

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

**DBN: (i.e. 01M001):**                   **12X691**

**School Name:**                       **BRONX LITTLE SCHOOL**

**Principal:**                             **JANICE GORDON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Bronx Little School School Number (DBN): 12X691  
Grades Served: Pre-K through Grade 5  
School Address: 1827 Archer Street  
Phone Number: 718 792-2650 Fax: 718 792-4149  
School Contact Person: Beverly Urquiza Email Address: burquiza@schools.nyc.gov  
Principal: Beverly Urquiza  
UFT Chapter Leader: Dawn Ann Vitulli  
Parents' Association President: Natasha Lopez  
SLT Chairperson: Dawn Ann Vitulli  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Natasha Lopez  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 12 Superintendent: Rafaela Espinal  
Superintendent's Office Address: 1970 West Farms Road, 1<sup>st</sup> Floor, Bronx, NY 10460  
Superintendent's Email Address: respina@schools.nyc.gov  
Phone Number: 718-328-2310 Fax: 718-542-7736

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: Jose Ruiz  
1230 Zerega Ave., Bronx, NY 10462/One Fordham Plaza, Bronx, NY  
Director's Office Address: 10458  
Director's Email Address: Jruiz2@schools.nyc.gov  
Phone Number: 718 828-7776/718 741-8895 Fax: 718 828-6280

## 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)
Beverly Urquiza	*Principal or Designee	
Dawn Ann Vitulli	*UFT Chapter Leader or Designee	
Natasha Lopez	*PA/PTA President or Designated Co-President	
Santos Rivas	DC 37 Representative (staff), if applicable	
Natasha Lopez	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	
Nancy Conforti	Member/ Teacher	
Kathryn Graham	Member/Teacher	
Robin Medina	Member/Teacher	
Elicilia Rodriguez	Member/ Parent	
Norma Lucero	Member/Parent	
Maria Reyes	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sheromine Awatar	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.

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

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

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

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

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

### Bronx Little School's Mission Statement

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

### **Overview**

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

Over the past 11 years, our school population has grown from 96 students to 360 students. As we have grown, so has our population of students with disabilities, from 0% to 23%. The growing Bengali immigrant population in the nearby Park Chester community is reflected in our student demographics. We are experiencing an increasing number of students who are English Language Learners (about 13%) with Arabic, Bengali, or Spanish as their first language. What has remained constant is our Title I status (about 80% receive free lunch) and our percentage of Hispanic students (about 70%).

In keeping with our mission statement, we have made strategic decisions when formulating class models. On every grade level we have one Integrated Co-Teaching class. Our ENL, AIS and SETTS teachers all use a combination of push-in / pull out models of instruction.

Bronx Little School has a full-time licensed music teacher. Through the collaboration of our classroom teachers and our arts teachers students learn the connection between the arts and literacy, math, social studies, science and technology. Our partnership with the 92nd Street Y (Musical Introduction Series) and the New York Philharmonic (School Partnership Program) support our vision of learning through the arts. Our second graders also participate in Swim for Life classes through the Riverbank State Park. Our mobile (laptop) technology lab, iPads in the classrooms, and our electronic white boards in every classroom provide all children, from Pre-K through Grade 5, opportunities to use technology as a tool for learning. Our goal for students to understand that technology, like books and pencils and paper, offers a path to knowledge requiring active learning behaviors that support critical and creative thinking.

Our campus partnerships with Kids Creative and Roads to Success provide after school activities (academic, social, physical) for students K-5 in addition to a summer camp program. Bronx Little School, in partnership with the NY Roadrunners has instituted a Young Runners program that meets three times a week after school and Saturday mornings. Our young runners often attend weekend meets and have had opportunities to meet accomplished marathon runners from around the world.

## 12X691 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	359	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	85.3%	% Attendance Rate		91.7%
% Free Lunch	87.1%	% Reduced Lunch		4.6%
% Limited English Proficient	7.3%	% Students with Disabilities		23.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		19.6%
% Hispanic or Latino	67.2%	% Asian or Native Hawaiian/Pacific Islander		10.8%
% White	1.1%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.5%	Average Teacher Absences (2013-14)		5.98
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.8%	Mathematics Performance at levels 3 & 4		28.8%
Science Performance at levels 3 & 4 (4th Grade)	68.4%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	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	NO			
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	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	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			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- School faculty ensures that curricula are aligned to Common Core Learning Standards. There is a clear integration of the instructional shifts. The curricula and academic tasks consistently emphasize higher order thinking skills and rigorous habits.

- Purposeful curricula decisions by school leaders and faculty build coherence and college and career readiness for all students, including English language learners and students with disabilities

- Since 2013, the number of students with an overall level of 1 on the ELA state exam decreased from 60.5% to 42.5%. The number of students demonstrating proficiency (levels 3 and 4) also increased from 12.9% to 17.6%, since 2013.

- Since 2013, our students with disabilities with an overall level 1 on ELA has also decreased from 88.5% to 71%.

-Since 2013, the rate of students demonstrating proficiency (levels 3 and 4) increased from 3.7% to 10% in Math.

#### Needs:

-Advance MOTP data (2014-15) show that 50% of teachers are developing or lower in component 3c. Engaging Students in Learning, indicating the need for effective implementation of rigorous student tasks to provide students the opportunities to develop deep critical understanding of content.

- In 2014-15, 17% of Bronx Little School students in grades 3, 4 and 5 performed at levels 3 and 4 on the NYS ELA Assessment indicating the need for more effective and consistent implementation of best practices in English Language Arts.

-In 2014-2015 Bronx Little School saw a decrease in the number of students in grades 3,4, and 5 performing at levels 3 and 4 on the NYS Math Assessment from 30% to 24, indicating the need to further align our curriculum to the Common Core State Standards.

### 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.

By June 2016, student performance on the NYS ELA and Math Assessments will show an increase of 5% of students performing at levels 3 and 4.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers in Grades K-5 will receive the support of a literacy consultant, through Teacher's College Reading and Writing Project, in order to more effectively meet the needs of all students, including English language learners and students with disabilities by faithfully implementing and documenting student progress through guided reading and conferences.</p>	<p>All teachers and students in grades K-5.</p>	<p>Progress checkpoints are in November 2015, March 2016, and May 2016.</p>	<p>Bronx Little School teachers in Grades K-5th classroom teachers, TC staff developers, BLS literacy coach and administration.</p>
<p>Teachers in Grades K-5 will work creating and implementing curriculum that is aligned to the Common Core Learning Standards. Ensuring teachers are incorporating the eight mathematical practices, with a strong emphasis on questions and discussion to deepen understanding. The continuous use of data will be used to drive curriculum plans and small group instruction.</p>	<p>All teachers and students in grades K-5.</p>	<p>Interim math assessments will provide checkpoints in October 2015, January 2016, March 2016, and May 2016.</p>	<p>Bronx Little School teachers in all grades, Math coach, and administration.</p>
<p>Professional Learning Committee will meet weekly to plan</p>	<p>All Bronx Little</p>	<p>Weekly Time</p>	<p>Professional Learning</p>

professional learning opportunities to help teachers develop rigorous and engaging tasks that intellectually challenge all students, including English language learners, students with disabilities and students at-risk of not meeting standards.	School teachers and students	Intervals from September 2015 through June 2016	Committee Administrators Coaches
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>• Teacher's College Professional develop Opportunities (Calendar Days)</li> <li>• Teacher's College Staff Developer (At BLS)</li> <li>• BLS Literacy and Math Coach</li> <li>• Professional Learning opportunities provided through the Borough Field Support Center.</li> <li>• OTPS (Level Text, Non-Contractual Services, Parent workshop refreshments)</li> <li>• Per Diem Teachers</li> <li>• Per Session for PLC meeting after school</li> <li>• Flexible Scheduling</li> </ul>											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, there will be a 2% increase in proficiency scores (levels 3 and 4) in ELA and Math, as measured by January benchmark assessments .
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- Integrated co-teaching models throughout the grades whereby students with disabilities receive daily instruction with peers.
- ESL, AIS, and SETTS teachers all use a combination of push-in/pull-out models of instruction.
- Mobile Technology Lab offers students opportunities to use technology as a tool for learning.
- Established 10-year partnerships with the NY Philharmonic and 92nd Street Y (Musical Introduction Series) to support our vision of learning through the arts.
- Teachers trained in ESR (Educators for Social Responsibility) to strengthen proactive approaches in response to students with challenging behaviors.
- Campus Partnerships with Kids Creative and Roads to Success which provide after school activities (academic, social and physical) in addition to a summer camp program.
- Programs that educate the whole child such as: Young Runners (partnership with the NY Roadrunners) and Riverbank State Park (Swim for Life)
- Student Council (students plan & organize community service events).

#### Priority Need:

- Based on the Tripod Student surveys, only 40% of students felt student behavior did not disrupt their classroom learning.
- Based on the 2014-2015 Learning Environment Survey, 100% of the teachers felt they has little to no influence in the hiring process for new professional Personnel and about 50% of teachers feeling that did not have a voice in selecting instructional materials.

### Part 2 – Annual Goal

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

By June 2016, based Tripod student survey for grades 3-5, 75% of students (an increase of 15%) will agree that student behaviors do not disrupt their classroom learning.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Bronx Little School staff will adopt Seven Habits of Highly Effective People as a philosophy for personal improvement.</p> <p>Bronx Little School is adopting the Leader In Me program as a process of enabling students to recognize and meet their potential.</p> <p>Every month a "Leader of the Month" will be selected from each class. These Leaders have portrayed the habit of the month and will be celebrated during our "Bee a C.E.O. (Chief Example for Others)" assemblies.</p>	<p>All staff members and students.</p>	<p>Ongoing with checkpoints in February 2016 and May 2016</p>	<p>All staff members and students.</p>
<p>Various committees will be formed (new teacher hiring committee, PD Committee, Inquiry Committee...) to help teachers have a voice in the decision making process.</p> <p>The literacy and math coach will work with teachers in their selecting and aligning of materials to Common Core Learning Standards.</p>	<p>Teachers</p>	<p>Ongoing with checkpoints in February 2016- March 2016</p>	<p>Teachers, literacy and math coach, committee members, administration.</p>
<p>The district wide Teacher Mentoring Program will help support teachers within their first 4 years of teaching in developing sound instructional practices, by providing quality interactions with trained and effective experienced teachers.</p>	<p>New Teachers and their mentors</p>	<p>September and will continue as needed.</p>	<p>Mentor, new teachers, and administration</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.

- Schedule planning time to effectively develop a Peer Mediation program.
- OTPS funds to purchase professional books and general supplies for Peer Mediation Team.
- BLS Literacy and Math Coach
- Professional Learning opportunities provided through the Leader in Me Program (Funded by Leader In Me)
- Professional Learning opportunities provided through the Borough Field Support Center.
- Per Diem Teachers

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

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

By February 2016, based on school created student survey, 65% of students (an increase of 5%) will agree that student behaviors do not disrupt their classroom learning.

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

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

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

### Part 1 – Needs Assessment

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

#### Strengths:

- Teacher Teams meet weekly to revise curriculum, plan lessons, and share resources as noted in our School Quality Snapshot.

- Peer mentors support new teachers in pedagogy, methodology and content indicated by the NYC DOE Mentor Tracking System.

- Teacher schedules include three common planning periods a week for teachers to look at student work and make curriculum adjustments using protocols.

#### Priority Needs:

- Teachers in each grade work in isolation to create math curricular for their own grade. There is a lack of consistency in resources and implementation around mathematics instruction.

### 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.

By June 2016, teachers will engage in professional learning opportunities around meeting the individual needs of students as measured by a 3% decrease in the number of students scoring a 1 in the math state exam.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Grade Leader will be selected to facilitate meetings, set agenda, and disseminate information from administration. This leader will ensure teams are meeting and using protocols based on looking at student work to drive instructional decisions.	Teacher teams	All year	grade leaders, administrators, coaches
All teacher will be provided with 40 minutes block each Monday to meet and common plan.  Schedules also provide teachers with at least 3 periods a week of common prep time to co-plan.	Teacher teams	All year	Grade leaders, coaches, teacher teams, and administration
ENL, SETTS, and AIS all provide push-in instruction, which requires collaboration between teachers and service providers.	Teachers and service providers	All year	Teachers, grades leaders, service providers
Professional Learning Committee (composed of teachers and administrators) will meet weekly to identify teacher (and paraprofessional) needs and plan professional learning activities that support them in using student data to design rigorous tasks that intellectually engage all students in learning.	All Bronx Little School teachers and paraprofessionals	October 2015 through June 2016	Professional Learning Committee

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Scheduling of common planning periods per week for teachers to facilitate collaborative lesson planning</li> <li>• Per Session Funds for teachers to work together on Saturdays writing and revising Units of Study (Math &amp; ELA)</li> <li>•OTPS funds to purchase professional books, leveled student texts and general supplies for classroom instruction and parent communication (copy paper, binders, folders, printer toner cartridges, etc.</li> <li>•Per Session Funds to compensate for missed preps of teachers that serve on our PLC</li> </ul>

<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>By February 2016, teachers will engage in professional learning opportunities around meeting the individual needs of students as measured by the math simulation.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## Section 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.

#### Strengths:

- Teacher Teams engage in collaborative practice using the inquiry approach to improve classroom practice.
- School Committees and Teams (Response to Intervention Team, Professional Learning Committee, MOSL Committee, New Teacher Induction Committee, School Implementation Team, Grade Teams,) provide leadership and decision making opportunities for teachers in curriculum development, assessment selection, professional learning, monitoring student progress, supporting positive student behaviors and selection of resources.
- As stated in the quality review indicator 4.2, "School leaders have engaged teacher leaders in professional development, curriculum, and school culture committees to ensure teachers have a voice in key decisions. Teachers stated that school leaders consistently listen to their needs and take them into consideration. Teachers stated that school leaders have given them extra time in their schedules to adjust curricula and have used teachers’ strengths to design professional development opportunities."

#### Needs:

- Based on the 2014-2015 Learning Environment Survey, 44% of teachers felt that many teachers in the school do not take responsibility for improving the school or are willing to take risks to make the school better.
- Using Advance data, 43% of teachers were rated either ineffective or developing on 1E (planning and preparation), designing coherent instruction. During classroom visits, 44% were ineffective or developing on designing coherent instruction.

### **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 percentage of teachers receiving a rating of effective or highly effective will increase from 56% to 65% in 1E, Designing Coherent Instruction. These increases will be based on their self selected goals to work on with the options for professional development opportunities and the cycle of observations/ targeted feedback.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will be able to select some of their own professional development opportunities. Teachers will be provided with a survey that includes multiple opportunities for development and teachers can select which meets their needs and aligned to their own professional goals.</p>	<p>All teachers</p>	<p>Various dates (as offered)</p>	<p>All staff, coaches, administration.</p>
<p>Through observation cycle and use of the Danielson Framework, administration will identify teachers’ strengths and areas in need of improvement in order to provide targeted feedback and support.</p>	<p>Teachers</p>	<p>September 2015- June-2016</p>	<p>Teachers and administration</p>
<p>All teachers are members of various committees with different purposes. These committees allow all teachers to be a part of the decision making process for the school.</p>	<p>All staff members</p>	<p>Committees either meet weekly or monthly</p>	<p>Various staff members, coaches, and administration, Bronx Borough Support Center, Teacher's College</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Literacy Consultant</li> <li>• Junior Great Books Trainer</li> <li>• OTPS (Level Text, Non-Contractual Services,)</li> <li>• Per Diem Teachers</li> <li>• Per Session for RTI team meeting after school</li> </ul>

- Flexible Scheduling
- Evidence-based screening tool

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

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

**Part 5 – Progress Monitoring**

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

By February 2016, the percentage of teachers receiving a rating of effective or highly effective will increase from 56% to 60% in 1E, Designing Coherent Instruction. Using a needs based assessment we will determine changed needed in professional development opportunities.

**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.

#### Strengths:

- Our Learning Environment Survey indicates that about 95% of parents are satisfied with the education that their child has received.

-Our school received a Proficient in indicator 3.4, "Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations."

-Parent coordinator holds an average of 3 parent workshops per month.

-Monthly "Table Talk Breakfast," where families are invited to breakfast with principal and parent coordinator.

-Monthly assemblies in which parents are invited to attend, where students perform and are awarded Leader in me certificates.

#### Priority Need

- Although four opportunities were provided for parents to meet with teachers and there is time scheduled for parent engagement, 40% of parents said they either never or only once met with teachers in person, based on learning environment survey for 2014-2015.

-Based on the learning environment survey for 2014-2015, 50% of parents were never involved in any events at the school or volunteered time to support school wide events.

### 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.

By June 2016, there will be an decrease from 40% to 30% in response to parents who stated they saw their children's teacher either 1 or no times during the year, as documented on the 2014-2015 Learning Environment survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>The first Monday of each month, all families members are invited to have breakfast with the principal and parent coordinator.</p>	<p>All Families</p>	<p>The first Monday of each month from October 2015 to June 2016</p>	<p>Principal and Parent Coordinator</p>
<p>As a campus, 691x, 531x, and 536x, will be hosting a series of community building events for both staff and families (BBQ, movie night, game night...).</p>	<p>Families and staff members of all three co-located schools</p>	<p>Every other month, from October 2015 through June 2016</p>	<p>Administration of all three schools.</p>
<p>Parent Coordinator has a series of workshop with various topics based on a parent survey for their needs, with topics including: nutrition, CPR, Anti-bullying, and English as a Second Language.</p>	<p>Families of the students</p>	<p>Bi-monthly from September 2015- June 2016</p>	<p>Parent Coordinator with support of the PA</p>
<p>Extended our "Parents as Partners" program to include new families. This program allows families to be trained in order to volunteer at school functions and provide support in the classroom.</p>	<p>Family members</p>	<p>Daily from October 2015 - June 2016</p>	<p>Parent Coordinator with help from School aides.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>• Teacher Per Session (including planning time)</li> <li>• School Aide Hourly Bulk Job</li> <li>• Parent Coordinator</li> <li>• Funds to provide breakfast for families</li> <li>• Funds to purchase items for campus wide activities</li> </ul>
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By February 2016, there will be a decrease from 40% to 35% in response to parents who stated they saw their children's teacher either 1 or no times during the year, as documented sign in sheets used by teachers to record parent interactions.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

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

	<p>*Pre &amp; Post Unit Assessments</p>	<p>*Math games</p> <p>* Manipulatives</p> <p>*Go Math Lessons</p>		
<b>Science</b>	<p>Students are selected for services based on multiple sources of assessments :</p> <p>*Previous year's 4th grade NYS Science Test</p> <p>*June Report Card Grades</p> <p>*Pre and Post Science Unit Assessments</p>	<p>Instruction focuses on developing Close Reading strategies which are aligned to the Science Scope and Sequence using leveled nonfiction reading books.</p>	<p>Small Group Instruction (2 -6 students).</p>	<p>Service is provided during the school day.</p>
<b>Social Studies</b>	<p>Students are selected for services based on multiple sources of assessments :</p> <p>*Pre and Post S.S. Unit Assessments</p> <p>*Literacy Benchmark Assessments</p> <p>*June Report Card Grades</p>	<p>Instruction focuses on developing Close Reading strategies which are aligned to the Social Studies Scope and Sequence using leveled non-fiction reading books.</p>	<p>Small Group Instruction (2 -6 students).</p>	<p>Service is provided during the school day.</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are selected for services based on The following data:</p>	<p>Guidance Counselor focuses on teaching students strategies</p>	<p>Counseling is done both on a 1:1 basis and small group</p>	<p>Service is provided during the school day.</p>

	<p>RTI referrals, OORS reports, parent conferences.</p>	<p>to develop positive character traits through the implementation of:</p> <ul style="list-style-type: none"> <li>*Conflict resolution role play activities</li> <li>*Self-Reflection and Affirmation Activities</li> <li>*Goal Setting</li> <li>*Behavioral Contracts</li> <li>*Student Recognition Awards and Incentives</li> </ul>	<p>sessions.</p>	
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## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

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

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Bronx Little School recruits teachers through several established New York teacher preparation institutions such as: Fordham University, Columbia Teacher's College, and Hunter College. We also utilize the New York City Department of Education Office of Teacher Recruitment's "New Teacher Finder." All new teachers are matched to teacher mentors by our New Teacher Induction Committee (composed of teachers and administrator) and provided support based on their individual needs. In school mentors attend training offered jointly by UFT/NYCDOE. Administrators support teachers through post observation feedback (formal and informal). District 12 Support Personnel provide training and professional development for teachers on but not limited to Common Core Learning Standards, Differentiating Instruction, Quality Review Rubrics, Meeting the Needs of ELLs and SWDs.

#### 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).
<ul style="list-style-type: none"> <li>• Principal attends monthly professional development provided by District 12, Chancellor's Principal Conferences, Monthly District Superintendent Principal Meetings, NYCDOE/UFT jointly sponsored Advance Training . PD topics include but are not limited to Effective Use of School Resources (fiscal and human), Understanding State and Federal Education Mandates, Evaluating Teacher Performance Utilizing Advance, Meeting the Needs of ELLs and SWDs, Aligning Curriculum and the Common Core, Learning and the Arts, School Safety, Student Discipline, Response to Intervention, Analyzing Data to Make School-wide Decisions.</li>   <li>• Our Professional Learning Committee plans weekly Professional Learning sessions for all teachers and paraprofessionals with a focus on looking at student work. A plan for professional development has been created by the PD team and included opportunities provided through Teacher's College, the borough support center, and various other parties.</li> </ul>

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

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

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

## **Part 4: SWP Schools Only**

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

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

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

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	282,813.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,241,349.00	x	

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

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

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

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

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

**and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

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

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

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

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

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

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

---

## Bronx Little School

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

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

### **Bronx Little School**

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

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

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



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

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

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

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

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

Part A: School Information	
Name of School: <u>Bronx Little School</u>	DBN: <u>12x691</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input 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
Total # of teachers in this program: <u>6</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>4</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: On the 2015, Common Core Aligned English Language Arts exam 0 English Language Learners in grades 3-5 scored proficient. In the math test, 0 third grade students scored proficient, 2 fourth grade students were proficient, and 0 fifth grade students score proficient.

In order to meet the needs of all students and ensure the acquisition of academic English needed to reach their academic English learning objectives and show proficiency in both state ELA and Math exams, the school will offer targeted after school programs for 7 weeks beginning on February 2016 through April 2016 from 2:30pm to 4:00pm, On Wednesdays and Thursdays. The language of instruction will be English with students grouped according to both NYSESLAT levels and content proficiency. Staffing will consist of 4 New York State common branch certified teachers, dependent on student participation, with 1-2 certified ESL service providers. The 2 ESL teachers will work with the teachers for planning of instruction. During instructional periods Each ESL teacher will work with 2 teachers, co-teaching/pulling small groups for 45 minutes in each class. During the push in time, the common branch teacher should be focusing on ELA specifically, since this is an area of greater need for the students.

Many of our ELL students struggle with vocabulary, especially within context. Our Saturday program will begin in February and will last for 6 sessions, lasting about 3 hours. Within the six session, ELL students and their families will experience various trips throughout the city and be immersed in language development through experiences. Although we are providing various workshops and opportunities within the school, this program aims to help the whole family develop language acquisition through experiences. Some of the experiences include: trips to a museum, a cooking class, a and a fishing trip. The program is being coordinatored by the ENL coordinator and the IEP teacher. The supervisor for both progeams will be the Prinicipal since there are no other administrators within the school.

## Part C: Professional Development

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

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

Begin description here: Teachers delivering instruction both in the Title III program and during the school day will receive targeted professional development centered on best practices for English Language Learners by the Principal, ESL teacher along with participation in outside professional development opportunities that might arise during the course of the school year. A preliminary schedule of topics are the following:

October 5, 2015, from 3pm - 4pm: Instruction aligned to NYSESLAT Targets of Measures By: ENL Coordinator - Angie Maldonado (60 minutes, Participants: K-5 Teachers of all certifications) No cost  
October 23, 2015, 9am - 4pm: English Language Learners: Ways to Use Nonfiction Texts to Develop Oral Language and Support Informational Reading by Teacher's College (6 hours, Participants: a

### Part C: Professional Development

representative from each grade level) Paid by school Curriculum development

November 3rd, 2015, 9:30am - 10:30am: Building knowledge around how our students with English as a New Language learn. By: ENL Coordinator - Angie Maldonado (60 minutes, Participants: K-5th teachers of all certifications) No cost

November 3rd, 2015, 10:45am - 11:45am: Using prompts to help our ENL students with peer discussions. By: Math Coach - Kathy Ovalles (60 minutes, participants: 2-5 classroom teachers of all certifications)

December 14, 21, and 28, 2015, 3pm - 4pm: Small Group Instruction for BIG Reading Gains: Guided Reading and Strategy Groups that Make a Difference. In this series, participants will engage in understanding the various choices teachers must make around small group reading instruction and dig deeply into guided reading and strategy group instruction. (60 minute sessions, K-5 in sessions, intended for common branch and special education teachers) at no cost

Based on mid-year needs assessment we will determine next series of professional development opportunities for teachers.

### Part D: Parental Engagement Activities

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

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

Begin description here: Many of our ELL students struggle with vocabulary, especially within context. Our Saturday program will begin in February and will last for 6 sessions, lasting about 3 hours. Within the six session, ELL students and their families will experience various trips throughout the city and be immersed in language development through experiences. Although we are providing various workshops and opportunities within the school, this program aims to help the whole family develop language acquisition through experiences. Some of the experiences include: trips to a museum, a cooking class, a and a fishing trip. The program is being coordinatored by the ENL coordinator and the IEP teacher.

- All of our in school workshops are conducted in both English and Spanish with a tanslater for Bengali. Some of the topics covered include:

- September 22, 2015 Introduction to the CR-154 By: ENL Coordinator (60 minutes)

- October 1, 2015: Importance of Nutrition By: Cornell Nutrition and our Parent Coordinator (6 - 60 minute sessions)

- October 20, 2015: Parents as Partners By: Parent Coordinator (1 - 60 minute session)

- February 22, 2015: How Can I Help My Child Succeed By: ENL Coordinator and the teachers in grades 3-5 (2 - 60 minutes sessions)

- All written notices are sent to families in their home languages. Phone messenger also reminds families of our events and the parent coordinator touches base with families during morning arrival and dismissal.

**Part E: Budget**

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

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

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Beverly Urquiza</b>	Assistant Principal <b>n/a</b>
Coach <b>Amelia Clune, Literacy Coach</b>	Coach <b>Kathlyn Ovalles, Math Coach</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Leah Wilson</b>
Teacher/Subject Area	Parent <b>Natasha Lopez</b>
Teacher/Subject Area <b>Maria Santiago, ENL/S.S.</b>	Parent Coordinator <b>Loida Guzman</b>
Related-Service Provider <b>Dawn Ann Vitualli, AIS</b>	Borough Field Support Center Staff Member
Superintendent <b>Rafaela Espinal Pacheco</b>	Other (Name and Title)

### C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>342</b>	Total number of ELLs	<b>46</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 checked="" 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"/>

### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	46	<b>Newcomers</b> (ELLs receiving service 0-3 years)	36	<b>ELL Students with Disabilities</b>	13
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	10	<b>Long-Term</b> (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>TBE</b>											0
<b>DL</b>											0
<b>ENL</b>	36		7	10		6					0
<b>Total</b>	0	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	0	3	1	0	1	1								0
<b>Emerging</b> (Low Intermediate)	3	2	2	0	1									0
<b>Transitioning</b> (High Intermediate)	4	1	3	1	3									0
<b>Expanding</b> (Advanced)	4	5	5	1		1								0
<b>Commanding</b> (Proficient)	0	2	0	1		1								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	3	0	0	0	0
4	0	2	0	0	0
5	1	0	0	0	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	2	1	1	0	0	0	0	0	0
4	0	2	0	0	2	0	0	0	0
5	1	1	0	0	0	0	0	0	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			1		2				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 ELLs, various assessment tools such as Fountas & Pinell Benchmark Assessment, ELL Periodic Assessments, pre- and post writing assessments aligned to The Teacher's College Reading and Writing project's curriculum assessments are implemented to monitor student progress and determine needs that should be addressed.

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

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

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

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

According to the results of the NYSESLAT of Spring 2015 (ELL students Grades 1-5), none of our ELL students are at the commanding level, 13 students are at the expanding level, 8 are at the transitioning level, 5 students are emerging and 5 are at the entering stage of English language development. Based on the changes from 2014 and 2015, 4 students made growth, 7 remained the same, and 2 regressed. From 2014 to 2015 there was also an increase in the number ELLs at Bronx Little School. We know we a wider range of student language development levels. Content performance data for 2015 reveals that our 3 third grade students performed at within a range of 1.67 to 1.88, with an average of 1.78 in ELA Common Core state exam. In fourth grade both students were able to demonstrate growth with one students moving from 1.81 to 2.0 and the other from 1.87 to 2.24 in the ELA Common Core aligned state exam. In fifth grade one students also demonstrated improvement by moving from a 1.32 to a 1.77 on the ELA Common Core state exam. On the State Science test, 1 of 3 students performed at level 2 and 2 of the 3 performed at a level 3.

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

In general our students become advanced or proficient in listening/speaking much more quickly than in reading/writing. For our ELLs, it is crucial that we target reading and writing through ESL services, as well as across content areas. In order to support this work, our ESL teacher, Ms. Maldonado will attend grade level team meetings, plan collaboratively with teachers, and provides a variety of resources, she has created a binder with resources to meet the needs of specific ELLs. In addition, professional development around the AMAO tool and analyzing annual measurable achievement objectives will be provided so teachers may utilize the tool in order to inform their instruction.

4. For each program, answer the following:

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

In 2015 we have 3 students of third grade, 2 students in fourth grade, and 1 student in fifth grade that took the ELA Common Core exam. The results from the Common Core aligned ELA exam revealed that our 3 third grade students performed at within a range of 1.67 to 1.88, with an average of 1.78. In fourth grade both students were able to demonstrate growth with one students moving from 1.81 to 2.0 and the other from 1.87 to 2.24 in the ELA Common Core aligned state exam. In fifth grade one students also demonstrated improvement by moving from a 1.32 to a 1.77 on the ELA Common Core state exam. On the State Science test, 1 of 3 students performed at level 2 and 2 of the 3 performed at a level 3. This will be our first year using the data collected from the ELL periodic assessment to track strengths and needs of our ELL students. Once a week the student inquiry team meets and discuss the needs of students, specifically our ELL population. Through our various assessments we have learned that our ELLs are mastering the listening and speaking aspect of language acquisition quickly and struggling with the reading and writing. Most of our students are not proficient in Spanish and show greater strength in English. Translation services are provided for all teachers, through our staff members that are fluent in either Spanish or Bengali, or through the DOE translation services.

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](#).]

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

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

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

- \*Content and Language objectives clearly defined for ELL students K-5 (TIER II setting)
- \*Content concepts appropriate for age and educational background level of students
- \*Supplementary materials used to provide a wide-range of entry points for student learning (e.g., visuals,

manipulatives modified text, native language glossaries, vocabulary notebooks, realia, etc.)

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

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

At our school we understand that ELL students will likely need extra support to strengthen their academic language skills in English (L2) in order to successfully meet the challenges of grade-level curriculum and meet Common Core Learning Standards. Instructional decisions for ELL students are based on several criteria to ensure that our students' second language development is addressed during instruction.

First, at the beginning of the school year, all teachers working with ELL students are provided with information concerning their students' current proficiency level in English development. The data is collected from NYSESLAT, Unit assessments, and from informal teacher observations. The ESL teacher also records ELL students' oral and written language proficiency using a Language Structures Checklist System that looks at how the grammatical features of ELL's speaking and writing typically develop at each proficiency level.

Once our ELL students' language proficiency levels are determined, SIOP practices in lesson planning and lesson delivery are implemented. This includes a content objective and a language objective which addresses all 4 modalities of language development (listening, speaking, reading, and writing). Other sheltered instruction practices include checking for and building background knowledge before lessons, comprehensible input, TPR, visuals and manipulatives, scaffolding, academic vocabulary development strategies, and content area word walls in the target language (English). Most importantly, our ELL students are given ample opportunities for academic language practice using meaningful and rigorous activities appropriate for each ELL's L2 proficiency level.

This occurs in such practices as turn and talk and small heterogeneous group speaking tasks in the classroom and in the ESL Center. Academic Language development is also supported through sheltered instructional methods such as scaffolding, vocabulary development using academic vocabulary notebooks, modified text, graphic organizers, and computer software.

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

At the present moment our school does not offer dual language or transitional bilingual programs due to no parental request.

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

According to data from the NYSESLAT assessment the trend at our school is that ELL students enrolled at our school since kindergarten are reaching a proficiency level in the target language English in a period of 2-3 years. This trend has been consistent for the past 6-7 years.

## Part IV: ELL Identification Process

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

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.

The process of initially identifying students who may possibly be English Language Learners begins with informal oral interviews in English and in the native language of all in-coming students to administer the Home Language Identification Survey and input the information into the designated ATS screens. Oral interviews are conducted by our licensed ESL teacher, Ms. Maldonado. The completed HLIS forms are placed in the student's cumulative file and remains a part of the student's permanent record. If the student's home language is English, the ELL identification process ends at this step. If the student's home language is not English, the ELL identification process continues and the student is administered the NYSITELL in order to determine eligibility. The administration of the NYSITELL is done by Ms. Maldonado. Within ten days of enrollment the NYSITELL is administered, answered are documented, and scanned into ATS via the attendance scanner. Within 5 school days of ELL determination, we inform parents of the results of the NYSITELL and ELL status by mailing them either an entitlement letter, non entitlement letter, or continued entitlement

letter. All new entrants whole HLIS responses indicate a home language of Spanish and who are newly identified as ELLS based on NYSITELL results are also administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window. The Spanish LAB is used to support the school's instructional plan in provided ENL services. Students identified as English Language Learners receive the mandated ESL services indicated by their proficiency level.

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).

Within 30 school days from initial enrollment the school makes an initial SIFE determination. We determine SIFE status beginning at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. We follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process by administering the oral interview questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS). All Initial SIFE status are indicated in the DOE's data collection systems no later than 30 days from initial enrollment.

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).

NYSITELL eligibility for students entering school with IEPs is based on the determination of the Language Proficiency Team (LPT). The LPT is comprised of Ms. Beverly Urquiza, the Principal, Ms. Angie Maldonado, licensed ESL pedagogue, Ms. Dawn Ann Vitulli, Coordinator of Special Education and the student's parent or guardian. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT either in person or through the DOE Translation Department phone services. The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, the student's history of language use in the school and home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The final decision is made by the principal, Ms. Beverly Urquiza, for a final review, it is then sent to the superintendent, Ms. Rafaela Espinal Pacheco for a final decision.

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

Within ten days of administration of the NYSITELL, entitlement letters (in the parents' native languages) are sent to the parents of all children identified as eligible to receive ESL services and a Parent Orientation meeting is scheduled to ensure that parents of our English Language Learners understand all three program choices available in the New York City Department of Education. Parent Orientation meetings are scheduled both during the school day and in the evening. At those meetings, parents are informed of the English Language Learner identification process, and they view a video presentation (presented in the native languages of all parents) which gives an overview of the programs available for their children.

Subsequently, the ESL teacher provides parents with a formal orientation of ELL services available for their children in and outside of Bronx Little School. Parents are informed of their options which are: Transitional Bilingual, Dual Language or a Free-standing ESL Program. The Parent Survey and Program Selection forms are distributed to parents (in the parent's native language) at the Parent Orientation. After being given the opportunity to ask questions about the program choices, parents complete the survey and return it to the ESL teacher at the end of the orientation. Parents are given the option of completing the Program Selection form on the day of the orientation or at home if additional time (and/or consultation with another family member) is needed to make a decision. In addition, they are given an informational pamphlet (in their native language) to take home with a detailed explanation of each program. Parents are encouraged to return their Program Selection forms as soon as possible and are informed that if a form is not returned, the default for ELLS is Transitional Bilingual Education as per CR Part 154. Parents who do not return said forms are reminded with a telephone call from the ESL teacher or the Parent Coordinator. After reviewing the Parent Surveys and Parent Selection forms, the ESL teacher makes the necessary accommodation for each parent program choice.

All home language surveys are placed in student Cum Folders and stored in a secure location in the school building. Copies of parent home language surveys and letters are securely stored in a locked filing system located in the school building. Copies of these documents are placed in an ESL binder also in a secure location. All school staff are informed that these secure materials may not be removed from school building.

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).

During the orientation parents are informed of their right to appeal the ELL status within 45 days of enrollment. Parents are also reminded of their ability to appeal once the NYSITELL determined their child qualifies for ENL services. All communication with

parents, oral or written, is provided in the families home language. Translation is provided either by staff members fluent in home language or using the DOE translation services. Copies of all correspondence with families are kept by the ENL teacher in the student file and in the student cumulative file. The ENL teacher communicates with the families continually during the process to ensure all correspondence is received and understood by the families. Conversations are logged through our family communication logs.

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.

On the day of enrollment at the school, parents are informed of all three programs of service through watching the parent video. For families unable to watch the video on the first day, the families are scheduled to come to an orientation at another time that is convenient. These meetings are translated by staff members or phone translators that speak the home language. In addition, families of English Language Learners (ELLs) are invited to informational meetings in the fall of each school year to meet with teachers and learn about school curriculum. Families are also scheduled to visit teachers during the fall and spring parent teacher conferences to discuss student progress. During these meetings families are able to speak with teachers and service providers about student's progress. During the spring conference, parents are walked through the Parent Survey as well as other informational material in their native language. Families are provided with time for questions and answers during these meetings to allow for clarification. Throughout the year, families could ask or be asked to meet with teacher or service provided, through the Tuesday parent engagement time provided to teachers. These meetings are provided in the home language, through staff or phone translation services, and are used to address student progress or needs on a continuous basis.

At Bronx Little School, ELL students are offered a free-standing ESL program in which a certified ESL teacher provides push-in/pull-out services using English as the language of instruction. Currently, Free Standing ESL is the only program available due to the relatively small number of ELL students on each grade level and the fact that the overwhelming majority of our parents express a preference for this program. If we were to offer another program, contact would be made with the families of all eligible students. A meeting with the families would be scheduled to inform the families of the new program available and explain the offering. Meetings would be provided in home languages, through school staff or phone translation services.

Parents who choose a program other than ESL are assisted in finding a place for their children in a community school that provides such services. After the Parent Selection forms are returned to the ESL teacher, Placement Letters (in the parents' languages) are sent to parents indicating the official placement of the student in the program of choice. Non-Entitlement letters (in the parents' languages) are sent to parents of those students who reached a proficiency level on the NYSESLAT assessment.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

In order to ensure that all entitlement letters are distributed, the ENL coordinator, Ms. Angie Maldonado, reviews the RLER, ELPC, and RLAT to determine eligibility of the students. Based on this review, entitlement letters, continued entitlement letters, program selection forms, and other notices are distributed and collected for record keeping and tracking. The ALL ELL identification forms are translated and sent home with students every fall to provide spring NYSELAT results to those already enrolled and additional communication is done for new students who test into (or demonstrate proficiency) on the NYSITELL. We rely on staff members that speak the home language or the DOE phone translation services to communicate with families.

Bronx Little School always attempts to reach out to parents in various forms including: letters home, phone calls, contact made at dismissal with families, and meetings. We use all of these methods to ensure timely return of all forms. Parent program choices are documented on student information forms. Copies of all forms are kept by the ENL coordinator and also with the student cumulative files.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ESL teacher, with the help of the parent coordinator, monitor the completion and return of all forms and reach out to families to ensure 100% completion and returns. For families that struggle to return the documents, we also touch base with the families during our conferences or attempt to set meetings during our parent engagement time on Tuesday to provide support in completing forms in home language. All forms are provided in the home language.
9. Describe how your school ensures that placement parent notification letters are distributed. Once placement is determined for students, letters are both mailed and backpacked home to families. All placement letters are provided to families in their home language. Ms. Beverly Urquiza - the principal, Ms. Angie Maldonado - ENL Coordinator, and Ms. Loida Guzman - the Parent Coordinator, all work together to ensure all forms are mailed out to families, in home language, and received by families through various forms of communication, including: phone calls or touching base with families in the morning or at the end of the day.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All forms are stored in the student cumulative files and are secured in the main office. The ENL coordinator, Angie Maldonado, also keeps copies of the documents that are maintained in student binders. These binders are kept in a locked filing cabinet in the ENL office.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

At Bronx Little School the administration of NYSESLAT assessment is given the same importance as the New York State Content Exams. First, upon arrival of NYSESLAT testing materials are stored in secure location in the building. Staff members understand that test booklets must remain sealed until the day of test administration. Access to the test materials is restricted to ensure that test security is maintained. The only materials allowed to be used before test administration date is the test administrator's manuals with testing instructions. Administrators of the NYSESLAT are instructed to read this manual before the day of test administration, so they are familiar with proper testing procedures. In preparing to administer the NYSESLAT to all ELLs, the ENL coordinator, Ms. Angie Maldonado, and the testing coordinator, Ms. Nancy Conforti, regularly review the ATS reports (RLER, RLAT, ELPC) available to us as well as our internal data systems to be sure that all students are being tested with appropriate accommodations as indicated on their IEPs. Additionally, we collaborate to develop a testing schedule that meets the needs of the students and the staff to ensure that students are tested during an ideal window. The four modalities are scheduled for each student. Finally, we test the students during this window and allot plenty of time before the deadline to ensure that all ELLs have been tested. A separate location is designated in which walls are covered to ensure the integrity of the assessment. On the day of the test a sign is placed on the door that reads, NYSESLAT Testing Do Not Disturb. The administrator records the starting and ending time of test although the test is not timed. Students are not allowed to use glossaries or any other aid during this test. Students are not allowed to speak to each other or to provide each other with answers during the test. The administrator of the test must not share answers with students or help students in any way in the completion of the NYSESLAT assessment. After all 4 modalities are administered for grades K-5, the NYSESLAT assessments are stored in a secure location in the school building.

For administering and scoring the speaking subtest:

\*Someone other than student's teacher is assigned to administer and score test

\*Student's teacher administers the test while a disinterested teacher in the room listens to and scores the student's responses

\*Student's teacher and other administers the speaking test and records the student's responses. Subsequently, the recording is scored by a disinterested teacher.

For administering the writing subtest;

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

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

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Once the results of the NYSESLAT have been obtained, parents are informed of the status of their child. The school mails a continued entitlement or transition letter to the families, in the home language. These letters are generated and mailed out with the cooperation of the ENL coordinator, Ms. Angie Maldonado, and the Parent Coordinator, Ms. Loida Guzman. Ms. Maldonado and Ms. Guzman work with the school aides to ensure all parents received the notices in their preferred home language.
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).

In the past three years we have seen an increase in the number of families with Bengali as their home language. All of these parents have requested freestanding ENL, which is the program we provide. We also work with PS 536, since they offer bi-lingual classes in all grades, for families seeking bi-lingual placement within their zone. At this time, using the data from the parent survey and program selection, the most common selection has been freestanding ENL services. If we were to see a need for other programs from the parent surveys, we would consider expanding our program.

# 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.

In order to meet the mandates of CR part 154.2 and.3 as well as provide quality instruction to our ESL students we offer a combination of both push in and pull out services. Students are enrolled in a variety of general education classes. Students are serviced through a combination of push in and pull out classes by proficiency level. Entering and emerging are seen 8 times per week. 4 times in a homogeneous group of beginners and low intermediate. The remaining 4 times instruction is provided with high intermediate and advanced students in either ELA or content area class.
  - 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)?

Our ELL students are provided with their corresponding minutes of instruction per week that integrates literacy and content area instruction aligned to the common core learning standards. ENL students receive the following minutes of services: Entering = 360 minutes per week, emerging = 360 minutes per week, transitioning = 180 minutes per week, expanding = 180 minutes per week, and former ells will continue getting serviced for 2 more years at a minimum of 90 minutes per week. Social Studies, math, and science concepts are integrated with language instruction and balanced literacy components (Read-Alouds, Shared Reading, Guided Reading, Minilessons, Reading Workshop, and Writing Workshop). Literacy and content-area Social Studies are always combined with the curricula required of the grade level. This integration of instruction which is often delivered to our ELLs in Thematic Units of study gives our ELLs multiple opportunities to learn and use the academic language, develop content-area knowledge, and increase their literacy skills. Our ELLs students participate in collaborative group work. The groups consist of ELLs with students of various proficiency levels which makes it possible for our ELL students to support each other linguistically. Accountable talk is always encouraged during group activities in order to help our students to strengthen their academic language. During this academic discourse, our ELLs have a variety of resources available such as content area word walls, charts, graphs, realia, and other visual aids to scaffold their language development. The Sheltered Instruction Observation Protocol (SIOP) is used as a model for all instruction. The units of study in our school curriculum include guidelines for differentiating instruction for ELLs as described in The RTI Daily Planning Book K-6 by Gretchen Owocki.
3. Describe how 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.

Our focus this year is to deliver content area instruction to allow multiple points of access to the content through text, visuals, scaffolded supports, and talk: Rather than providing modified content we provide enhanced content. Students will be exposed to concepts through multiple modalities. Students will be provided with explicit instruction in how to develop an argument to support their idea using text evidence. This protocol will be repeated throughout the content areas to provide consistent strategies and repeated practice. Additionally, students are seated heterogeneously during classroom instruction to facilitate discussion using peer models. Throughout the year we will provide professional development to all of our teachers so that in our content area classrooms, ELLs will be provided with language supports such as sentence starters and the opportunity to have discussion with direct teacher feedback in the moment. In addition to direct collaboration with content area teachers, our ESL teacher, Ms. Maldonado will provide support in developing background knowledge through read-alouds, use of multimedia for content explanation and pre-work to prepare for classroom discussions. Students will use native language supports such as texts in their native language, connection of content area vocabulary to native language vocabulary, and conversations in native language to prepare to discuss in English.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
 ELL students are evaluated in their native language using the Spanish version of Fontus and Pinnel reading assesment, which is a performance assessment designed to help teachers measure and monitor the literacy development of Spanish speaking students K-5. Writing samples and end of unit math assessments are also given to newcomer ELLs in their L1 Spanish and evaluated by the ESL teacher who is Spanish speaking.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
 ELLs are evaluated in all four modalities of English acquisition throughout the year as follows:  
 \*NYSESLAT results (Listening, Speaking, Reading, and Writing)  
 \*End of unit assessments found in the On Our Way to English, Rigby (4 modalities are assessed including literacy skills)  
 \*Language Structures Checklist (Helps monitor student's grammar development in L2 English, paying attention to how students use the language authentically)  
 \*Analysis of writing samples  
 \*Analysis of academic language use found in math assessments  
 \*Informal observations of ELL students using language structures and academic language during group speaking activities.
6. How do you differentiate instruction for 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
- We review the data from the NYSESLAT to determine baselines for performance in the four modalities. As the four modalities are an integral part of the Common Core Standards they are a crucial part of our ESL and Content Area curriculums. In our ESL and content area curriculums, there are planned assessments in the four modalities for each unit. Our ESL providers, Ms. Maldonado will work together along with the literacy coach to develop and use a speaking and listening rubric aligned to the Common Core State Standards to assess all classroom talk. In addition, we use Fountas and Pinnell running records in order to measure reading development. Classroom writing will be assessed on pre and post rubric based writing assessments as part of classroom units, projects, summative and formative assessments. Currently there are no SIFE students at Bronx Little School, but an individual intervention plan will be developed for any SIFE student if the need arises in the future. Our extended day program provided addition support to students on Wednesdays and Thursdays from 2:20 - 3:00. The purpose is to provide our ELLs with additional English language instruction in the content areas and literacy in order to help them strengthen their academic language and help them perform at the level of their English proficient peers. In addition, our newcomer ELLs are encouraged to use their native language as a bridge towards the transition into English. These students are encouraged to read and write in their native laguages during ESL instruction and when they are in their regular classroom settings. Our newcomers and their parents are also provided with lending library books in their native language (Spanish or Bengali) to encourage literacy at home. ELLs who require extended ESL services (ELLs receiving services 4-6+ yrs) are closely monitored and provided with extended day instruction to further support their academic and language development. An AIS support teacher provides extra support to ELL students with IEPs. Extended day instruction is provided for these students. All ELL student groups previously mentioned are encouraged to participate in our Saturday ELL Academy Program including proficient ELL students.
7. 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.

Chart currently have not had any student in this situation. We would have to create an individualized plan for this student if the need arises.

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?

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

- \*Small group instruction that provides ELL students for sufficient opportunities to use academic language
- \*Graphic organizers (i.e., KIP graphic organizer for content words)
- \*Vocabulary development (academic vocabulary notebook/binder using methodologies from John Marzano)
- \*TIER I/RTI highly affective instruction
- \*Leveled books for independent reading
- \*Text that is modified and adapted to grade level
- \*SMART Boards with grade appropriate technology
- \*TPR (Total Physical Response)
- \*Content area word walls
- \*Tony Sted's, Explorations in Nonfiction Writing (ELL support section grades K-5)

The ESL teacher also provides professional development and has created a resource binder with supports for classroom teachers.

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?

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

Intervention specialists and the ESL teacher visit ELL students with disabilities through - out the week to support said students during

content instruction in order to help these students meet common core learning standards. ESL methodologies are implemented during

these push - in sessions while teaching academic content in a small group setting in the classroom.

### 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 INSTRUCTIONAL TIME (MINIMUM)	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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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



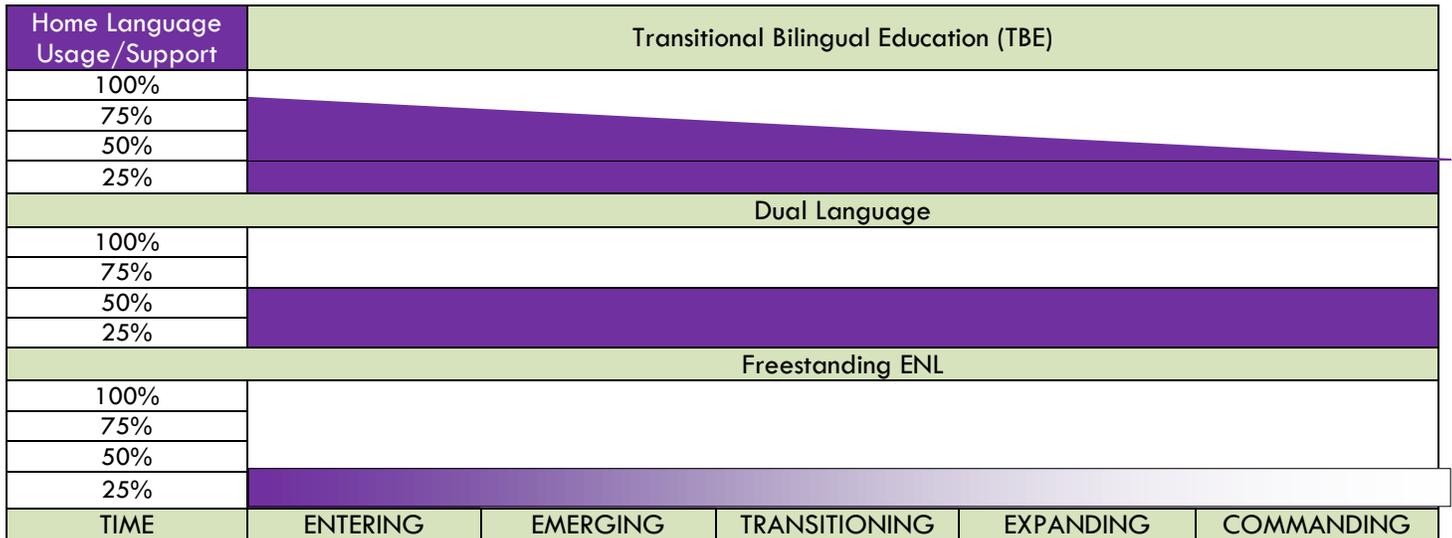
\*Note: “other approved services” does not apply to New York City at this time.

Chart

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. Bronx Little school provides interventions in Math and ELA through after school and Saturday programs. Teachers also use various strategies and small group supports to meet all students needs. During after school tutoring, our ELLs receive small group reading instruction that includes additional independent reading time, individual comprehension conferences, writing about reading using text evidence, and daily rubric based teacher feedback about reading and writing. Our ELLs also will receive after school enrichment for math which includes use of test preparation materials and a routines bank of skills based problems of focus. Work for after school enrichment is selected based on student assessments. All ELLs are eligible for after school enrichment based on test scores and teacher nomination. In our classrooms, ELLs are targeted for weekly small group instruction in ELA, Math, Science, and Social Studies based on teacher data. Saturday Academy is focused on developing math and literacy skills in alignment with the Common Core State Standards. All ELLs are eligible based on test scores and teacher nomination. All of these intervention services are in addition to the curriculum embedded supports already in place for ELLs. Bronx Little School's targeted intervention programs for ELLs in ELA, math, and other content areas are:
- \*The Wilson Phonics Program - Special Education ELL students
  - \* Fountas and Pinnell Literacy Intervention Program - ELLs with IEPs, ELLs receiving services 3-6 years
  - \* Literacy Intervention Teacher - Proficient ELL students
  - \* Saturday Academy for ELLs (Grades 1-5) - Math using common core learning standards/SIOP Methodology
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- According to the results of the NYSESLAT of Spring 2015 (ELL students Grades 1-5), none of our ELL students are at the commanding level, 13 students are at the expanding level, 8 are at the transitioning level, 5 students are emergining and 5 are at the entering stage of English language development. Based on the changes from 2014 and 2015, 4 students made growth, 7 remained the same, and 2 regressed. From 2014 to 2015 there was also an increase in the number ELLs at Bronx Little School. We know we a wider range of student language development levels. Content performance data for 2015 reveals that our 3 third grade students performed at within a range of 1.67 to 1.88, with an average of 1.78 in ELA Common Core state exam. In fourth grade both students were able to demonstrate growth with one students moving from 1.81 to 2.0 and the other from 1.87 to 2.24 in the ELA Common Core aligned state exam. In fifth grade one students also demonstrated improvement by moving from a 1.32 to a 1.77 on the ELA Common Core state exam. On the State Science test, 1 of 3 students performed at level 2 and 2 of the 3 performed at a level 3. Based on this data, our students are still struggling with mastery of ELA, but are performing better on the State Science exam. We see that last year two stressed regressed and 7 stayed the same, based on the 2015 NYSESLAT. This had made us reevaluate the reources we are using to instruct our students and also the tools we are providing classroom teachers to work with their ENL population. We have invested in Teacher's College and have provided teachers with professional development to help teachers find various methods of working with students are different learning levels.
12. What new programs or improvements will be considered for the upcoming school year?
- We are working with teachers and the parent coordinator to create a parent and student ESL class during the weekends in which families would partake in learning opportunities through experiences around the NYC.
13. What programs/services for ELLs will be discontinued and why?
- We are continuing with all of the programs that were in place last year. Discontinuance is not a factor for our school currently.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students (present and former ELLS) are encouraged to participate in all after school programs, including sports activities. Letters are sent home to parents in their home language inviting their child to join. Saturday Academy for ELL students, which includes an adult ESL class for families of ELLs, has resulted in high participation by ELL students and parents.
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.
- ESL English language arts instruction is differentiated through the use of a variety of materials including On Our Way to English Program, Reader's Theater, leveled books ( Mondo, Houghton Mifflin, and Pacific Learning), big books, charts, songs, books on CDs, and computer software. In addition, our ELL students enjoy a reader's theater program to help them with reading fluency and vocabulary enrichment. These materials are available to meet the needs and differentiate learning for our students. Also, dual-language books are available in Spanish/English and Bengali/English to address the needs of the Spanish and Bengali dominant students and to support literacy learning at home. A Spanish language lending library is available with the assistance of our parent coordinator and student council, so our Spanish-speaking parents can read with children at home in their native language.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- We have texts and dictionaries available for students in their native language in several content areas. All teachers are provided with content relevant glossaries to use with students in their classrooms. Additionally, ELLs have access to iPads, which provide a variety of options for providing instruction in native language. We are currently working to purchases Apps for ENL students. We also have purchased bi-lingual guided reading books to support our ENL receive small group instruction.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
At Bronx Little School ELL students participating in the ESL program are grouped according to grade and heterogeneously according to language proficiencies. ESL instruction delivered corresponds to each grade's core learning standards, ELA Standards and ESL standards. The On Our Way to English Program is also delivered to our ELLs according to grade.
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).  
New ELLs at Bronx Little School are given a tour of the school and are taught survival language skills upon arrival. The classroom teacher is given a Survival Language Tool Kit which she uses to communicate with her newcomer ELL student. Our new comer ELL students are also provided with modified homework and books in their native language for independent reading. These students are also given a partner (most likely a proficient ELL who speaks the new comer's first language). Our ELL students are encouraged to participate in our Saturday Academy for ELLs program in which newcomer ELLs receive Specialized ESL instruction to help them become acquainted with the new culture and to develop the basic survival language needed in the target language-English.
19. What language electives are offered to ELLs?  
Language electives are not currently offered at Bronx Little School.
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## 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.)  
Bronx Little School teachers are supported in learning ESL strategies through ongoing professional development as follows:
  - The ESL Teacher/Coordinator attends workshops in ESL methodology and best practices throughout the school year and shares information with classroom teachers and other staff members working with ELL students.
  - Teachers of our ELL students receive at least ten hours of instruction in ESL methodology.
  - Teachers are provided opportunities to attend professional development off-site, including workshops for best practices to meet the needs of our ELL students through the Bronx Borough Support Center.
  - Of our scheduled monthly three-hour professional development sessions throughout the year, two are devoted to informing best practice for ELL instruction through SLOP methodologies.
  - Periodic emails that describe best practice and research-based strategies for ELLs are sent to all teachers.
  - Articulation meetings take place throughout the school year where our ESL teacher and our classroom teachers exchange ideas and share best practices.
  - We are working with Teacher's college that provided both professional development day at Colombia and in house at BLS. Both provide teachers with opportunities to develop skills to meet all students needs.
  - Our teacher resource center contains professional books and journals on the topic of teaching English Language Learners in the regular classroom.
  - All paraprofessionals, coaches, and the guidance counselor are included in the trainings and also have targeted opportunities to meet their needs.
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?  
The ENL teacher, Ms. Maldonado is attending a series of Professional developments around Teacher's College, specifically for ENL teachers. Ms. Maldonado also received content based professional development along side classroom teachers. She attends common planning meetings with teacher teams to help teachers infuse ENL strategies into all Ms. Maldonado has also worked to attend other professional development opportunities through the Bronx Borough Support Center and through the Office of ELLs as well as other professional organizations.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance counselor and parent coordinator both work with students and families to ensure students attend multiple middle school fairs before selecting their final decision. Through our informational session we provide information to both students and families in their home language about the offerings from the individual school choices. The guidance counselor and the fifth grade teachers also work together to create opportunities for students to discuss and ask questions about going to middle school. Students are also apt of the Leader in Me program in which they learn the 7 habits of successful children to help them deal with life situations. Using the 7 habits fifth grade teachers work with students to ensure they are prepared for the challenges of changing schools.
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.  
Our ENL coordinator works with the math and literacy coach to develop ongoing curriculum and lesson modification plans. As a team they work to provide differentiated professional learning opportunities across content areas to teachers during common planning times and professional development days. As teachers attend these meetings, records of their work is documented in our professional development calendar.

### 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?

A team of staff members that includes the ESL teacher, Principal, Parent Coordinator, and a classroom teacher work collaboratively to plan and improve instruction for our ELL students. The ESL teacher and the Parent Coordinator work closely together to ensure that parent letters and notifications are available in the languages represented in our school (currently Spanish, Arabic, and Bengali). We also have staff that communicates with families in English, Spanish, and Bengali. For other languages we use translations services.

At Bronx Little School parents of ELL students are always encouraged to visit our school and to participate in ongoing parent activities throughout the school year presented by our parent coordinator. Such workshops include topics such as: nutrition, fun literacy activities to do with their children at home, Family Math Night, etc. Interpreters are always available to help parents feel comfortable and welcome. The parent coordinator and principal both speak Spanish and translate all conversations, while one of the fifth grade teachers speaks Bengali and works with these families to translate. When individuals are not available we work with the phone translation services.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELL students are invited to various events throughout the school year, including: Breakfasts with the principal, student performances, conferences with teachers, workshops with the parent coordinator, and parents of various ELL students are a part of the school community through our Learning Leaders program, the School Leadership team, and the parent association. Both the parent coordinator and the principal translate all communication in both English and Spanish, BLS also uses a fifth grade teacher when possible to translate to Bengali. When these options are not available, the school uses the DOE translation services.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We are currently working with various programs for workshops and CBO Roads to Success provides support to families as well. Most of the events families are invited to are social in nature, when they are orientations or shows. Whenever events are held in which organizations must communicate with families we include in person translators or use the DOE phone translators.
5. How do you evaluate the needs of the parents? Our parent coordinator has distributed and collected a needs assessment from families, provided in the home language of the family. We also use informal data like conversations with families to inform how we work with parents, again these conversations happen in the home language through the use of our staff fluent in the home languages.
6. How do your parental involvement activities address the needs of the parents? We provide various topics for our workshops and differentiate the opportunities we provide to meet the needs of all families. We base the topics on the results of the needs survey sent out by the parent coordinator in conjunction with the Parent Association president. All surveys and activities are provided in the home language of the families, either by in-house staff members that speak the language or using the phone translation services.

### 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.

Answer to section C question 2 under parent involvement: Agendas and sign-in sheets are used at all meetings. All meetings with families are logged on our school family outreach log and documented on the students' yellow cumulative file, which include dates of all meetings. Meetings can be held during school hours, during the parent engagement time, or before and after school. Although we prefer in-person meetings, we will also hold phone conferences with this as the only method available to parents. Mailed or backpacked correspondence is also used to send notifications to families. Families are always provided communication in their home language, with through the use of staff members who speak the home language or through the DOE translation services.



School Name: **Bronx Little School**

School DBN: **12x691**

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)
Beverly Urquiza	Principal		
n/a	Assistant Principal		
Loida Guzman	Parent Coordinator		
Angie Maldonado	ENL/Bilingual Teacher		
Natasha Lopez	Parent		
Maria Santiago	Teacher/Subject Area		
	Teacher/Subject Area		
Amelia Clune	Coach		
Kathlyn Ovalles	Coach		1/1/01
Leah Wilson	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **12x691**      School Name: **Bronx Little School**  
Superintendent: **R**

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

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

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

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

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

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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.

Upon arrival into our building, the HLIS (Home Language Identification Survey, is given to the parents in the home language spoken. In some cases, pedagogues who speak the majority languages (Spanish, Bengali) in our building are used for translation support to our parents. At the entrance to BLS we have bulletin boards with all parent information in all home languages. During the ELL Parent Information Sessions, all materials given are translated into the necessary languages. Furthermore our teachers are invited to sit and assist parents in any way possible. When necessary, we also use the DOE translation services and google translate.

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.

Most parents speak Spanish as their first language, and prefer notices sent home in both English and Spanish, which is done for all information sent the families in BLS. We also have families that speak Bengali or Arabic. Most communication is sent home in English to these families with the expectation of DOE materials already provided in other languages.

## **Part B: Creating a Communications Calendar**

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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.)

Parent handbooks, newsletters, announcements, school calendars, trip notices, school events, and school specific information is always sent home in both English and Spanish. DOE provided forms are sent home in the home language selected by the families.

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.

All events taking place at the school, such as: curriculum nights, meet the teacher, parent-conferences, and workshops and during these events all families have access to information in English, Spanish, and Bengali. If necessary we also will call the translation services for assistance in communicating with families.

## **Part C: Providing Language Assistance Services**

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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.

Our parent coordinator and translates all school and teacher information to Spanish. Translation of information to Bengali we use a fluent staff member or the translation services, if necessary.

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.

Currently we use over-the-phone interpreters when our on staff is unavailable to translate for families.

## **Part D: Training Staff on Policies and Procedures**

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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.)

Language cards are provided to all staff members, during our preparation for conferences teachers are reminded of the translation services, and information is provided in the staff handbook.

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

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

### Checklist of Notification Requirements

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

All parental notification requirements for translation and interpretation services are posted. Teachers and parents are provided information and are aware of the services available. Our parent bulletin board also provides information on translation services to families.

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

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

We use various parent surveys throughout the year, but also use informal data gathering through conversations between parents and teachers/administrators, and the parent coordinator.