

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X051

School Name:

P.S. 051 BRONX NEW SCHOOL

Principal:

PAUL SMITH

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Bronx New School School Number (DBN): 10X051
Grades Served: PreK-5
School Address: 695 East 182nd Street, Bronx, NY 10457
Phone Number: 718-733-0347 Fax: 718-733-5142
School Contact Person: Helen Smith Email Address: HSmith19@schools.nyc.gov
Principal: Min Hong
UFT Chapter Leader: Helen Smith
Parents' Association President: Monica Felix
SLT Chairperson: Caroline M. Barnes
Title I Parent Representative (or
Parent Advisory Council
Chairperson): John Negron
Student Representative(s): NA

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Room 836, Bronx, NY 10458
Superintendent's Email Address: MMashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, New York 10458
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: _____

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)
Min Hong	*Principal or Designee	
Helen Smith	*UFT Chapter Leader or Designee	
Monica Felix	*PA/PTA President or Designated Co-President	
Stokley Alexander	DC 37 Representative (staff), if applicable	
John Negron	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	
Caroline Barnes	Member/ SLT Chair	
Joann Khan	Member/ SETSS Teacher	
Suzanne Carolei	Member/ Teacher	
Katherine Alzarex	Member/ Parent	
Julieta Anadujor	Member/ Parent	
	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jiovanny Marte	Member/ Parent	
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

The Bronx New School was established by parents in 1988, with the vision to educate the whole child. In the current culture of high-stakes testing, we continue to strongly believe that education needs to be academically rigorous, inclusive of the arts and other enrichment activities.

Because New York City itself is a resource for rich educational experiences, teachers are encouraged to plan trips for their classes that are coordinated with academic curricula.

At The Bronx New School, we believe in a rich, cross-curricular experience for our students. This includes the following:

School wide events: Unity Celebration, National Dance Institute performance, Fine Arts Night, instrumental/vocal music program, technology and science lab, student council, annual trips to Clearpool outdoor education facility, annual school-wide apple picking and ice skating trip.

- Collaboration with community-based organizations for cross-curricular arts instruction with The Dreamyard Project and National Dance Institute
- Teachers collaborate within teacher teams using an inquiry approach that focuses on improving student learning and social-emotional outcomes.
- Teachers participate in low-inference learning walks and inter-visitations
- Teachers participate in 4 session Professional Learning cycles based on individual interests and needs
- Grade teams and related pedagogues meet to plan and evaluate student work to promote coherent instruction
- Teacher mentoring program that includes experienced teachers demonstrating lessons and co-planning with new teachers
- RTI team and classroom teachers analyze student data to make informed decisions and set next steps
- Teachers create pre, post, and ongoing assessments that are aligned to all ELA units of study. Data is analyzed by teachers, and used to create modifications, flexible groups, and differentiated instruction
- Based on New York City benchmarks in ELA and math, students are grouped according to needs based on assessment item analysis for classroom instruction, as well as RTI groupings
- Teachers use teacher and student-generated rubrics and checklists for students to use in self-assessment

10X051 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	262	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		72.3%	% Attendance Rate	92.8%
% Free Lunch		73.1%	% Reduced Lunch	10.7%
% Limited English Proficient		6.2%	% Students with Disabilities	15.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	37.6%
% Hispanic or Latino		59.1%	% Asian or Native Hawaiian/Pacific Islander	2.5%
% White		0.8%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		13.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	6.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		39.6%	Mathematics Performance at levels 3 & 4	48.1%
Science Performance at levels 3 & 4 (4th Grade)		81.1%	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				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	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		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		YES	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		YES		
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		YES		
Accountability Status – High Schools				
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.
- Based on the TC Assessment Pro data tracking service, we have noticed a large gap between students meeting grade level reading standards in grades 1 and 2 and those who are below and approaching grade level standards.
- Based on our February 2015 Quality Review, “The school believes that students learn best through high levels of engagement actualized through group and center based activities. These practices were evident in the majority of classrooms. Across classrooms, students were engaged and facilitating discussions with one another while teachers circulated and provided additional supports to those in need.”

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.

During the 2015-2016 school year, RTI and Teacher Teams will identify and implement specific instructional strategies, aligned to the CCLS, which will result in 10% of students in first and second grade, who are at or below grade level standards, to move to approaching or meeting proficiency levels as measured by TC Assessment Pro.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • RTI and Teacher Teams will identify and implement specific instructional strategies by aligning instruction to the CCLS • RTI and Teacher Teams will ensure that lessons are customized to meet student needs, and provide opportunities for active student engagement • Targeted RtI program using Wilson Foundations to build phonological/phonemic awareness and spelling skills 	<p>Students below grade level in grades 1 and 2</p>	<p>October 2015 – June 2016</p>	<p>Grade Level Teams RTI Team Teacher Teams</p>
<p>In house and external professional development workshops for teachers in grades 1 and 2</p>	<p>Teachers in grades 1 and 2</p>	<p>September 2015- June 2016</p>	<p>Administration Professional Learning Team</p>
<p>Paraprofessionals, SETTS teachers, and related service providers will assist with small group instruction and pre/post lesson support</p>	<p>Students below grade level in grades 1 and 2</p>	<p>October 2015- June 2016</p>	<p>Paraprofessionals SETTS Teachers Related Service Providers</p>
<p>Community events: Curriculum Night, Literacy Night, and small group parent workshops</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Administration All Teachers Professional Learning Team Parent Engagement Team and Parent Coordinator</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.

Human Resources: Administration; Teacher Teams; Parent Engagement Team; Professional Learning Team											
Instructional Resources: Purchasing updated TCRWP MOSL books.											
Scheduling: Grade Team common planning time for feedback to Teacher Teams, PD, and Parent Meetings											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
We will measure student progress using the TC Assessment Pro (September, November, January, March, June) program as well as in-house benchmark assessments (baseline, midline, endline) reading assessments. For example, in January, 6% of students at below grade level standards will move to approaching or meeting proficiency levels as measured by TC Assessment Pro.
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

<ul style="list-style-type: none"> • 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.
N/A

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
N/A			

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.										
N/A										
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		21st 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.									
N/A									
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

<ul style="list-style-type: none"> • 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.
N/A

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.
N/A

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
N/A			

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.											
N/A											
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		21st 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.										
N/A										
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

- 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.
 - 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.
- Based on individual teacher meetings with the administration, many teachers voiced a need for further professional development in literacy and STEM subjects as one of their goals for the upcoming school year.
- 8 of 16 pedagogues are non-tenured, indicating a need for the development of a comprehensive Professional Learning Community (PLC) and individualized professional development plans.

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–Effective School Leadership. 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.

By June 2016, the school leader will establish a Teacher Team that will develop a school-wide, differentiated PD plan with the focus of creating a coherent set of beliefs about how children learn best and will result in meeting or exceeding our framework for great schools 2015 indicator.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Individual teacher goal setting meetings with the administration	all pedagogues	September 2015- June 2016	Principal Teacher Team
District-level professional development offerings (TBD)	all pedagogues	September 2015-June 2016	Administration Teacher Team
Selected staff members will participate as leaders and members of a Teacher Team to develop a school-wide PL/PD plan	selected pedagogues	March 2016-June 2016	Administration Teacher Team
Implementation of DOE Professional Development Guide (Handbook for Professional Learning: Research, Resources, and Strategies for Implementation)	Teacher Team/Administration	September 2016-June 2016	Administration Teacher Team

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.										
Human Resources: Administration; Teacher Teams; Parent Engagement Team; Professional Learning Team Instructional Resources: Teacher Per Session; 7 pedagogues for 3-5 hours per month per pedagogue* (*depending on pedagogue)										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

We will conduct a staff survey in the beginning of the school year to have teachers choose a needed area of professional development, and then measure the effectiveness of our Professional Learning Cycles by engaging in a self reflection activity in April 2016. This will determine the progress of the Professional Development Plan and then used to set further goals for Summer 2016.

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.

Based on the analysis of our SLT attendance, parent teacher conference attendance, DOE parent surveys and an independent parent survey from September 2015, there has been a need to increase parent involvement and participation in school-wide activities.

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.

During the 2015-2016 school year, parents, school staff, and Parent Engagement Team will collaborate to strengthen school-wide parent engagement and involvement at local school and community levels which will result in a 10% increase in parent attendance for school-wide parent engagement meetings and workshops.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Creation of SLT committee to engage parents in school operations, procedures and events</p>	<p>Parents and Teachers</p>	<p>September 2015-June 2016</p>	<p>Administration SLT Chair</p>

			Parent Engagement Team Parent Coordinator
Partnerships with The Dreamyard Project and Green Chimneys to build parent engagement around the arts and science	Parents and Teachers	September 2015-June 2016	Administration Parent Engagement Team SLT Chair The Arts and Grant Team
Common Core Curriculum aligned parent workshops	Parents	September 2015- June 2016	Administration Professional Learning Team Parent Engagement Team Parent Coordinator

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.											
Human Resources: Administration; Teacher Teams; Parent Engagement Team; Parent Coordinator; SLT Chair; Professional Learning Team; The Arts and Grant Team											
Instructional Resources: Additional resources for weekly parent engagement sessions; Contracting with Dream Yard (Sessions are: Grades 3-5 from September-February; Grades K-2 from March-June)											
Scheduling: Teacher Teams to plan and disseminate PDs once a month and or weekly (Tuesdays from 2:20pm-3:35pm)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
We will conduct parent surveys after curriculum night (Fall and Spring) and parent teacher conferences (November and March) to measure the level of parent engagement in our school events. We will also compare attendance rates of each event to determine levels of parent engagement.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	TC assessment pro data In-school baseline, midline, endline writing assessment	Ready Gen Foundations Guided Reading Interactive Writing Vocabulary instruction (Word work and word play {Office of CIPL}) Pre-teach/re-teach	Small group	4 days, 1:30-2:10
Mathematics	formative classroom assessments	GO MATH RTI – Students performing at Levels 1 and 2 are assigned to receive differentiated instruction. Academic related pedagogical staff (i.e., AIS and SETSS providers) works with small groups of children throughout the day, including extended day. Additionally, the AIS and SETSS teachers provide optional instruction by pushing in to	Small Groups	all services are provided during the school day

		<p>classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then implements lessons with individual or small groups of children. In addition, teachers use periodic assessments, end of the unit assessments, and predictive assessments to monitor and provide meaningful data on each child's progress</p>		
Science	formative classroom assessments	<p>Academic-related pedagogical staff (i.e., AIS and SETSS providers) works with small groups of children throughout the day.</p> <p>Additionally, the AIS and SETSS teachers provide optional instruction by pushing in to classrooms or pulling small groups of children during the course of the school day. All support personnel plans instruction with teachers and then</p>	Small Groups	All services are provided during the school day

		implements lessons with individual or small groups of children.		
Social Studies	Formative classroom assessments	The AIS and SETSS teachers provide differentiated instruction with small groups of children during the course of the school day (this is only through a “push-in” models). A support personnel plans instruction with teachers and then implements lesson with individual or small groups.	Small Groups	all services are provided during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Formative classroom assessment and as determined by student IEPs	The AIS and SETSS teachers provide differentiated instruction with small groups of children during the course of the school day (this is only through a “push-in” models). A support personnel plans instruction with teachers and then implements lesson with individual or small groups.	One to one	During the school day twice a week

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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools

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.
Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers in ELA
The pupil personnel secretary will work closely with the HR point ensure that non HQT meet all required documentation and assessment deadlines. Mentors are assigned to support struggling and un-qualified teachers.

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).
Professional Learning is provided for all teachers every Monday afternoon during the 2015-2016 school year. Teachers are grouped in interest and needs based teams led by teachers. Surveys are used to hear what topics teachers would like to explore then the principal creates a sign up sheet for teachers to select his or her PL group for the cycle (a cycle is 4 sessions/weeks). Teacher Teams are led by teachers who are experts in the topic. The focus of the PL is on ELA specifically looking at moving our students towards independent reading proficiency.
In addition, teachers attend on-site and off-site professional development.

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).
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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.).
Over the course of the year we provide specific Pre-K parent engagement meetings for our DOE Pre-k program related to Kindergarten readiness. The last parent engagement workshop consists of a visit to the kindergarten classroom and providing strategies that will help Pre-k students' transition to kindergarten. We also house a UPK Head Start program on our first floor. We collaborate with Head Start to provide kindergarten visitation for students to prepare them for entrance into our school. Beginning in the 2015-2016 school year we will provide a transition meeting for parents and related service providers.

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.
The following teacher teams will collaborate, collect, analyze and disseminate data regarding instructional assessment: Rtl, assessment team, data team, and professional learning team. These teams are made up of pedagogues from all grade levels and content areas.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
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	1,648.00	X	5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,342,099.00	X	5A, 5D

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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. The Bronx New School, 10X051, 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. The Bronx New School, 10X051 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., monthly Principal's Coffee and Chat with Parents, 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 events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing Parent Engagement Tuesdays set aside to keep parents informed of their children's progress;
- developing and distributing a school newsletter, monthly calendars, School Informational Electronic Board in the lobby 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

The Bronx New School, 10X051 , 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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 Min Hong	Assistant Principal Scott Schneider
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Fiorentina Nacaj	School Counselor
Teacher/Subject Area Suzanne Carolei/ Grade 1	Parent Julieta Anadujor
Teacher/Subject Area Lynze Szabo/ Grade 1	Parent Coordinator Helena Ortiz
Related-Service Provider Joann Khan	Borough Field Support Center Staff Member Socorro Diaz
Superintendent Melodie Mashel	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	239	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	10	0	1	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	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		1	4	2	1									0
Chinese		1												0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Mandarin				1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)					1									0
Emerging (Low Intermediate)			1											0
Transitioning (High Intermediate)														0
Expanding (Advanced)		2	3	3										0
Commanding (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

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

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)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

To assess the early literacy skills of our ELL's, we use TCWRP. Other assessments are also used to provide information on the students' academic development.

Assessment Analysis NYSESLAT:

We use the NYSESLAT, which encompasses the four competencies of literacy: listening, speaking, reading and writing. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. Our Entering (Beginning) Level ELL student is a student who has not moved in his proficiency level. He struggles with Language overall and is below grade level in both reading and writing. He is also an IEP student.

The Data for the 10 English Language Learners in the ESL program this 2015-2016 academic year are as follows:

 - 1 student is classified as Entering (Beginner)
 - 1 student is classified as Emerging (Low Intermediate), and
 - 8 students are classified as Expanding (Advanced)

The data provided indicates a need for a systemic plan for language development, which guides programmatic and curricular decisions until they develop proficiency in English. Our ELL's struggle with literacy in English overall.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

After analyzing NYSESLAT data, the patterns revealed were:

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

For this reason, these students do not test out. Nonetheless, most of the ELL's need more support in reading & writing than in listening & speaking.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

Based on our NYSITELL and NYSESLAT results the majority of our ELL school population is Expanding. We have one (1) child who is at the Entering level and one (1) child who is at the Emerging level. The remaining eight (8) children are Expanding.

Implications for LAP in English Language Arts Area

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

- Ensure the adequate delivery of instruction by licensed personnel as stipulated by NCLB and CR Part 154
- Content Area teachers and ESL teachers will collaborate to create a knowledgeable and reflective learning community experienced in researched based instructional strategies.
- Analyze ELL student data to become well-informed about the performance of each student to make informed educational decisions.
- Provide opportunities for students to be involved in purposeful conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student data to identify strengths and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELL students; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

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

4. For each program, answer the following:

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

4a. P.S.51 has a free standing ESL program with a Pull-Out Model, so allocating languages between content area subjects would not pertain to us. Therefore, in 2014-2015, no students took the Math and Science tests in their Native Language, and as such, we cannot examine results of tests taken in the student's Native Language (NL).

4b. The school leadership and ESL teacher are using the results of the TCWRP and other Assessments to modify the lessons and provide the kind of scaffolding necessary to make abstract subject concepts more concrete for ELLs. Consequently, we continue to make instructional decisions meant to address the reading and writing components more systematically in the early stages of their English Language Learning. For Ell's in particular, the data goes beyond test scores; we look at their educational history and transition. We have noticed that this information plays a big role in what the child may need to make academic progress.

4c. What the school is learning about ELLs from the Assessments is that the length of time in an English speaking school system, coupled with more intensive vocabulary and grammar instruction, is of the utmost importance. Students are not tested in their native language in ELA because we do not have a bilingual program.

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](#).]

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

6. How do you make sure that a student's new language development is considered in instructional decisions?
The child's second language development is considered in instructional decisions by meeting with classroom teachers and providing support for the child in their native language. Informal assessments are administered & utilized when making instructional decisions.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our program by analyzing the data (NYSESLAT, ELA, Math, Student work and TCWRP) to determine gains from one year to the other.

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.

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

These steps include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. If necessary, the licensed pedagogue, the ESL teacher helps to fill out the HLIS in order to identify the child's language proficiency. After the informal interview, initial screening and HLIS administration, the ESL teacher gives the child the NYSITELL if the child is identified as an eligible candidate for ESL instructional services. The purpose of this test is to ascertain whether the child is an English Language Learner or English Proficient. The student must be tested with NYSITELL within ten business days of the enrollment in the school. Hand scores are done after administering the NYSITELL test which are kept confidential and are checked after the formal scores are shown in the system.

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

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

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).

N/A

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).

Newly enrolled students entering with an IEP and home language is other than English, the principal has the Language Proficiency Team (LPT) determine the child's eligibility for the NYSITELL. If the LPT determines the NYSITELL should be administered, administration will proceed. If the LPT determines that the NYSITELL should not be administered, the determination then goes to the principal. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent (or designee).

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.

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

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).

Parents are initially informed of the three instructional models available in New York city and which model is currently offered in our school. The meeting are held during the parent orientation where they get to view the Parent Orientation Video. At this meeting, the parents are made aware of their right to appeal ELL status within 45 days of enrollment.

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.

When a student is admitted to P.S.51 their parents are actively involved in the decision-making process. To ensure the proper communication between our school and ELL parents, the HLIS is distributed according to home languages. In addition, the parents receive the ELL Parent Brochure and Parent Survey and Program Selection Form delivered by hand together with an invitation to the Parent Orientation meeting. Letters are sent out in the various languages currently provided by the Department of Education. Parents participate in the parent orientation, presented by the ESL teacher, which describes the various programs for ELLs available in the NYC public school system. These are Transitional Bilingual (TBE), Dual Language (DL), and Freestanding ESL. Parents view the Chancellor's Video in the language of their choice which explains the Transitional Bilingual, Dual Language and Freestanding ESL programs offered in New York City, where program placement options are presented with clarity and objectivity. After they watch the video, the ESL teacher discusses the different programs and choices available with the parents. Parent brochures are also given out in as many native languages as are provided by the Department of Education to enrich parental understanding of each available program. Children are placed as per parent choice. It has been the case that some Spanish-speaking parents have chosen to keep their child in the ESL program at P.S.51 rather than take the child to the nearest school with a TBE or DL program (in District 10), if they believed the distance to be too great. Parents are also provided with information on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Of the 10 ELLs enrolled in the program, 8 are Spanish speakers, one Speaks Chinese and one speaks Mandarin.

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.

Parent Survey and Selection Forms maintained in the school files dating back to 2003-2004 reveal a trend towards a Freestanding ESL model. In 2012-2013, all of the parents who returned the Parent Survey and Selection Forms chose our Freestanding ESL program model for their children. This year 2015-2016, all parents who were sent Parent Survey and Selection Forms also opted for the ESL program. However, if at any period we should have 15 students in two contiguous grades speaking the same native language, we will create a self-contained Transitional Bilingual Education class as is required by law.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Although those forms are completed and returned at the time of registration, Mr. Schneider, A.P., Mrs. Acosta, and the parent coordinator, Helena Ortiz reach out to parents and invite them into the school to complete them.

9. Describe how your school ensures that placement parent notification letters are distributed.

These parent notification letters are sent home. The ENL teacher, Ms. Nacaj, and teachers of ELLs follow up with parents to answer questions and receive a signed copy of the letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

The Pupil Accounting Secretary files all HLIS and entitlement letters as part of the students cumulative folder.

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.

Before the administration the NYSESLAT each year, members of our administration and scoring team are identified by the testing coordinator and administration based on the latest regulations outlined by the state. A meeting is conducted by ESL coordinator and testing coordinator to review the administration procedures for each modality and specific grade band differences. An RLER report is obtained from ATS is ran to determine to double check all children. The ESL coordinator creates a master excel sheet that contains all of the students. There is a column for the name of the student, class, each modality area, and the name of the person administering that part. As each part is administered the date is entered and name of the person administering that particular part. If a student is Absent, the word ABSENT in Red is entered on the spreadsheet. After the part is administered the ABSENT is changed to the date, but it remains in Red to remind the team that the student was absent on the original administration date. The team can then go back again and try to administer that part on another day within the administration window. Another column is included to be checked when all four parts have been administered by the team.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

These parent notification letters are sent home. The ENL teacher, Ms. Nacaj, and teachers of ELLs follow up with parents to answer questions and receive a signed copy of the letters.

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).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

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

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

- b. TBE program. *If applicable.*

N/A

- c. DL program. *If applicable.*

N/A

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)?

Organization of our staff ensures that the mandated number of instructional minutes is provided according to the proficiency levels in our ESL classes. The schedule of our ESL students is provided to our principal who approves it. In compliance with CR Part 154 all our students depending on their proficiency level receive from 180 minutes to 360 minutes a week of ESL. All Entering and Emerging students receive 360 minutes of ESL instruction per week, and Expanding students receive 180 minutes. Students are

grouped by language fluency within age parameters. The program serves all students with limited English proficiency (ELL) until they achieve proficiency in the English language (test out NYSESLAT).

3. Describe how 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.

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

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

As a free-standing ESL Program, we cannot examine results of tests taken in the student's Native Language (NL). However, we do administer the Spanish LAB test to newly-enrolled Spanish-speaking students, when it is required. ELLs in the early stages of English language development are not discouraged from using their native languages. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification when necessary.

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year by aligning daily ESL instruction with Common Core Learning Standards.

6. How do you differentiate instruction for 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

6a. Due to the limited number of ELLs (currently, PS 51 only have 10 ELLs), P.S. 51 does not consist of many ELL subgroups. However, if PS 51 does have the different subgroups (SIFE; Newcomer..etc), they will be provided with differentiated instruction. For the SIFE population:

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

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

During the 2015-2016, there is no SIFE student at PS 51

6b. Plan for Newcomers:

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

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

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

As already indicated in #3 above, Spanish books (including dictionaries, content picture dictionaries and glossaries) are housed in the school library as well as in the ESL classroom. Newcomers are not discouraged from using their native languages. The teacher encourages students in the initial stages of English language learning to produce written work in their native languages in order to ascertain the students' prior educational experience and capabilities. The teacher then translates the sentences into English, and uses the vocabulary derived from the child's own writing as a starting point in her differentiated instruction. This is in accordance with the Language Experience Approach (LEA) methodology. In addition, the teacher may use words in the child's home language (for example Spanish) to assist in vocabulary building on a one-to-one basis in the child's notebook. Classroom teachers who are proficient in the student's Native Language can use the language for clarification purposes, and other native language speakers who have been in an English speaking system for a longer period can also provide clarification to newcomers.

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

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

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

6d & e. Plan for Long Term / Former ELLs:

Our plan for servicing Long Term / Former ELLs is as follows:

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

7. 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.

We have not had any cases/issues with re-identification of ELL students. If this should occur, the procedure would entail the schools to establish protocols and assign qualified and trained staff to manage both the initial and Re-identification Process.

Chart

•If a student’s ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for reporting needs. Additionally, the student will be considered a “never” ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

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

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

9. 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?

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

expected to meet the standards, in our curriculum we ensure that we provide strategies on how we can support these students on achieving these goals.

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)
ENL (Chart 154-2.1(b)(1)(ii)(B) (SUM))	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
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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

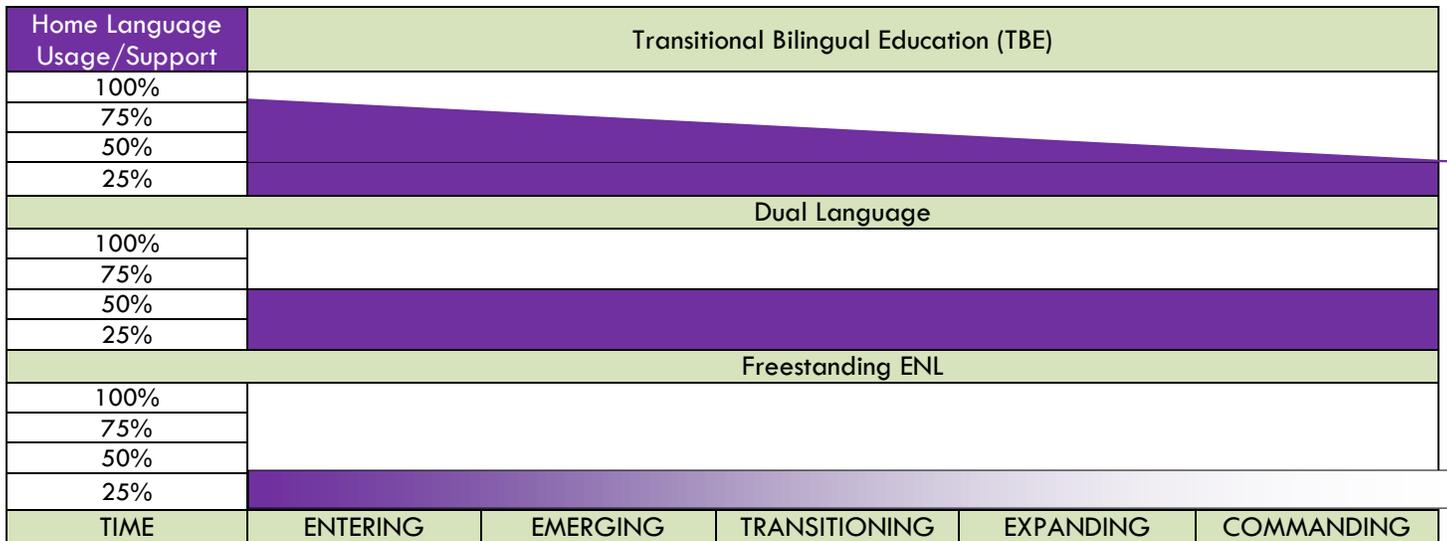


*Note: “other approved services” does not apply to New York City at this time.

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.
Targeted interventions programs and Instructional Materials. The Freestanding ESL program uses the NYC Balanced Literary Workshop in the delivery of instruction. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:
 - Attanasio and Associates Getting Ready for the New NYSESLATSupplementary Programs
In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:
 - Translation and Interpretation Services: Funding is available to translate important policy documents, mainly in Spanish. We hope to be able to provide a similar Science intervention program as well as a math intervention program this school year. All intervention services are offered in English since our school has no TBE or DL programs. In 2014-2015, there are 3 languages spoken by our ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current ESL program for ELLs is effective in terms of content and language development. The ESL teacher is given copies of each grade level's curriculum goals monthly. the work in ESL is aligned to that curriculu. For example, when the upper grade children are focusing on non-fiction, the ESL class will work on note-taking, main ideas of non-fiction paragraphs and other areas that will support and reinforce the classroom work. There is also ample time for conversation, questioning and discussion.
12. What new programs or improvements will be considered for the upcoming school year?
We evaluate the success of our programs for ELLs by looking over time at each ELL's proficiency level indicated on the NYSESLAT. In addition, short term and long term goals are determined for each child and then growth and mastery of goals are documented and analyzed. The ESL teacher then aligns the ESL program and lessons to meet the objectives and outcomes for particular units of study implemented in classrooms..
13. What programs/services for ELLs will be discontinued and why?
As we monitor and assess the progress of our ELL's, we will make informed decisions regarding implementation of new programs and/or discontinuance of existing ones. as of now, we will continue to use all the services and programs that we provide to for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs at P.S.51 have equal access to all school programs and supplemental services offered in our building. They are available to all parents and students in the school – guidance counselor, family worker, parent coordinator, occupational therapist, speech and language therapist, social worker, and psychologist. Students take part in the community building activities.
ELLs participate in the afterschool program that offers homework help, computer literacy, test prep, and a remedial reading/writing program, SPELL READ, which was initiated to target struggling ELLs in grades two to five. During this time, ELA teachers and Special Education teachers work closely with the ELL students providing differentiated instruction to meet their required needs.
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 instructional materials that are used to support ELLs focus on balanced literacy and Go Math. They are in alignment with the Common Core Learning Standards. Other instructional materials that P.S.51 uses are RIGBY's On Our Way to English Program, and RIGBY's Phonics Intervention Kit which offers phonics instruction that reflects the complete primary grades' phonics scope and sequence. The Phonics Intervention Kit integrates both print and multi-media instruction and practice during each lesson. In 2010-2011, the ESL program introduced Attanasio & Associates Language Proficiency Intervention Kits which use science as a vehicle to increase language proficiency in grades K-5. The Attanasio & Associates Language proficiency Intervention Kits are aligned with the ELA Standards, ESL standards and the National Science Standards. This was supplemented by the The Oxford Picture Dictionary in the content areas with workbooks (grades 3-5).
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The LAP team recommended the acquisition of books and other literature in as many of the English Language learners' languages as possible. Spanish books were purchased as well as Spanish books-on-tape. These books are housed in the school library, and are easily accessible to our newly incoming Spanish speaking students. The district has several other languages represented, such as: Arabic and Haitian Creole. However, P.S.51 provides only the new Spanish students with the option of having the content area tests in their native language for reference. Spanish Math textbooks and workbooks are provided to ELLs in the upper grades, whenever it is deemed necessary.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The ESL teacher has conversations with the classroom teachers on all grade levels to ask for feedback on individual strengths and needs. The ESL teacher is given monthly copies of curriculum notes for all grade levels to be able to support and reinforce work done in the classrooms.

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).

Our ELL population is quite small, and as such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. P.S.51 does, however, conduct an orientation session to assist all the newly enrolled students prior to the first day of school. Our parents and students are invited to attend and participate. In addition, there are meetings with the parent coordinator, principle and vice principle, school secretary and other pedagogues to discuss the child's placement, to gather necessary documentation before the enrollment and to conduct the oral interview with the parent. Over the phone translation is used if necessary and bilingual paras are also available.

19. What language electives are offered to ELLs?

Students have choice and are not discouraged from using their Native Language with one another. Classroom teachers who are proficient in the student's native language may use it for clarification purposes; as do other native language speakers who have been in an English language system for a longer period of time. Also, bilingual picture dictionaries and glossaries can be used in the classroom for additional support.

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)?

Not Applicable

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.)
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?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.

Questions 1 & 2

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

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

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

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

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

3. Our staff at P.S. 51, including the ESL teacher, a guidance counselor and the AP, provide parents and students with information about different schools, helping to make the proper placement of those ELL students who transfer from elementary to junior-high school and from junior-high to high school. Guidance Counselors attend workshops for training in how to help students who are making these transitions.
4. As per CR Part 154.2, our teachers will receive support in scaffolding techniques as well as quality teaching for ELLs. Our school will provide professional development to all teachers and administrators that specifically address the needs of our English language learners. The minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will 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 our English as a New Language teacher, the minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for integrating language and content instruction for English language learners.

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?

We will individually meet with the parents or guardians of English language learners at least once a year, in addition to parent-teacher conferences, initial parent orientations, or other scheduled meetings to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. The meeting includes school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

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.

We will keep records of attendance and agendas in the files. We will also ensure that Parents needs are met through the use of parent meetings, phone calls and letters home.

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

Questions #3-6:

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

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

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

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

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

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

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

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

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

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:

Part VI: LAP Assurances

School Name: The Bronx New School

School DBN: 10X051

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Min Hong	Principal		10/30/15
Scott Schneider	Assistant Principal		10/30/15
Helena Ortiz	Parent Coordinator		10/30/15
Fiorentina Nacaj	ENL/Bilingual Teacher		10/30/15
Julieta Anadujor	Parent		10/30/15
Suzanne Carolei	Teacher/Subject Area		10/30/15
Lynze Szabo	Teacher/Subject Area		10/30/15
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
Melodie Mashel	Superintendent		10/30/15
Socorro Diaz	Borough Field Support Center Staff Member <u> Bronx</u>		10/30/15
	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: 10X051 School Name: The Bronx New School
Superintendent: Melodie Mashel

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) 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.

The Bronx New School uses data to capture language preferences of our ENL parents. Our initial meeting comprises of filling out the Home Language Identification Survey (HLIS) in order to assess parents needs. We also capture data Data is being captured through the use of ATS reports (RESI, RMNR,RLAT, RHLA, RPOB) and inputting data from ATS into the Data Analysis and AMAO tool. By looking at various data points we are able to assess the parent needs. With the assistance of our Parent coordinator, we are able to identify those parents who need written information in another language, especially during the Parent Teacher Conferences.

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, Chinese, Madarin

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.)

Back to school Night, Welcome Letters, Parent-Teacher Conferences, Safety notices, New York State testing, General overview of student curriculum and Letters from the School Leadership.

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.

Face-to-Face Meetings include Back to School Night, Curriculum Night, Parent-Teacher Conferences, ENL-Parent Meetings, IEP-Meetings.
Teachers and Support staff use weekly Parent Engagement hours to meet with parents/guardians on student growth and needs.

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.

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

Smaller documents will be translated by on-staff member.

2. Describe 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.

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

During All-School Meetings, i.e. Back to School Night, Parent Teacher Meetings, Parent Conferences

and month SLT meetings, the principal ensures that interpreters are on hand to translate for parents who are Spanish-dominant speakers.

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 teachers will be given Professional Development by the ENL/LAC teacher as to how they can access the translation services provided by NYC. This will happen towards the beginning of the school year during the weekly Professional Development time. Teachers will be trained as to how to access the T&I Brochure, Language ID Guide, and how to translate to parents/guardians via email.

Part E: Providing Notice of Language Assistance Services

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

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

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

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

The school sends out bilingual notifications to parents

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

Part F: Monitoring and Quality Control

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

The Bronx New School will pilot the use of Parent Surveys through out the school year to assess the quality of available services. During Parent-Teacher Conferences, parents will have the ability to submit

surveys online in school. Using the feedback, The Bronx New School will work on how can we better our services for Parents, and what suggestion they might have for future and/or upcoming services.