred language for approximately 32% of our parent community. We also have one family in each of the following preferred language groups: Chinese, French, and Serbo-Croatian.

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School Handbook, September; After-School Program Handbook, September; Principal's Weekly Word, weekly; PTA Newsletter, monthly; Class Newsletters, weekly, Parent Engagement Activity Notices, weekly/monthly.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal Meetings include but not limited to Family-Teacher Conferences (twice per year AND as requested), IEP meetings (as mandated), PTA meetings (monthly), and Curriculum/Orientation Nights (September/October). Informal Meetings include Community Sing (weekly-Mondays), Recital (weekly-Fridays), Family Fun Days (monthly), Family Meet & Greets (September/June).

## Part C: Providing Language Assistance Services

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Castle Bridge is a Dual Language school that has in-house school staff to translate all outgoing correspondence, notices, announcements, etc. into Spanish.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All interpretation needs and services are provided by in-house school staff.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All school staff is provided information regarding translation and interpretation services, policies, and procedures before and during the school year. Main office staff is also available to provide clarification and resources, as needed.

## **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Multilingual Welcome Poster and the Language ID Guide is conspicuously posted in the main office of the school. The culture, design, and policy of our dual language, progressive school inherently provides and educates parents of their rights to language access in written and oral formats.

## **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Given our parent community's active engagement in school matters, feedback on the quality of translation and interpretation services is readily provided to staff, teachers, and administrators alike.