



**P.S. 43X – JONAS BRONCK ELEMENTARY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 07X043 – JONAS BRONCK ELEMENTARY – P.S. 43**  
**ADDRESS: 165 BROWN PLACE, BRONX, NEW YORK 10454**  
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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 43      **SCHOOL NAME:** Jonas Bronck Elementary

**SCHOOL ADDRESS:** 165 Brown Place, Bronx, New York 10454

**SCHOOL TELEPHONE:** 718-292-4502      **FAX:** 718-292-4504

**SCHOOL CONTACT PERSON:** Giovanna Delucchi      **EMAIL ADDRESS:** gdelucc@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Peter Kalkau

**PRINCIPAL:** Giovanna Delucchi

**UFT CHAPTER LEADER:** Nathaniel Waye

**PARENTS' ASSOCIATION PRESIDENT:** Jessica Alfinez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 07      **CHILDREN FIRST NETWORK (CFN):** 401

**NETWORK LEADER:** Alice Brown

**SUPERINTENDENT:** Yolanda Torres

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Giovanna Delucchi	*Principal or Designee	
Nathaniel Waye	*UFT Chapter Chairperson or Designee	
Jessica Alfinez	*PA/PTA President or Designated Co-President	
Dora Martinez	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Peter Kalkau	Member / Chairperson	
Angela Robinson	Member/Teacher	
Brenda McDonald	Member/Teacher	
Rosa Rivera	Member/Teacher	
Carl Burley	Member/Parent	
Gloria Ocasio	Member/Parent	
Joyce Starke	Member/Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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At P.S. 43, our vision is to create a supportive educational and emotionally intelligent environment that is conducive to a school community of learners where all members, inclusive of students, staff, parents and community organizations, become actively engaged in the educational process. This community of learners will develop important decision-making, critical thinking, and technological skills, as well as skills that will enable them to communicate and thrive in the 21<sup>st</sup> century. Furthermore, our school community members will be active, responsible, contributing members of society who will share accountability for achieving successful student outcomes.

P.S. 43 is located in the poorest congressional district in the nation. The majority of students are from low-income families and 100% of students qualify for free lunch. The Pre-Kindergarten through 5<sup>th</sup> grade school serves a population of approximately 463 students from culturally diverse backgrounds. The neighboring community is home to many new immigrants from Mexico, Central America, and Africa. According to the most recent data, 73% of our population is Hispanic, 26% of our population is Black, and less than 1% is Native American/Asian and White. Approximately 25% of our student population is Students with Disabilities, and 13.8% of the students have Individualized Education Programs (IEPs). Those with IEPs receive the full continuum of services including Special Education Teacher Support Services (SETTS), Collaborative Team Teaching (CTT); instruction in self-contained classes, and related services such as speech and language, counseling and occupational and physical therapy. Additionally, 16.3% of the students are English Language Learners (ELLs) with Spanish as the dominant language among the vast majority.

At P.S. 43 there is a free standing ESL program for grades K-5, which serves ELLs as well as a Native Language Arts (NLA) program. The average class size in Kindergarten through Grade 4 is twenty students. In grades 1-5 there is one Advanced Placement (AP) class that caters to students who are functioning at or above grade level, and the other classes on each grade level are heterogeneously grouped. In addition to our reduced class sizes on every grade level our Academic Intervention Service (AIS) providers help to further reduce student – teacher ratios during the literacy and math blocks. We are focused on improved student achievement for all students in all subgroups and categories, and we strive to implement the standards-based, workshop methodology in our balanced literacy, math, science and social studies programs.

Our teachers are fully licensed and permanently assigned to our school. All have Masters Degrees and most have been teaching more than five years. We have social workers/guidance counselors and an Alternative Learning Environment (ALE) room as well as a School Based Support Team (SBST) to respond to crisis-intervention situations; to address discipline problems; to engage in proactive counseling with students; and to refer parents to community agencies for additional support. Due to our ongoing commitment to our students' we have adopted a school-wide program to address their

social, emotional and intelligent needs by utilizing a Positive Behavior Intervention Strategies (PBIS) program as well as other school-wide programs.

## **SECTION III – Cont’d**

### **Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

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Please see website

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

The schools greatest accomplishments include; the school achieved an **A** on the School Progress Report grade for the 2007-08 school year, the 2008-09 school year and the 2009-10 school year. This evidenced a significant gain from a C in 2006-07. Our school has met AYP with safe harbor for the 2008-2009 school year, in all subjects including Students with Disabilities and this year all subgroups met AYP. We are now a School In Good Standing. Increased positive school morale has resulted in staff retention, parent involvement, and extra-curricular activities. Students identified with Special Needs are mandated to meet the same performance levels as students without disabilities; this impacts negatively on the school maintaining adequate yearly progress as well as student self-esteem.

In ELA, Math, Social Studies and Science, students achieving Levels 3 and 4 have shown continual increase from 2005-06 to 2008-09. On the English Language assessment the percentage of level 1's has decreased from 21.3% to 40 %, the level 2 scores have decreased from 43% to 39%, and the level 3 and 4 scores have steadily increased from 35% to 57%. On the Math assessment the percentage of level 1 scores decreased from 20% to 4%, the level 2 scores decreased from 30% to 19%, and the level 3 and 4 scores have significantly increased from 50% to 78%. The decrease in the 2010 test scores can be attributed to the recalibration of the scale scores for both the ELA and Math assessments. Based on District 7 NYS ELA and Mathematics results, in comparison to other schools in our district, P.S. 43 ranked 96% in ELA and 89% in Mathematics.

Formal and informal observations, conversations/discussions with teachers at grade level meetings; analysis of student work; a review of students' English Language Arts reading and writing folders, math folders, etc. and walkthroughs by the school administrators indicate the following:

- Continue the present literacy 3 period block scheduling and two periods for math instruction
- Continue the present scheduling of two periods per week for science instruction by a Science teacher for grades 2-5.
- Continue to provide the weekly grade level meetings.
- Continue to provide the structure for ELA and Math instruction through comprehensive programs accompanied by pacing charts for the academic year.
- The need to expand the use of AIS teachers to meet the targeted needs of at-risk students, including especially the students with special needs by utilizing the push in/pull out model;

changing these flexible groupings as needed throughout the year and engaging in articulation with the classroom teachers to provide a consistent targeted instructional program for each identified student.

- To assign an AIS provider specifically for the students in self-contained classes to address their varied needs.
- To improve the word study component of ELA block of instruction so students can develop vocabulary and conceptual knowledge; oral language skills.
- To implement a writing program, complete with rubrics, throughout the grades, K-5, through the Good Habits Great Writers Program (Pearson).
- To expand upon professional development for the writing program, Good Habits, Good Writers (Pearson).
- To raise teacher expectations in support of academic rigor as a daily norm.
- To provide differentiated professional development for teachers and paraprofessionals.
- Circular 6 meetings by grade to analyze student work and data.

For the school year 2009-2010, we re-organized the placement of student class groupings based on curriculum conversations with the principal, assistant principals and teachers. Based on that conversation and a review of the assessment data for each class the administrators determined how that teacher best fits into our new organizational plan and assigned them accordingly. The following is the organization structure that was laid out:

- Formation of one advanced placement class on each grade (for Grades 1-5).
- Formation of 2 ICT Classes (Grade 2 and Grade 3)
- 3 Self Contained classes: 12:1 Special Education Grades 1/2 and 3/5 Classes, and a 12:1:1 class grades 3/4

The principal has engaged in professional development activities presented by the network and our Integrated Service Provider. She has networked with the two assistant principals, holds weekly cabinet meetings and meets with school committees in her efforts to continue our focus on improving the school's student achievement.

The findings of our comprehensive needs assessment resulted in the identification of several priorities for improving student performance.

- Implementation of effective academic intervention for students not meeting grade level benchmarks
- Provide intensive professional development for teachers in need of specialized strategies to meet the needs of Special Education students and ELLs
- Continue to forge partnership with The Anne Frank Center and Lehman College to enhance work around Emotional Intelligence
- Establish a collaborative learning community by scheduling periods for classroom teachers and cluster teachers to examine student work and discuss student outcomes
- Integrate informational and expository text into our balanced literacy framework
- Integrate technology into daily lessons

- Provide teachers, students, and parents with computer/technology workshops
- Re-visit and re-define the Alternative Learning Environment to better meet the needs of our students
- Purchase more teacher and student materials for reading and mathematics based on teacher and student interest
- Purchase more computers and additional hardware and software
- Provide differentiated professional development (to include study groups) based on teachers' assessed needs

The school's most significant barriers include a highly transient population with students arriving to us at various parts of the year, and functioning significantly below grade level. We also struggle with adequate parental involvement that will complement the vision and goals of the school – many parents are unable to assist students with academics because of their own limited abilities due to education or ability to be present because of extenuating employment commitments.

We are in a demographic area heavily plagued by social issues that impacts our parents, students and school family. These social issues include instability in housing, poverty, and health and welfare.

Some aids to these barriers are to refer students and families to outside social agencies, and to provide professional development opportunities to teachers that will sensitize them to the realities that encompass a child's life, holistically. Presently, we have a mandated, related service social worker, as well as two school-based support team social workers that assist families and encourage parental involvement.

**SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
1. <input type="checkbox"/> There will be an increase in student performance in an effort to meet and/or exceed proficiency levels in Literacy. 70% of students will increase 3 Fountas and Pinnel reading levels from September 2010-June 2011. Specifically, special needs students will increase 2 Fountas and Pinnel reading levels from September 2010-June 2011.	<input type="checkbox"/> To improve the literacy levels of students’ end of year results. We will demonstrate that 70% of students will increase 3 Fountas and Pinnel reading levels (2 F&P levels for Special Needs Students); Good Habits Great Readers (K-5, General and Special Needs).
2. <input type="checkbox"/> 70 % of students will meet or exceed proficiency levels 3 & 4 in Math based on performance on unit assessments and state assessments. Specifically, special needs students will meet the benchmarks as stated on individual IEP from Sept.2010-June 2011.	<input type="checkbox"/> To improve the math levels of students end of year results on formal assessments reflecting an increase of student progress by 5%
3. <input type="checkbox"/> To analyze data on a 6-8 week cycle from Sept. 2010 to June 2011 including formative assessments in ELA and Math to identify students’ needs and drive the instructional program.	<input type="checkbox"/> Objective evidence used from September through June to evaluate progress in meeting this goal includes: Acuity Diagnostic/Predictive results, ECLAS-2, Achieve 3000, Formal and Informal Observations, Everyday Math Unit Assessments and Fountas & Pinnell Results.
4. <input type="checkbox"/> To continue to develop and implement a targeted academic intervention services (A.I.S.) program in literacy and math to support students with disabilities and at-risk students. By June 2011, 75% of students identified will increase performance on informal and formal assessments by 5%.	<input type="checkbox"/> From September through June flexible fluid guided reading and instructional groups are formed and monitored. 75% of students identified will increase performance on informal and formal student assessment in literacy and mathematics by 5%.
5. <input type="checkbox"/> To continue to implement a school-wide systematic approach to behavior management that will enhance student personal, social and academic abilities, (Positive Behavioral Instructional Strategies, P.B.I.S.) from September 2010-June 2011, resulting in no more than 10% of students utilizing the ALE room.	<input type="checkbox"/> From September through June, the Positive Behavioral Instructional Strategies (PBIS) program will result in no more than 10% of students utilizing the ALE room.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Goal #1 - ELA

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> There will be an increase in student performance in an effort to meet and/or exceed proficiency levels in Literacy. 70% of students will increase 3 Fountas and Pinnel reading levels from September 2010-June 2011. Specifically, special needs students will increase 2 Fountas and Pinnel reading levels from September 2010-June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Principal and Assistant Principals will make provisions for teachers to identify cohorts of students who are at risk of failing the NYS ELA exam.</li> <li>✓ Administrators and teachers will analyze data from observations, conferences, Interim Assessments, Kaplan online, Kaplan, and weekly tests.</li> <li>✓ Administrators and teachers will track student progress on F &amp; P levels (every 4-6 weeks) and interim assessments (3 times a year, specifically in November, January and March).</li> <li>✓ Administrators will schedule and facilitate grade level monthly meetings, to analyze student writing as a means to assess students knowledge in Literacy concepts and skills.</li> <li>✓ Administrators will provide opportunities for professional development in ELA instruction, both in-house by Assistant Principals, AIS teachers and consultants, and by outside organizations and providers.</li> <li>✓ Parent Coordinator will plan parent workshops and other forums for communicating with families the ELA curriculum and standard</li> <li>✓ Academic support personnel assigned to each grade to support all efforts as well as work with students identified based on literacy needs.</li> <li>✓ The implementation of effective strategies to address essential literacy skills from September 2010-June 2011.</li> <li>✓ Provide intensive professional development for teachers in specialized strategies to meet the needs of our students by the Assistant Principal, program consultants , UFT Teacher Center</li> </ul>

Specialist and AIS grade level staff.

- ✓ The implementation of a Balanced Literacy Approach in the delivery of instruction utilized in grades K-5 (Good Habits Great Readers) in general and special education classes. Running records are administered and analyzed every 6 – 8 weeks. Throughout this period student results are measured and monitored according to the minimum benchmark for their particular grade level.
- ✓ The implementation of Good Habits Great Writers in grades K-5 to develop student writing. A monthly writing genre schedule is utilized for grades K-5, monthly grade level meetings are utilized to analyze student work, strengths and needs are identified along with tips, suggestions and comments.
- ✓ Scheduling a 0 period daily tutoring session with additional personnel in the classrooms to provide small group instruction based on students' literacy needs. Phonics program implemented in grades K-1; Vocabulary workshop implemented in grades 2-5; progress will be monitored by informal teacher observations.
- ✓ The workshop approach will be implemented during a 120 minute literacy block for grades K-5.
- ✓ Leveled libraries in various genres/topics in all classrooms for independent reading.
- ✓ Analyze data from ECLAS-2, DRA, Running records, observations, conferences, Interim Assessments, Kaplan, Rally, Essential Skills weekly tests, etc.
- ✓ Kaplan ELA online for students in grades 2-5 and the self-contained classes. Progress is measured through online assessments, teacher and parent reports.
- ✓ Implementation of the Essential ELA skill of the week and idioms.

Principal and Assistant Principals will ensure:

- ✓ Use of formal and informal observations, self-evaluations, professional development questionnaires to identify teacher needs.
- ✓ Provide on-going differentiated professional development. Provide opportunities for staff to attend workshops offered.
- ✓ Utilize monthly grade conferences to discuss current professional literacy articles, in addition to best practices.
- ✓ Provision of on-site consultants to work with teachers in the implementation of literacy programs and strategies; including demonstration of effective strategies and classroom coaching through CEI-PEA (secured by Title I Highly Qualified funds), Good Habits Great Readers consultants, Grade Level AIS personnel. (DINI funding)
- ✓ Use of interim assessments to provide ongoing identification of student needs as a basis for

	<p>differentiated instruction K-5 by classroom teachers, program teachers and cluster teachers.</p> <ul style="list-style-type: none"> <li>✓ Teacher inter-visitation within and out of the school to expand teachers' awareness of and ability to use a wide range of instructional strategies.</li> <li>✓ Increased articulation between and among ELA and content area teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>✓ Principal and Assistant Principals - TL Fair Student Funding , Title I General Hold Harmless</li> <li>✓ Consultant – Title I Highly Qualified Funds</li> <li>✓ AIS Services – C4E, Title I SWP funds, Title I SIG 2, and TL Fair Student Funding</li> <li>✓ Parent Coordinator – TL Parent Coordinator</li> <li>✓ Reduced Class size – ARRA SWP</li> <li>✓ Professional Development – Title I SWP and Title I SIG 2</li> <li>✓ Textbooks, supplies and materials – Title I SWP and Title I SIG 2</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> ECLAS-2 and DRA administered twice per year in the fall and spring.</li> <li>✓ ECLAS-2 mid-year review for students who did not master strand/meet benchmark in the fall.</li> <li>✓ Fountas &amp; Pinnel benchmark testing – 3 times per year between the fall and end of year testing</li> <li>✓ Class and individual unit/test results from Kaplan Test Companion, Kaplan Advantage, Rally Essential Skills and retired NYS ELA exams will be reviewed and monitored to measure student progress.</li> <li>✓ Kaplan online teacher reports every 6 - 8 weeks</li> <li>✓ Progress monitoring on an ongoing basis at the end of each unit in Good Habits Great Reads.</li> <li>✓ ELA Acuity administered in November, January/February and in March.</li> <li>✓ Review instructional goals as stated in IEPs Formal and informal assessments used to monitor and document student progress on a quarterly basis. Progress report given to parents with school report card in November, March and June and on annual review.</li> <li>✓ Running records on a monthly basis to monitor student progress for flexible grouping.</li> <li>✓ Monitoring for success red binders organized to collect running records, writing diagnostics, practice tests, conference logs, etc. ongoing from September 2010 – June 2011.</li> <li>✓ EPAL – at least 60% of students in Grades 2 &amp;3 will demonstrate proficiency on this exam in January 2011.</li> <li>✓ NYS ELA – at least 60% of students in Grades 3-5 will demonstrate proficiency on this exam in May 2011.</li> <li>✓ Administration, classroom teachers, AIS teachers and program teachers will review student data on a 6-8 week basis to monitor progress towards move students 2-3 Fountas &amp; Pinnell reading levels from September 2010– June 2011. Goals will be adjusted based on individual student</li> </ul>

	<p>growth and potential.</p> <ul style="list-style-type: none"><li>✓ Students will be expected to improve one Fountas &amp; Pinnel level by December, another level by March, and a final level by June.</li></ul>
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**Subject Area  
(where relevant) :**

**Goal #2 - Math**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 70 % of students will meet or exceed proficiency levels 3 &amp; 4 in Math based on performance on unit assessments and state assessments. Specifically, special needs students will meet the benchmarks as stated on individual IEP from Sept.2010-June 2011.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Principal and Assistant Principals will make provisions for teachers to identify cohorts of students who are either at risk of failing the NYS Mathematics exam.</li> <li>✓ Administrators and teachers will analyze data from observations, conferences, Acuity Interim Assessments, Kaplan online EDM, Kaplan, and weekly tests.</li> <li>✓ Administrators and teachers will track student progress on EDM student exams (every 4-6 weeks) and interim assessments (3 times a year, specifically in November, January and March).</li> <li>✓ Administrators will schedule and facilitate grade level monthly meetings, monthly Math Bowls as a means to assess students knowledge in mathematical concepts and skills.</li> <li>✓ Administrators will provide opportunities for professional development in math instruction, both in-house by Assistant Principals, lead teachers and consultants, and by outside organizations and providers.</li> <li>✓ Parent Coordinator will plan parent workshops and other forums for communicating with families the DOE Mathematics curriculum and standards.</li> </ul> <p>Grades Pre-K-5 Teachers will :</p> <ul style="list-style-type: none"> <li>✓ Utilize Everyday Math as the primary vehicle for math instruction.</li> <li>✓ Implementation of EDM in a 90-minute math block by all classroom teachers.</li> <li>✓ Use of interim assessments to provide on-going identification of students’ needs as a basis for differentiated instruction in November, April and May.</li> <li>✓ Track student progress on EDM student exams every 4-6 weeks.</li> <li>✓ Make provisions for students who are performing below the proficiency level, including but not limited to individual or small group tutoring, and extended day activities.</li> <li>✓ Emphasize interdisciplinary problem explorations involving multiple solutions.</li> <li>✓ Embed within instruction real life contexts to strengthen application of higher order thinking skills.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Engage students in real-world applications and language uses.</li> <li>✓ Engage students in verbalizing and sharing problem-solving strategies.</li> <li>✓ Provide meaningful feedback to students related to their progress in achieving standard-level work.</li> <li>✓ Make connections to prior knowledge, new concepts and investigations.</li> <li>✓ Present mathematical problems that are open ended.</li> <li>✓ Demonstrate various ways to represent data result: charts, graphs, and tables.</li> <li>✓ Integrate manipulative, graphic organizers, calculators, and technology to support concept development.</li>   <li>✓ <input type="checkbox"/> Math Steps used as a standards-based mathematics program to supplement Everyday Math.</li> <li>✓ Utilize Kaplan New York State Math Advantage and Test Companion, Rally Math Problem Solving for grades 3-5 for test-taking strategies.</li> <li>✓ Use of formal and informal observations by administrators, self-evaluations, professional development questionnaires to identify teacher needs.</li> <li>✓ Provide on-going differentiated professional development in and outside of the school.</li> <li>✓ Provide opportunities for staff to attend workshops offered on best practices in Mathematics.</li> <li>✓ Utilize monthly grade conferences to discuss current professional mathematical articles, in addition to best practices.</li> <li>✓ Provision of on-site consultants to work with teachers in the implementation of EDM; including demonstration of effective strategies and classroom coaching.</li> <li>✓ Use of interim assessments to provide ongoing identification of student needs as a basis for differentiated instruction K-5. Teacher inter-visitation within and out of the school to expand teachers' awareness of and ability to use a wide range of instructional strategies.</li>   <li>✓ Provision of Academic Intervention Services to identified cohorts of students who are either at risk of not meeting benchmark levels or achieving a level of proficiency on the NYS Math Test</li> <li>✓ Increased articulation between and among Math teachers and content area teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Principal and Assistant Principals - TL Fair Student Funding , Title I General Hold Harmless</li> <li>✓ Consultant – Title I Highly Qualified Funds</li> <li>✓ Academic Intervention Services – C4E, Title I funds, Title I SIG 2 and TL Fair Student Funding</li> <li>✓ Parent Coordinator – TL Parent Coordinator</li> <li>✓ Reduced Class size – ARRA SWP</li> <li>✓ Professional Development – Title I SWP and Title I SIG 2</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Textbooks, supplies and materials – Title I SWP and Title I SIG 2</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ Acuity Math predictive administered in November, January/February and in March.</li> <li>✓ Review instructional goals as stated in IEPs on a quarterly basis. Progress report given to parents with school report card in November, March and June and on annual review.</li> <li>✓ Data will be collected routinely through EDM unit progress check assessments every 4-6 weeks, as well as teacher made assessments. Students will be grouped according to strengths and weaknesses in order to provide all students the opportunity to succeed.</li> <li>✓ According to baseline assessment, students will be grouped according to needs and strengths identified. Progress monitoring will routinely take place in order to ensure that all students master the objectives for the units taught.</li> <li>✓ Class and individual unit/test results from Kaplan Test Companion, Kaplan Advantage, Rally Essential Skills, Rally Problem Solving and retired NYS Math exams will be reviewed and monitored to measure student progress and mastery of mathematical strands every 4-6 weeks. Students will be grouped according to strengths and weaknesses in order to provide all students the opportunity to succeed.</li> <li>✓ Student work, assessments and projects will be collected and placed in progress folders.</li> <li>✓ NYS Math test results - at least 68% of students in Grades 3-5 will demonstrate proficiency on this exam.</li> <li>✓ Monitoring for success blue binders organized to collect data, and test results. These binders are reviewed by AP every 8 weeks to assess individual students' progress and discuss reteaching of objectives not mastered.</li> </ul>

**Subject Area  
(where relevant) :**

**Goal #3 - Data Management**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To analyze data on a 6-8 week cycle from September 2010 to June 2011 including formative assessments in ELA and Math to identify students’ needs and drive the instructional program.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> All instructional staff (teachers and paraprofessionals) and Administration will engage in meaningful collection and analysis of data in all instructional areas. This data will be used to identify the individual needs of students in grades K – 5, to drive the instructional programs, as well as to aid teachers in the self-reflection of their teaching methods and strategies.</li> <li>✓ Objective evidence used from September through June to evaluate progress in meeting this goal includes: Google Docs Data, Acuity Diagnostic/Predictive results, ECLAS-2, Achieve 3000, Aha Science, DRA, Formal and Informal Observations, Everyday Math Unit Assessments.</li> <li>✓ All teachers will utilize the Google Docs Data Program to display all class data in a centralized location. Teachers will input and analyze data every 6-8 weeks to inform instruction.</li> </ul> <p><b>Staffing:</b> The school Data Inquiry team will aid the school with the collection of data. Collected data will include:</p> <ul style="list-style-type: none"> <li>✓ Objective mastery data.</li> <li>✓ Low inference observation transcripts.</li> <li>✓ School wide achievement data for ELA and Math.</li> <li>✓ Attendance</li> </ul> <p><b>Schedule:</b> The Assistant Principal in charge of curriculum and instruction along with the AIS team and classroom teachers will engage in the analysis of the results of the following formal and informal assessments throughout the year:</p> <ul style="list-style-type: none"> <li>✓ End of the year tests,</li> <li>✓ DRA results,</li> <li>✓ ECLAS-2,</li> <li>✓ Kaplan ELA and Math Online reports</li> <li>✓ Fountas &amp; Pinnel tri-annual results,</li> <li>✓ ACUITY, Predictive Exams, other diagnostic, formative, and summative assessments,</li> </ul>

<b>Subject Area</b> <b>(where relevant) :</b>	<ul style="list-style-type: none"> <li>✓ results of NYS exams to determine student groupings that address targeted needs of students.</li> </ul> <b>Goal # 4 - Academic Intervention Services (A.I.S.)</b> <b>Training:</b> As needed the school will provide professional development opportunities for teachers who need further assistance with data collection and meaningful analysis.
<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> To continue to develop and implement a targeted academic intervention services (A.I.S.) program in literacy and math to support students with disabilities and at-risk students. By June 2011, 75% of students identified will increase performance on informal and formal assessments by 5%. <input type="checkbox"/> <b>Budget:</b> Monetary resources will be allocated to the collection and analysis of data. Google Docs Data Program will be used by all classroom teachers to display all class data in a centralized location.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>✓ Principal and Assistant Principals – TL Fair Student Funding , Title I General Hold Harmless</li> <li>✓ AIS teachers will</li> <li>✓ Consultant – Title I Highly Qualified Funds</li> <li>✓ AIS Services – C4E, Title I funds, Title I SIG 2 and TL Fair Student Funding</li> <li>✓ Assist students who are experiencing challenges that are impacting on their ability to achieve academically – ARRA SWP</li> <li>✓ Professional Development – Title I SWP and Title I SIG 2</li> <li>✓ Provide varied services in ELA and math based on the individual needs of students from textbooks, supplies and materials Title I SWP and Title I SIG 2</li> <li>✓ Data Specialist June</li> <li>✓ Data Specialist June</li> <li>✓ Implement effective ELA essential strategies to address the large number of students lacking basic skills from September to June.</li> <li>✓ Receive intensive professional development for teachers in specialized strategies to meet the needs of our students in ELA and Math.</li> <li>✓ Administration will meet with teachers every 6-8 weeks to see how the class data is being analyzed and utilized as a tool to drive instruction.</li> <li>✓ Utilize ECLAS-2, DRA, and F&amp;P Benchmark as diagnostic system, and Acuity in ELA and Math, The latest internet-based reports on ACQUITY will be used to see if gaps in learning have been filled (every 3 months)</li> <li>✓ Running records, EDI unit exams, Predictive Diagnostic assessments to identify and target students who did not meet grade level benchmarks or who score low on administered assessments.</li> <li>✓ While analyzing a particular skill, teachers will look at the most current data and compare them with the previous results.</li> <li>✓ Follow a Push-In/Pull Out model to provide small group instruction and or individual instruction to students during the literacy and math blocks.</li> <li>✓ This will be used as an indicator of progress, or an indicator of the need for re-teaching in a different way.</li> <li>✓ Provide additional literacy small group support during 0-period based on students' needs.</li> <li>✓ Administrators as well as Academic Intervention teachers will use all data sources available to look for school wide growth and overall improvement in sub skills and overall scores quarterly. Conferences, Interim Assessments, Kaplan, Rally, Essential Skills weekly tests, etc from September to June.</li> <li>✓ Teachers will become more familiar and comfortable using the various data sources.</li> </ul> <p>Administrators will ensure:</p> <ul style="list-style-type: none"> <li>✓ Academic support personnel will be assigned to each grade to support all efforts as well as work with students identified based on literacy and math needs.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Daily 0 period small group tutoring sessions based on individual and/or group weaknesses. Daily AIS intervention for students identified on the grade.</li> <li>✓ ELL and NLA students grouped based on assessed needs for additional instruction to improve literacy skills, math, science, and social studies.</li> <li>✓ Articulation between grade level AIS personnel with classroom teachers, attending grade level monthly conferences.</li> <li>✓ Attending AIS bi-weekly conferences.</li> <li>✓ Circular 6 Weekly Meetings.</li> <li>✓ Attending workshops and conferences.</li> <li>✓ Developing individualized student action plans.</li>   <li>✓ Maintaining individualized records on student progress.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Principal and Assistant Principals - TL Fair Student Funding , Title I General Hold Harmless</li> <li>✓ Consultant – Title I Highly Qualified Funds</li> <li>✓ AIS Services – C4E, Title I funds, Title I SIG 2 and TL Fair Student Funding</li> <li>✓ Reduced Class size – ARRA SWP</li> <li>✓ Professional Development – Title I SWP and Title I SIG 2</li> <li>✓ Textbooks, supplies and materials – Title I SWP and Title I SIG 2</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> ECLAS-2 benchmarks mastery for the measures indicated on each grade level for the fall and spring assessment. The areas where the students don't show sufficient mastery, next steps are indicated to support student mastery.</li> <li>✓ DRA levels within grade level range for students in grades 4 and 5. Reading accuracy and comprehension levels are measured in the fall and spring.</li> <li>✓ Acuity ELA and math predictive and diagnostic results are analyzed 3 times a year. Strengths and weaknesses are identified on the grade for each class as well as for individual students.</li> <li>✓ Review instructional goals as stated in IEPs.</li> <li>✓ Formal and informal assessments used to monitor and document student progress in literacy and mathematics.</li> <li>✓ Running records administered every 3-5 weeks for students in grades K-5 to monitor student progress.</li> <li>✓ Monitoring for success red and blue binders organized to collect running records, writing diagnostics, practice tests, conference logs, unit exams, etc. are reviewed by administration</li> </ul>

every 8 weeks.

- ✓ EPAL exam for students in grades 2 and 3 will be administered in January. It will be scored and analyzed by grade level specialist to identify grade, class and individual students' strengths and weaknesses.
- ✓ NYS ELA for students in grades 3-5 will be administered in May 2011.
- ✓ Mastery of grade level F & P minimum benchmarks will be monitored in grades K-5 throughout the school year.

**Subject Area**  
(where relevant) :

**Goal #5 - Positive Behavior**  
**Intervention Strategies**

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To continue to implement a school-wide systematic approach to behavior management that will enhance student personal, social and academic abilities, (Positive Behavioral Instructional Strategies, P.B.I.S.) from September 2010-June 2011, resulting in no more than 10% of students utilizing the ALE room.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>The Positive Behavior Intervention Strategies initiative (P.B.I.S) will continue at P.S. 43. This initiative will continue to support students with behavioral challenges to create a safe, secure and respectful learning and general school environment where teachers can teach and students can learn to their maximum potential.</p> <ul style="list-style-type: none"> <li>✓ Responsible staff members include: classroom teachers, ALE teacher, related service providers, AIS teachers, cluster teachers, paraprofessionals, Parent Coordinator, and Administrative Staff.</li> <li>✓ Administrative staff will meet with the PBIS (Positive Behavior Intervention Strategies) committee to revise, select and define the school wide behavioral expectations.</li> <li>✓ Parental and staff input will be considered. Teachers will teach defined and selected behaviors directly in all settings.</li> <li>✓ All staff members will actively monitor behaviors and acknowledge appropriate student behaviors. (Office Referral forms)</li> <li>✓ Teachers’ expectations for students are high both socially and academically.</li> <li>✓ These high expectations are accompanied by an attitude that all students can learn and succeed.</li> <li>✓ Teachers understand the importance and correlation of successful classroom management, pedagogically sound practices and student achievement in formal and informal assessments based on data</li> <li>✓ Teachers will provide students with clear concise behavior expectations in the classroom, and non- classroom settings (i.e. common areas, auditorium, cafeteria, schoolyard, etc)</li> <li>✓ Teachers will utilize instructional practices rooted in scientifically based research to promote and implement positive behavior intervention strategies such as; the 4 R’s Program (Reading Writing, Respect and Resolution) and The Lee Canter Assertive Discipline Program.</li> <li>✓ Teachers will recognize and use resources and research to build capacity in their professional</li> </ul>

	<p>study groups to improve student academic performance recognizing the importance of empowering students to be problem solvers.</p> <ul style="list-style-type: none"> <li>✓ Supervisors will promote and support membership and participation in professional development and organizations (i.e. Council of Exceptional Children, Project Kim).</li> <li>✓ Staff members will be encouraged to access the PBIS website (www. PBIS.org) as an additional resource.</li> <li>✓ The school has allocated financial resources to support the PBIS student incentive store to diversify the variety of incentives to keep students interested and working toward earning tickets.</li> <li>✓ The school house a CBO After-School Program, P.R.I.M.E. Leaders, who promotes student programs focused on community building, and supports our PBIS framework.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>✓ Principal and Assistant Principals - TL Fair Student Funding , Title I General Hold Harmless</li> <li>✓ Consultant – Title I Highly Qualified Funds</li> <li>✓ Parent Coordinator – TL Parent Coordinator</li> <li>✓ Reduced Class size – ARRA SWP</li> <li>✓ Professional Development – Title I SWP and Title I SIG 2</li> <li>✓ Guidance Counselor - TL Mandated Counseling</li> <li>✓ School Psychologist – IDEA SBST Shared and TL SBST Shared</li> <li>✓ Supplies and materials – Title I SWP and Title I SIG 2</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Teachers will recognize the importance of creating a classroom-learning environment that encourages the development of positive personal, social skills that in turn will increase more time on task instruction (Lee Canter Assertive Discipline Program, and or the 4 R’s Program) on a daily basis.</li> <li>✓ Alternative Learning Environment teacher conducts a daily lesson in character education which promotes strategies, student monitoring of their behavior, and taking ownership of their actions four times a week for the students that are in the ALE room.</li> <li>✓ Teachers will provide students with peer mediation strategies to solve conflicts with peers and interact positively with adults thus, decreasing and promoting a positive school environment conducive to learning on a daily basis implementing the 4 R’s Program. This will be measured by the reduction of teacher removal forms submitted on a daily basis.</li> <li>✓ Teachers have a greater understanding of the need to infuse positive communication skills with</li> </ul>

their students and their parents on a daily basis using the skills they acquire in the 4R's Program.

- ✓ Teachers will maintain communication logs with their targeted student's and families on an ongoing basis from September to June.
- ✓ Supervisors will note and observe best instructional practices evidenced by more time on instruction rather than on student's negative behaviors.
- ✓ Teachers will monitor student's growth via formal and informal assessments. Lesson plans should reflect differentiated planning to effectively meet the students' academic and social needs.
- ✓ Homework is reflective of increased focus on quality assignments aligned with daily instruction.
- ✓ Teachers, targeted students and parents will utilize the Student's Behavior Logs to set guidelines and establish high expectations for student work and behavior.
- ✓ Teachers and support staff will use data to identify students' needs for academic intervention on an ongoing basis from September to June.
- ✓ Assistant Principal and ALE teacher will conduct monthly review of the OORS Reporting System to identify students that are repeat offenders and warrant FBA/BIP Plans.
- ✓ Overall, school wide behavior will improve resulting in a decrease in the number of Level 3 & 4 infractions entered on the Occurrence Reports.

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	55	52	N/A	N/A		4		
1	58	55	N/A	N/A		1		
2	61	59	N/A	N/A		1		
3	57	55	N/A	N/A			2	4
4	49	48	48	47			2	3
5	47	41	43	47			2	2
6								
7								
8								
9								
10								
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Everyday during Reader’s Workshop, an AIS teacher works with classroom teachers, thereby reducing the student-teacher ratio in English Language Arts utilizing the push-in/pull-out model. Good Habits Great Readers, Guided Reading, Rally, Kaplan</li> <li>✓ At-risk students spend 2 periods on ELA with an AIS teacher. ESL and Special Education students are also included in these groupings for a specific period of time.</li> </ul>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Small group instruction utilizing problem solving and basic skills focusing on strands student identified as weaknesses, test prep materials will be utilized during this time. Rally, Kaplan</p>
<p><b>Science:</b></p>	<ul style="list-style-type: none"> <li>✓ During the day, Science concepts and skills are taught and reviewed in small groups</li> <li>✓ Targeted instruction will be provided</li> <li>✓ Mini-lessons and guided instruction</li> <li>✓ Test prep strategies are taught to develop high order thinking skills through hands-on-experimental learning.</li> <li>✓ Kaplan and Aha science resources will be utilized with targeted small groups of students</li> </ul>
<p><b>Social Studies:</b></p>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Document based instruction (DBQ’s) are used to develop Social Studies concepts and skills with a variety of test prep resources.</li> <li>✓ Targeted instruction will be provided on areas identified through the use of textbooks, maps, DBQs, CDs, DVDs as well as additional Social Studies resources.</li> <li>✓ During the week Social Studies concepts and skills are taught through the use of Houghton Mifflin. Skills and concepts are reviewed using small group guided instruction.</li> </ul>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Teacher referrals are made to the Child Study Team. The Child Study Team reviews the request for at-risk counseling services and meets with the parents and teacher. The Guidance Counselor is assigned for a 6-8 week period to address concerns and provide at-risk services. Students will learn social/emotional skills via the use of the following strategies:</p> <ul style="list-style-type: none"> <li>✓ Peer mediation</li> <li>✓ Conflict resolution</li> <li>✓ Bereavement</li> <li>✓ Socialization skills</li> </ul> <p>The guidance counselor meets with parents/families as needed and makes referrals to outside</p>

	community based organizations as needed.
<b>At-risk Services Provided by the School Psychologist:</b>	<p>Teacher referrals are made to the Child Study Team. The Child Study Team reviews the request for at-risk counseling services and meets with the parents and teacher. The School Psychologist is assigned for a 6-8 week period to address concerns and provide at-risk services. Students will learn social/emotional skills via the use of the following strategies:</p> <ul style="list-style-type: none"> <li>✓ Peer mediation</li> <li>✓ Conflict resolution</li> <li>✓ Bereavement</li> <li>✓ Socialization skills</li> </ul> <p>The School Psychologist meets with parents/families as needed and makes referrals to outside community based organizations as needed.</p>
<b>At-risk Health-related Services:</b>	<p><input type="checkbox"/> Our School Nurse conducts Open Air lessons with the students who have asthma to teach them how to monitor their illness and self medicate. He also monitors the forms and administers medication accordingly as mandated in the 504 forms. Health lessons pertaining to the mandated HIV curriculum are conducted by a trained teacher for all students on grades K – 5. Monthly meetings with staff members and parents are conducted as per our Consolidated Plan addressing social and health issues</p> <ul style="list-style-type: none"> <li>✓ Maintaining Safety</li> <li>✓ Educating the students relating in understanding and managing their illness</li> <li>✓ Identify signs and symptoms</li> <li>✓ Compliance to treatment regiment</li> <li>✓ Educate teachers and caregivers</li> <li>✓ HIV Curriculum</li> </ul>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

(See Attached)

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5      Number of Students to be Served: 60    LEP \_\_\_\_\_    Non-LEP 10

Number of Teachers 2      Other Staff (Specify) One Administrator, One S/A

**School Building Instructional Program/Professional Development Overview**

## **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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P.S. 43-Jonas Bronck Elementary School is a District 7 elementary school (grades pre K-5) located in the South Bronx, New York City. Of the 475 students, 60 are English Language Learners (ELLs). They are nearly all Spanish speaking, mainly from the Dominican Republic, Puerto Rico, Mexico and South America. However, there are a small amount of students that speak Arabic (2 students), Urdu (1 student), Punjabi (2 students) and Bambaria (1 students). The ELL population includes eight SIFE students and eleven Special Education students. The ELLs population is identified as follows 42 ELLs with 3 years or less of service and 17 ELLs with more than 3 years of service.

P.S. 43 will be implementing Good Habits Great Readers program for grades K-5. This Literacy Program provides shared and guided reading in a balanced mix of whole-group and small group instruction. Students learn the habits of successful readers by participating in several units of study utilizing a variety of shared texts. Grades K-5 are also using the Good Habits, Great Readers Writing companion. This program combines literacy with the writing process. It is individualized and addresses the need of all the students. It also has a special component for the ELL students. In addition, all students in grades K-5 are using the Everyday Math framework. We have one certified ESL teacher who provides instruction in a push-in/pull-out model to five groups of students. She services the ELL students in general and special education classes. One AIS (Academic Intervention Services)/ Native language arts teacher provides language support to all the ELL students. A push-in/pull-out model is used for this service. The ELL population is serviced by a total of six cluster teachers in the areas of science, physical education, Art, Library and Computer Technology.

Last year' results show that more than 93% of the ELL students increased one level or more of proficiency (57%) on the NYSESLAT. Across proficiency levels, the patterns in Math, Science and Social Studies (100%) were very similar. The ELL population scored slightly higher than the English Proficient population on Math State exams with 41% of the ELL students achieving scores that meet or exceeded grade level standards and in Science with 100% of the ELL students achieving scores that meet or exceeded grade level standards and on the Social Studies State exam 100% of the ELL achieving scores that met or exceeded grade level standards. From this information, we can conclude that language has not impeded the development of content knowledge, and that we must continue implementing strategies that develops CALP skills, testing s and writing strategies.

## PROPOSED SUPPLEMENTAL INSTRUCTIONAL ACTIVITY

In our constant effort for removing the obstacles that impeded our ELL students to move to a proficient level, the LAP Team and the SLT analyzed the ELA and the NYSESLAT results. These were the findings:

- 40% of the advanced students with more than 3 years of services are having difficulties analyzing reading passages. They are in need of more conceptual/academic language .They lack the cognitive vocabulary to enhance their writing.
- The Intermediate students show a lack of comprehension in non-fiction passages. They need scaffolding in content vocabulary. They write as they talk which shows that they need more exposure to the writing process and the proper sequencing in English.
- The beginner students need more reading readiness. They need to acquire the correct sounds of English. They also need beginning writing skills and vocabulary.
- The recently proficient ELL students( two years or less) need additional support in ELA test taking practices

Presently there are two after school programs in P.S. 43. All students are encouraged to participate in one of the program. The Sports and Arts (SES) program will provide the students with thematic instruction and participation in sports and clubs for three afternoons per week. The Century Twenty One program (which is limited to 180 students) P.R.I.M.E. Leaders will focus in the visual arts and will provide homework help for five afternoons per week. All four language acquisition modalities will be utilized during these after school sessions. Title III funding will be use to supplement three classes of the Saturday Academy program. The classes will be composed of 30 ELL students (grades 3-5) and 10 recently proficient ELL students (grades 4-5). The main focus of the program is to provide additional academic support in literacy addressing the specific needs of the ELL students as per the data obtain from the ELA and the NYSESLAT. Students will be taught using the four language skills – listening, speaking, reading, and writing, in a rich multicultural literate environment. The program will begin in January, for ten Saturdays for three hours each session. Three certified teachers will be hired. Students will participate in meaningful and motivating activities that are relevant to their interest and life experiences. The teachers will provide context that motivate students to engage in natural communication given them the opportunity to express their ideas and feelings. Reading buddies will be a component of the program. This will give the students the opportunity to develop their reading, writing, speaking and listening skills as they read their stories to each other in this partnership. To implement the aforementioned findings, students will be engaged in writing activities that include academic vocabulary, a variety of graphic organizers, and the proper use of English conventions. Additional support will be given to students to prepare them for the ELA and the NYSESLAT using the Attanasio and Associates Resources, which addresses all the aspects of the NYSESLAT. Teacher made materials, technology tools, graphic organizers, and non fictional resources will be used to prepare the students for the ELA.

The beginner new ELL students ( 10 students in grades K-2 and 8 students in grades 3-5) will also benefit from the Title III funding since we are purchasing five computers to implement the Success Maker technology based software program that will enhance and support reading and listening. The program is being used in the school with ELL students in grades 3-5. The Reading Readiness component of this program is closely aligned to the school’s CEP, State Standards and City Standards. It is motivating, individualized and resourceful. Students work at their own individual pace to increase their skills in phonemic awareness, letter recognition and listening skills. Students will be monitored by the program and placed at their reading level after the program assessment. The multiple techniques use in the Success Maker program are the same suggested by the QTEL and other ESL authorities such as J. Cummins and P. Gibbons.

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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Our Assistant Principal and AIS teacher with a Bilingual Extension will provide our teachers with the following workshops:

- Scaffolding Quality Teaching for English Learners (QTEL) strategies (such as bridging, metacognitive development, schema building)
- Training teachers how to administer the NYSESLAT with a focus on listening and writing.
- Aligning ESL and ELA New York State standards to instructional activities.
- Interpreting the NYSESLAT Periodic Assessment and the NYSESLAT 2009 scores to address individual student needs.
- Jim Cummins Four Quadrants Cognitive Involvement and Contextual Support in Content area lessons.

Our school implements weekly common preparation period for grades K-5. During this time, teachers plan, discuss students’ progress and receive professional development. Providing the Professional Development during common preps and Professional Development Days gives us the opportunity to work with all the classroom teachers providing services to the ELL students. It also allows us to use the funding in other students’ and parents’ activities. Professional Development activities will take place once per month for each grade for a total of 9 hours per teacher for the school year. Also during Professional Development Days teachers for grades K-5 servicing the ELL students will meet for 2 hours .During this period, successful ESL strategies will be analyzed and modeled for staff servicing the ELL population.

The administrator will also differentiate the professional development by providing them with articles from the ASCD and ERIC databases. A study group will be formed to disseminate ESL strategies to mainstream classroom teachers and how to integrate new arrival children in the classroom. “[Scaffolding Language; Scaffolding Learning](#)” and [Learning to Learn in a Second Language](#) by Pauline Gibbons will be used for this group. Student work will be evaluated on the implementation of these practices and learning techniques. The majority of student work will show an increase in regard to the ESL standards. In other words, there will be an improvement from meeting the standards to exceeding the standards.

**DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION**

ELL parents have expressed an interest to continue participating in workshops that teach them how to select **just right** books for their children, how to conduct a read aloud, and how to develop suitable questions. The Parent Coordinator, the ESL teachers and the Flame Organization staff will plan and provide these services to the parents. The Flame program will conduct a series of workshops and activities to help parents understand what children are learning in school and how they can be facilitators. Parents will get incentives to encourage them to attend the sessions. P.S. 43 will provide refreshments and materials for these workshops. The anticipated measurable outcomes of this activity will be: an increase of parents reading with their child for a minimum of 15 minutes a night which will be reflected in the students signed reading logs. Parental involvement will increase in the classroom as reported by classroom teachers. Parental visits to the school library will increase as monitored by the “sign in” and library card.

**Section III. Title III Budget**

School: 07X043 BEDS Code: 32070010043

<b>Allocation Amount:</b> \$15,000.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$7530.90	<u>Saturday Academy Per Session Activities</u> ✓ 3 Teachers x 10 weeks x 3.5 hours per session = \$5,220.60 ✓ 1 Supervisor x 10 weeks x 4.5 hours per session = \$2310.30
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0	
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$6469.10	✓ 9 Computers for use with SuccessMaker Program and other software programs benefitting ELL students (x \$662.30 = \$5960.70) ✓ Success Maker program (\$399.00) ✓ Test Prep Books (Rally – Take Home booklets) \$109.40
<b>Educational Software (Object Code 199)</b>	\$0	
<b>Travel</b>	\$0	
<b>Other</b> Parental Involvement	\$1,000.00	Flame Program - Parent Workshops to encourage a love a reading in children and to support literacy at home.
<b>TOTAL</b>	<b>\$15,000.00</b>	

## **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

The school uses both ATS and blue emergency cards on file for all our children, as well as feedback received at the time of over-the-counter 1-to-1 registration, to assess the schools needs for written translation and interpretation to ensure that all of our parents are provided with appropriate and timely information in their language. We also gather feedback provided by parents at PTA Meetings and other parent involvement activities to ensure that we are meeting their interpretation needs adequately.

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

Spanish is the predominant language of our school

- Parents are satisfied with the translation/interpretation services available to them at the school
- ✓ A small percentage (less than 1%) of our parent speaks another language, other than Spanish.
  - Most parents who speak another language, other than Spanish, come with a person who is able to translate for them
  - DOE translation/interpretation services are utilized, if needed

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

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

All written communication is distributed to parents in English and Spanish. Several teachers and staff members are available to translate written documents in Spanish. The school also utilizes a computer program called Traducelo Ahora! (Translate Now!) to assist with the Spanish translation of written documents, if needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
  - Staff members fluent in both Spanish and English are always available for oral translation services when needed.
  - The school utilizes the DOE's phone-in translation and interpretation unit for other languages the school does not have translation services available for parents needing oral interpretation services.
  
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill the Chancellor's notification requirements for translation/interpretation services by:

- providing each parent whose primary language is a covered language with a copy of the Bill of Parents Rights and Responsibilities at the time of registration
- posting a copy of the same in the main entrance with signs of the covered languages indicating the availability of interpretation services
- ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers to taking the following steps:
  - SSA or staff member should try to determine the language the individual is speaking
  - The SSA or staff member should then attempt to locate a translator within the building by contacting the main office
  - If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office
  - A school representative will then contact the Translation and Interpretation Unit at 718-752-7373 to request translation services via the phone

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$522,780	\$57,087	\$579,867
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,228	\$571	\$5,799
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$26,139	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$52,278	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## Public School 43 Parental Involvement Policy:

### **I. General Expectations**

Public School 43 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

### **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. **Public School 43** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Encourage parents to participate in the PTA and the School Leadership Team (SLT)
  - Have the Parent Coordinator hold informational sessions and workshops for parents

- The School Leadership Team and PTA will send out surveys to parents and get feedback on various issues.
  - Create a cohort of parents that will commit to spending time assisting in classrooms (Learning Leaders).
  - Support parents with DOE Parent Survey
  - Encourage parents to participate in Saturday family days where parents and children participate in meaningful educational activities together.
2. **Public School 43** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- The PTA executive board and SLT will conduct a review of the school environment, participate in the Quality Review and review assessment data.
  - Review with parents the Annual School Report Card, NCLB status and the Quality Review Reports and discuss suggestions for improvements in our school.
  - The School Leadership Team will review school data and surveys.
3. **Public School 43** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
- The school staff will conduct meetings throughout the year to review students' assessments and monitor progress using data and address the implications for instruction.
  - Conduct parent meeting for eligible students entitled to receive SES tutoring services.
  - Meet with parents to discuss status of the school based on NYC Progress Report and Quality Review
4. **Public School 43** will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
- Parent Coordinator, Social Worker and Family Worker will assist families in Pre-Kindergarten in improving their parenting skills through workshops, home visits and parent meetings.
  - School personnel conduct workshops on literacy, mathematics and other areas of interest to parents.
  - Learning Leaders program provides training to parents to serve as volunteers in our school.

5. **Public School 43** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Evaluations will be created and distributed by the PTA and the School Leadership Team
  - The Parent Coordinator will be responsible to collecting the surveys
  - The results will be analyzed and presented to the principal, SLT and PTA for review
  - Survey results will be incorporated in our School Comprehensive Education Plan.
  - The Parent Coordinator will communicate with the Principal/Assistant Principals regarding concerns and questions that parents may have.
  - Teacher member will attend PTA meetings and provide assistance to parents and give feedback to the SLT/Administration and UFT Chapter leader.
6. **Public School 43** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
    - Teachers will review assessment information with parent during Parent Teacher Conferences
    - Workshops will be conducted by the Supervisors, Consultants and Teachers regarding New York State standards in English Language Arts, mathematics, science, social studies, New York City promotional policy, grade level expectations for promotion, performance requirements and assessments.
  - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Workshop in math and literacy will be conducted for parents that will assist them in working with their children at home
  - Social Worker, Guidance Counselor, Nurse, Family Workers, Intervention Teachers, Special Education Support Teacher and other staff are available to assist parents
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Provide monthly updates to parents during the PTA meetings.
  - Schedule open school in September so that parents can meet the teacher, visit the classrooms and hear about grade requirements, curriculum and expectations.
  - Include parents in school activities, publishing celebrations and other events.
  - Conduct parent teacher conference twice a year.
  - Provide flexible scheduling for teachers so that they can meet with parents.
  - Monthly calendars including assessments dates, school events, parent workshops
  - School Newsletter for parents
  - Information sessions regarding academic interventions services, special education services and promotional policy
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Encourage parents to volunteer in classrooms, lunchroom and library.
  - Continue to expose and familiarize parents with local community programs
  - Encourage parents to visit the library with their children
  - Plan classroom activities that involve parents (publishing celebrations, awards, attendance breakfast, Family Day, Science Fair)
  - Enlist staff organize trips for parents to deepen their understanding of local cultural institutions.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Provide all written communication in English and Spanish
- Monthly calendars/newsletters and flyers are in English and Spanish
- Parent Coordinator is bilingual
- School has staff members that speak the languages of our student population.
- School meetings/workshops are presented in English and Spanish

### III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team agenda and minutes. This policy was adopted by the [Jonas Bronck School PS 43](#) on October 20, 2010 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 29, 2010.

### Public School 43 School-Parent Compact:

Public School 43 the Jonas Bronck School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

Public School 43 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - 120 minute literacy block including reading, writing, word study, phonics and vocabulary
  - Daily reading and writing workshop, mini-lessons, conferencing, guided reading and strategy lessons
  - Word works, vocabulary and phonemic awareness activities
  - Follow NY City Scope and Sequence units of study in Science to support science instruction (Harcourt Science K-4).
  - Follow the units of study in Social Studies outlined by our curriculum planning team (Houghton-Mifflin Harcourt Social Studies 3-5).
  - Improving instruction for ELL's to facilitate second language acquisition and assist in the transference of skills into English language learning.
  - Continue professional development
  - Provide differentiated staff development for teachers to address classroom management, differentiated instruction for at-risk students and students with special needs, as well as strategies related to mathematics, reading and writing.
  - Provide professional development in mathematics on identified areas that students require additional support including: patterns, functions, measurement, modeling, tables, charts, estimations and predictions.
  - Use Kaplan Reading Workshop for English Language Arts test preparation for grades 3, 4 & 5
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Conferences are held in November and March of each school year. These meetings take place in the after-noon from 1:00-3:00 and in the evening from 5:00-7:30.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
    - Distribute nyStart reports to parent for NY State ELA, Mathematics, Science, Social Studies and English as Second Language assessments.
    - Periodic Assessment reports will be distributed to parents (grades 3, 4 & 5)
    - Student Attendance Reports will be distributed to parents (November & March for all students and ongoing for tardy and absent students)
    - Letters mailed home to parents including an appointment for students with attendance below 90%.
    - Inform parents in writing when children are at risk of not meeting promotional criteria and may be at risk of remaining in the grade. (By February)
  4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
    - Parent Coordinator will facilitate communications with staff
    - Parent Coordinator/Secretary will schedule meetings and address concerns from parents.
    - Parent can contact the teacher via telephone (leave message) or in writing in order to set up a meeting
    - If necessary, the school program schedule can be changed to accommodate meeting with parents.
  5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
    - Parents may volunteer in the school by contacting the main office or parent coordinator.
    - Early in the school year training for volunteers is provided to parents through Learning Leaders
    - Parent can contact the classroom teacher and assist with class activities or trips.
  6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
    - Parents, PTA Executive Board and the School Leadership Team will review the policy and make changes as needed.
  7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Parent survey is distributed to all parents and results are shared with the community.
  - Results of survey is used to plan activities and workshops for parents
  - The Title I parent representative will serve as a liaison with parents and keep them informed.
  - The School Leadership Team members share information with parents.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- All school letters, notices, calendars and other forms of written communication is provided in English and Spanish.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Conduct parent meeting during the start of the school year outlining grade expectations, promotional requirements, attendance policy and other curriculum related items
  - Conduct meetings on the content and format of all assessments including, NY State ELA, Math, Science, Social Studies, NYC ECLAS2, EPAL, NYSESLAT exams.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Conduct meetings on school accountability status including the Annual School Report card, Quality Review, Progress Report
  - Provide opportunities for parents to comment and provide feedback for future activities.
  - Hold a meeting in June for parents to review school progress and brainstorm suggestions for next school year.

12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
  - nyStart Report for parents (grades 4 & 5 and student retained in grade 3)
  - ECLAS 2 literacy development checklist
  - Periodic Assessments progress reports that provides information to parents on their child's progress
  - NYSESLAT report for English Language Learners (students in Bilingual classes or receiving ESL services)
  
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.
  - In the event that a class is being taught by an uncertified teacher, the school will distribute to parents as required by NCLB unqualified letter that notifies the parent that their child is being taught by an uncertified teacher.

#### Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitor attendance and ensure students maintain 95% attendance.
- Make sure that children read at home every day and keep track of their reading with a Reading Log.
- Making sure that homework is completed.
- Monitor the amount of television their children watch daily.
- Volunteer in my child's school
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## Optional Additional Provisions

### Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school every day and maintain 95% attendance.
- Follow school rules, adhere to the NYC Discipline Code and School Code of Conduct.
- Adhere to the school's uniform policy by wearing my uniform every day.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time and keep a record of reading using a Reading Log.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Assessments used to compare the performance of our students in relation to the state academic content and student academic achievement standards are ECLAS-2, Acuity Predictive and Diagnostic Tests, NYS ELA, Math, Science, and Social Studies Exams.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

AIS Support Services, Saturday Academy, 0-Period daily tutoring, Educational Consultants

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - SES After-School Program, Saturday Academy and 0 Period Tutoring
- Help provide an enriched and accelerated curriculum.
- Implementation of Good Habits Great Readers, and Good Habits Great Writers, comprehensive programs utilized.
- Meet the educational needs of historically underserved populations.

- Small group sizes, daily tutoring, student action plans, differentiated instruction, varied research-based resources
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program.
- These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Track and monitor student progress, small group daily intervention; utilize developmental appropriate materials/resources, plan motivating explicit instruction
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

All are qualified to deliver effective instruction.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Staff members were given on-going quality professional development on all programs used that are correlated to the performance standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Reduced class size, support provided, collaborative resources, and opportunities available.

6. Strategies to increase parental involvement through means such as family literacy services.

Communication, outreach, availability, creation of an ARIS parent room facilitated by our Parent Coordinator, monthly parent/student workshops, CookShop lessons for parents, workshops given on an ongoing basis by our staff and outside consultants.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Pre-K Open School scheduled in June; brochures, newsletter, introduction letter from teachers with schedules, curriculum, calendar of dates and expectations.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Articulation conferences on analyzing/interpreting test results in addition to planning for next steps.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Diagnostic tests are administered at the beginning of the school year, running records are completed on a regular basis, interim Acuity assessments administered to identified students' needs and track progress.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.R.I.M.E. Leaders After School Programs reinforcing skills and concepts taught during the instructional day. Music and band program –Education Through Music.

## Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

### ***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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are

included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$439,135	✓	
Title I, Part A (ARRA)	Federal	✓			\$56,516	✓	
Title II, Part A	Federal	✓			\$151,247	✓	
Title III, Part A	Federal	✓			\$15,000	✓	
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$2,091,359	✓	
TL FSF General Hold Harmless		✓			\$201,405	✓	

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Restructuring Year 1      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The Special Education students in Grades 3 -5 did not meet the ELA AYP for 2007-2008, however, for the 2008-2009 the Special Education students in Grades 3-5 met ELA AYP with safe harbor and for the 2009-2010 all subgroups met AYP. We were in a holding pattern for the 2009-2010 school year and are awaiting notification for the current year.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

- Self contained special education classes will implement *Good Habits Great Readers* and *Good Habits Great Writers*
- Academic Intervention Services (AIS) special education teachers will provide services to students in Grades 1 -5
- Integrated Team Teaching (ITT) classes in Grades 2 and 3.
- Mandated related services provided by the Speech Therapist, Guidance Counselors, Social Workers and an Occupational Therapist
- Collaborative relationships with community based organizations (CBO's) to ensure mental health issues for students and families, and other social issues

## **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Teachers will be actively engaged in professional development related to topics on differentiated instruction, the multiple intelligences, and different learning styles. Title I funds are used to fund AIS teachers who provide grade level specific teacher mentoring to all teachers on their assigned grades.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - AIS Lead teachers are designated mentors in behavioral management, content area instruction, and best practices strategies for instruction
  - Surveys of all staff were conducted at the beginning of the year to identify individual and school-wide areas of need
  - Based on survey findings, targeted professional development will address the needs
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - Parent Orientation Meetings held in September inform parents of our school's status, as well as grade specific goals, standards, and expectations.
  - Updated progress reports are provided at parent meetings, such as Open Houses, Parent-Teacher Conferences, and PTA Meetings.
  - Parent Coordinator workshops and meetings highlight the areas in need of improvement based on the school report card.
  - All communication, oral and written, is provided in both English and Spanish (the dominant language of the community).

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are approximately 20 students currently known to us, who are Students in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.

Services are the same as those provided for general population with additional social services. Our school has forged a relationship with the two main Temporary Housing Shelters, Willow and Jackson Family Residence, whose population feeds into our school. Our school liaisons (Parent Coordinator, Attendance Coordinator and Guidance Counselor) are designated to articulate with Temporary Housing Personnel to determine needs and provide them to our students. Special meetings will be held with parents in temporary housing to address school procedures, school attendance policy, punctuality, etc. We stress the importance of notifying the school of changes in relocation in order to provide for uninterrupted educational programs. Additionally, the school has funds in OTPS to purchase for these students school supplies needed for the successful integration of the child into the school, including books, supplies, and uniforms.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 043 Jonas Bronck					
<b>District:</b>	7	<b>DBN:</b>	07X043	<b>School</b>		320700010043

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	46	52	47		90.9	92.3	92.0
Kindergarten	86	57	74				
Grade 1	81	92	69	<b>Student Stability - % of Enrollment:</b>			
Grade 2	71	73	78	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	60	76		88.9	84.3	88.7
Grade 4	67	61	68				
Grade 5	79	62	63	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		93.6	98.7	98.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		19	53	36
Grade 12	0	0	0				
Ungraded	0	7	2	<b>Recent Immigrants - Total Number:</b>			
Total	501	464	477	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	6	1

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	28	21	34	Principal Suspensions	18	60	14
# in Collaborative Team Teaching (CTT) Classes	22	20	20	Superintendent Suspensions	27	24	3
Number all others	17	19	18				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	45	44	45
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	8
# receiving ESL services only	80	52	TBD				
# ELLs with IEPs	4	11	TBD				

These students are included in the General and Special Education enrollment information above.

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.8	100.0	97.8
				% more than 2 years teaching in this school	77.8	79.5	84.4
				% more than 5 years teaching anywhere	68.9	65.9	82.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	84.0	86.7
American Indian or Alaska Native	0.2	0.2	0.0	% core classes taught by "highly qualified" teachers	97.9	100.0	98.0
Black or African American	25.9	27.8	21.8				
Hispanic or Latino	72.9	70.9	75.7				
Asian or Native Hawaiian/Other Pacific	0.4	0.4	0.2				
White	0.2	0.4	1.9				
<b>Male</b>	51.5	49.4	47.4				
<b>Female</b>	48.5	50.6	52.6				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1				v	
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</b>	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-			
Black or African American	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Students with Disabilities	vsh	v	-			
Limited English Proficient	v	v	-			
Economically Disadvantaged	v	v				
<b>Student groups making</b>	<b>6</b>	<b>6</b>	<b>1</b>			

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	64.4	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	8.8	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	42.3					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>20</b>	District <b>07</b>	School Number <b>043</b>	School Name <b>Jonas Bronck</b>
Principal <b>Giovanna Delucchi</b>		Assistant Principal <b>Mildred Baj &amp; Robyn Feliu</b>	
Coach		Coach	
Teacher/Subject Area		Guidance Counselor	
Teacher/Subject Area <b>Jacqueline Flanagan/ESL</b>		Parent	
Teacher/Subject Area <b>Gloria E. Rosado-Lopez/NLA</b>		Parent Coordinator <b>Lourdes Rodríguez</b>	
Related Service Provider <b>Mayra Feliz</b>		Other	
Network Leader		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>7</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>33</b>

### C. School Demographics

Total Number of Students in School	<b>463</b>	Total Number of ELLs	<b>60</b>	ELLs as Share of Total Student Population (%)	<b>12.96%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

The process by which students are assigned to the ELL program models is as follows: Ms. Lourdes Rodriguez, the Parent Coordinator, assists with student registration. Parents complete the Home Language Identification Survey (HLIS). If the parent indicates that a language other than English is spoken frequently at home, but not enough to meet LAB-R eligibility requirements, the student receives an informal oral interview in English and in their native language by the ESL teacher, Ms. Flanagan, and the Native Language Support teacher, Ms. Rosado- Lopez. The oral interview is used in conjunction with the assessment of the HLIS to determine the student's dominant language. There are also other certified licensed teachers available to conduct the oral interview in various languages. Ms. Brewster, a Kindergarten teacher, is proficient in French and Ms. Annenberg, a cluster teacher is proficient in Arabic. Both are certified licensed teachers. This information is used to determine if students have been exposed to a language other than English and are eligible to be assessed for ESL and bilingual services using the Language Assessment Battery-Revised (LAB-R).

Once a student is deemed eligible for the Language Assessment Battery- Revised test (LAB-R) as per parents responses on the Home Language Identification Survey (HLIS), placement in an ELL/Bilingual program is contingent on their test score. If the student is deemed eligible for placement, the parent is informed of program choices through the orientation meetings. At the meeting the Parent Survey and Program Selection forms are completed by the parents. The student is then enrolled in the parent-selected program. This occurs within 10 days of student's enrollment. The LAP Team and the School Leadership Team meet to review and evaluate data using the New York State English as a Second Language Assessment Test (NYSESLAT) and the LAB-R results. Based on the data analyzed, students are placed in groups according to language proficiency levels and mandated services are provided by a New York State certified licensed ESL teacher. Services are provided according to state mandated units (Advanced students receive 1 Unit=180 minutes, Beginners and Intermediates receive 2 Units=360 minutes)

As mandated, we have our parent orientation in the Fall as parents register. At the meetings, parents watch a video and are given an informational pamphlet in their native language (if available in their native language) that explains the various ELL programs offered in the city. Parents will also complete the parent survey and Program Selection forms. This process is ongoing, repeated through the year as each new ELL student is admitted to P.S. 43. The Parent Coordinator, ESL teachers, and the assistant principals review the Program Selection Forms. The school will organize a program for ELL students based on the parents choice results and plan according to CR Part 154 as amended by the ASPIRA Consent Decree, which requires that schools form bilingual education classes in grades K - 8 when there are 15 or more ELLs of the same language in two contiguous grades. Parent Selection Forms will be tracked to determine when there are enough students available in one native language to guarantee parents selected choice. The LAP Team review the forms and inform parents that presently, P.S. 43 offers a Freestanding ESL Program only. P.S. 43 monitors the number of students whose parents chose to remain at the school's ESL program as a secondary option by retaining a copy of their primary choice on file. This is performed as students are registered throughout the school year and during monthly LAP team meetings. Parents will be informed by phone if there are 15 students in 2 contiguous grades in their particular native language to form a Transitional Bilingual Education program.

The trend in program choices that parents have requested after reviewing the Program Selection forms are as follows: 83.3% (2008 - 14 students, 2009-16 students, 2010 - 20 students) selected "Freestanding ESL" program for their first option. form. The remaining 16.7% 2008 - 1 student, 2009 - 1 student, 2010 - 8 students) selected the "Transitional Bilingual Education" program as the first option. These parents were offered the choice to transfer their children to a school that offers the other two program choices (Transitional Bilingual or Dual Language). When the parents declined to transfer their child, they were given the option to complete another program selection form. Opportunities are provided for parents who do not attend the Parent Orientation Meetings to come to the school to speak with the ESL teacher and complete the Program Selection Form, Survey and Entitlement Letters. The school makes sure that the process is completed. All documentation (agendas, attendance sheets and parent choice surveys) will be maintained by the ESL teacher. Additionally, a copy of the Home Language Identification Survey and the parent selection forms are placed in the students cumulative folders. Another copy is placed in a central location for monitoring purposes. To ensure that entitlement letters, program selection forms, and parent surveys are distributed, the ESL teachers consistently monitors and accounts for all documentation. This is done through phone calls, ingress, egress, parent teacher meetings, ELL meetings, open school house and PTA meetings.

The results of the LAB-R, the NYSESLAT, and the ELL Acuity Predictive (the first administration given in Sept/Oct and the second administration given in March/April), are analyzed and students are placed in groups according to the appropriate levels of language acquisition and mandated services are provided. Other assessments are used to monitor student progress. These include the ELA Acuity Diagnostic and Predictive tests which are given three times a year for grades 3-5. Students in grades K-5 are administered the ECLAS, DRA and Fountas and Pinell bench marks in 6-8 week cycles in which student performance/growth is monitored. The parents of students who passed the NYSESLAT are informed of their child's status through a letter sent home in their native language. Students also receive native language support in content area in Spanish by two certified licensed bilingual teachers. To enhance native language support, we consult and discuss the results of the formal native language assessment with parents. The Native Language Support teacher works with students in small groups in content area (math, science, and social studies). The native language resources (libraries, texts, technology, primary resource materials) are maintained and available in the classroom, in the school library, and in the teachers' resource room to

assist teacher planning and to accelerate learning.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0													0
<b>Push-In</b>	4	10	11	15	10	10								60
<b>Total</b>	4	10	11	15	10	10	0	0	0	0	0	0	0	60

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	14
SIFE	8	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	0									0
<b>Dual Language</b>	0									0
<b>ESL</b>	43	8	6	17	0	8	0	0	0	60
<b>Total</b>	43	8	6	17	0	8	0	0	0	60

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers: 0
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	8	11	14	10	10								57
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French		1		1										2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	4	10	11	15	10	10	0	0	0	0	0	0	0	60

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

At P.S 43 ESL instruction is delivered using a heterogeneous push-in/pull-out model. Students are organized into heterogeneous groups with mixed proficiency levels within their grade. This is done to ensure that their social and academic needs are met.

The level of proficiency based on the LAB-R and NYSESLAT scores structure our program. The ESL program provides students with varying amounts of service determined by their English language proficiency levels. Beginning and Intermediate level students are entitled to 360 minutes of ESL per week, and advanced level students are entitled to 180 minute of ESL instruction with 180 minutes of ELA per week. In accordance with these mandates, beginning and intermediate level students are provided with eight 45- minute periods of push-in or pull-out instruction per week. Advanced level students receive four 45-minute periods of push-in or pull-out instruction per week. NLA support to make content comprehensible is provided to all ELL students as per NYS CR Part 154 mandates, a minimum of 25% of usage and support are provided. NLA is provided to students in small groups according to age appropriate level by Ms. Rosado-Lopez and Ms. Hued, both certified licensed bilingual teachers. The students receive Native Language Support 2-5 times a week in Math, Science, Social Studies and literacy skills.

Our ESL teacher (Ms. Flanagan)and ELL Academic Intervention teachers (Ms. Aponte, Ms. Zographou, Mrs. Harris, Ms. Rosado-Lopez) provide instruction through a push-in and pull-out model. These services are determined by the number of students per grade in need of assistance in conjunction with their English Language Proficiency levels. Using grade appropriate content, the AIS teachers address the needs of students through differentiated instruction and scaffolding. They implement the Readers and Writers Workshop models to establish a firm connection between literacy and language acquisition. Enhanced read alouds are utilized to build vocabulary and enhance listening skills.

Literacy instruction in our ESL groups is based on the same guiding principles of literacy instruction for our general education classes. Through a Balanced Literacy approach and the Readers Workshop, ELL students are developing oral language skills, vocabulary, comprehension, and fluency in reading. Teaching these strategies in context makes the comprehension process more concrete and the text more accessible. By teaching students the comprehension strategies and not just skills, students learn both the content material and corresponding language and the academic language associated with each subject. Prior knowledge and building connections is used to scaffold instruction in various ways in our ESL groups. To supplement usage of English, particularly to enhance communication between students for clarification purposes we build vocabulary through authentic and meaningful experiences with words and also the use of computer technology. The Spanish native language support teacher clarifies and reinforces the content area instruction as per students needs.

Our goal is to support student growth and accommodate different rates of acquisition as language fluency increases. All classes with ELLs also incorporate cultural themes and content that encourages the use of the four modalities (speaking, reading, listening, and writing). In order to track progress in English language acquisition and content areas, assessments are ongoing. The NYSESLAT test, ELL Periodic assessments, and content area tests are regularly used to track growth and identify areas for improvement. All stakeholders including the school leadership team analyzes these results to improve the instructional program establishing appropriate teacher schedules and hiring qualified teachers as per NCLB Law. Curriculum mapping ensures that there is academic rigor in the differentiated tasks designed for ELL

students.

#### Subgroups of ELLs

Our student population is diverse and complex; therefore, we have developed various plans to help meet the identified needs of all of our ELL students. Differentiated instruction is provided through the use of the Literacy Based Technology Program, Achieve 3000.

The SIFE (8) students are provided with the following: Academic Intervention Services (AIS) in both the native language and in English, math push-in/pull-out groups, and the use of Discover English – a software program to help with English language acquisition. Services will be provided by ESL, Native Language Arts and AIS teachers. Study plans for the SIFE students will be based on NYSESLAT, and the Predictive Assessment results.

Newcomers (zero to three years) [42 students] will be provided with 360 minutes of ESL and NLA support services. Students participate in differentiated instruction using the “Success Maker” literacy computer technology and Discovery English Programs. The initial reading component of the program develops early reading skill through vocabulary, word attack, and comprehension skills. Students will be invited to participate in the after school program and Saturday Academy to receive extra preparation for the ELA NYS exam.

ELLs (four to six years) [17 students] Students will engage in frequent reading conferences with their teacher to discuss progress, areas in need of improvement, and to set goals. In addition students participate in differentiated instruction using the “Success Maker” literacy computer technology program. The Readers Workshop component of the program develops basic reading comprehension and vocabulary skills. Higher-order thinking skills are emphasized by addressing Integrated Reading strands (thematic lesson and passage comprehension) and Specific Skills (interpretive comprehension, literal comprehension, word meaning, word analysis, reference skills). Additional support is provided through the use of another literacy based non-fiction technology program (Achieve 3000) developed specifically for English Language Learners. These programs adhere to state NLA and ESL State standards.

Long Term ELLs - [0 students] will be provided with AIS specific to their language needs. The vast majority of our ELL population has developed speaking and listening abilities, so the focus will be on increasing Cognitive Academic Language Proficiency (CALP) skills. Therefore, instruction will be content based, with language acquisition made accessible to the students through sheltered English techniques. Additional support is provided through the use of another literacy based non-fiction technology program (Achieve 3000) developed specifically for English Language Learners.

Our special needs (IEP 15 and IEP/X-coded 2) students are mainstreamed with our ELLs in general education classes with additional AIS support and are provided with one-to-one individualized instruction whenever possible with a focus on communication strategies. Additional support is provided through the use of another literacy based non-fiction technology program (Achieve 3000) developed specifically for English Language Learners.

Students reaching proficiency level are provided with support through intermittent participation in ESL classes, as well as an invitation to receive ESL instruction through our after school ELL program. Additional support is provided through the use of another literacy based non-fiction technology program (Achieve 3000) developed specifically for English Language Learners.

Gifted ELLs, will be supported through differentiated ESL instruction, as well as presented with other opportunities such as peer tutoring to create further learning opportunities and continue building their cognitive toolbox to help them become independent during challenging language situations. Additional support is provided through the use of another literacy based non-fiction technology program (Achieve 3000) developed specifically for English Language Learners.

Through Good Habits, Great Readers (K-5) standards-based balanced literacy framework, our students are taught to utilize comprehension and word study strategies with which they will derive meaning from the text by using the 7 habits of great readers components (Beck, Perfetti and McKeown, 1982). Teaching these strategies in context makes the comprehension process more concrete and the text more accessible. By teaching students the comprehension strategies and not simply skills, students learn both the content material and corresponding language and the academic language associated with each subject. Spanish native language is used to scaffold instruction in various ways. In ESL, it is used to supplement English, particularly to enhance communication between students for clarification purposes.

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

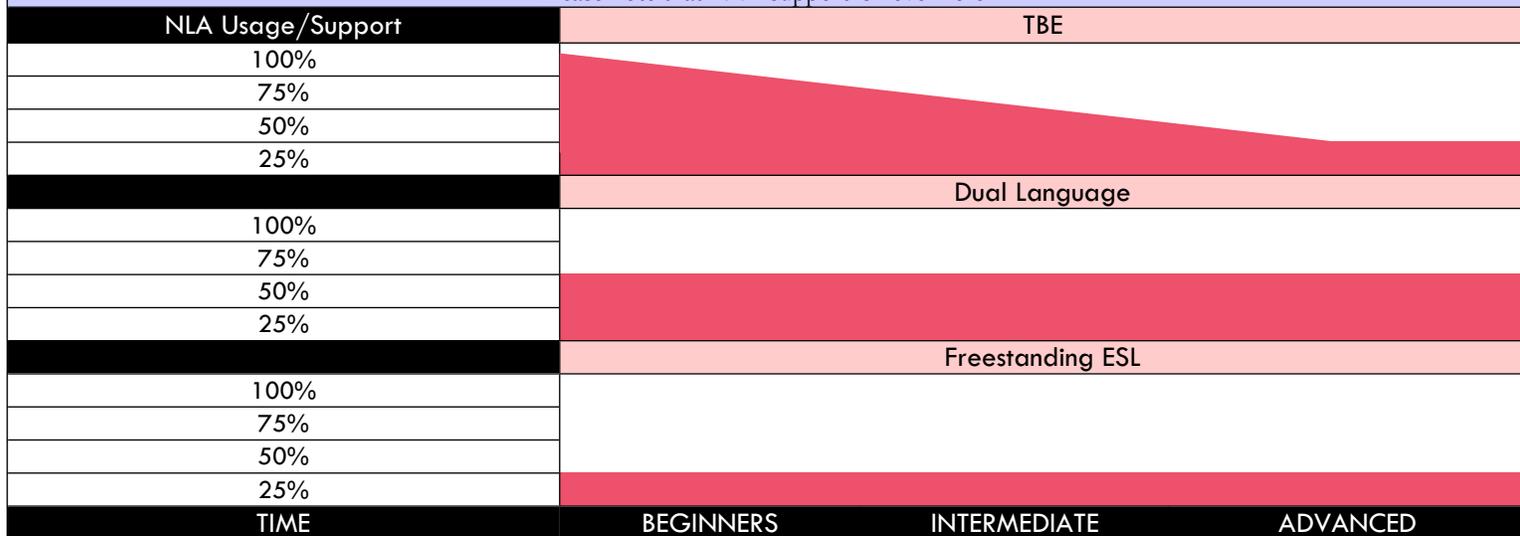
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



## B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Academic Intervention Services are provided to meet the needs of all ELL students who require additional assistance to meet the State standards in ELA, mathematics, science and social studies by four AIS teachers. The four AIS teachers will work with ELL students on grades 2-5 to continue supporting the curriculum and to engage the students in test taking practices. Intensive guidance and support services are provided to assist students who are experiencing affective-domain issues that are impacting on their ability to achieve academically. Spanish native language support is provided to newly arrived students so they can draw on their background experiences for content while continuing to improve English acquisition skills. (August and Hakuta 1998; Baker 1992, Brisk 1998, Calderon 1999).

ELL students reaching proficiency on the NYSESLAT will continue to receive support from the ESL and NLA support teachers as mandated. They will be encouraged to participate in the SES and the TITLE III programs. They will also continue to use the Success Maker program.

As we stated in the instructional overview, PS 43 will continue the Free Standing ESL model for ELL instruction. In addition, the Free Standing ESL Program will follow Good Habits, Great Readers frameworks which helps students become proficient readers by providing systematic instruction and practice applying the following five domains:

1. Phonemic awareness and phonics.
2. Comprehension -teach targeted skills through contextualized and explicit instruction.
3. Build Vocabulary through authentic and meaningful experiences with words.
4. Fluency - build and activate background knowledge.
5. Teach and use meaning-making strategies.

All ELLs participate in our Education Through Music Program where they will engage in musical activities based on a content area theme to explore musical concepts. To maximize and increase English language proficiency ELLs are receiving additional support with two technology based literacy programs – Achieve 3000 and Success Maker. ELL students are encouraged to participate in the after school SES and 21st Century programs which provide the students with thematic instruction and participation in sports and clubs for (SES –four afternoons per week; 21st century –five afternoons per week). ELL students also participate in the Title III Saturday Academy. This program enhance ESL skills. All four language acquisition modalities will be utilized Achieve 3000 and KidBiz are available in the computer room, classrooms, and the students and access it from home.

Native languages and cultures are evidenced throughout the school in a number of ways. Classroom libraries, the school library, and the teacher resource room all provide a large selection of books written or translated in Spanish. Students are serviced via the push-in and pull-out models where the ESL and Spanish NLA teachers collaborate with the content area teachers to infuse ESL methodology and strategies in lessons throughout the content areas. In the pull-out NLA class students receive individualized support in their native language focusing on student's needs. Students are provided with supplementary materials (spanish dictionaries, spanish text, novels) in their native language when necessary. Targeted students participate in differentiated instruction using the "Success Maker" literacy computer technology program. The "Vamos a Leer" and Readers Workshop components of the program develops basic reading comprehension and vocabulary skills emphasizing higher-order thinking skills by addressing Integrated Reading strands (thematic lesson and passage comprehension) and Specific Skills (interpretive comprehension, literal comprehension, word analysis, reference skills). Services support and resources correspond to ELL ages and grade levels Parents of newly enrolled ELLs are informed of community agencies providing summer programs where they can participate and enrich their oral language and listening skills. These agencies provide various trips and activities which enhance background

knowledge.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

In addition to our circular six school professional development, our staff has trained in areas pertinent to the education of ELLs. Our AIS/NLA teacher attended Q-TEL Building the Base workshop. She also participated in America's Choice ELLs Institute, which aligned literacy instruction with ESL strategies and differentiated SIFE Professional Development. P. S. 43 staff participated in Good Habits, Great Readers professional development on Balanced Literacy which includes a component to support the need of the ESL/ELL students. All teachers are encouraged to participate in ongoing staff development in the recently established UFT Teacher Center at P.S. 43. Teachers participate in Professional Development in ESL/ELL methodology and strategies to complete the minimum 7.5 hours of ESL training. Teacher/Parent workshops will be on-going and presented in accordance with the LAP's academic principles for the high quality instruction of ELLs. The information from all of these workshops and conferences is presented to all the teachers in our professional development sessions. Other materials for professional development relating to ELL education include books and Internet resources available in the teacher's resource room. Intra and Inter visitation to middle schools are ongoing to expose the ELL students with the programs available for them in Middle School. Parents are notified of Middle School Open House in the community. The ESL teachers take the students on class trips to various middle schools in the community to prepare students for their new environment.

In our endeavor to continue to provide high quality teaching for our ELLs, we will continue to increase awareness of the needs of ELLs in general education. Our teachers, guidance counselors, assistant principals, parent coordinator, secretaries and paraprofessionals will attend workshops and participate in on-going professional development to keep our staff informed of strategies to make content accessible for all students. We will continue to develop teaching skills in metacognition and scaffolding instruction, as these two strategies present the most difficulty for our staff and parents to acquire. Additionally, the ESL teacher and Assistant Principal will provide professional development during common preps to support classroom teachers. On October 21, 2010, the ESL teacher and the assistant principal attended the Language Allocation Policy (LAP) Professional Development. On May 2010, the ESL teachers attended a literacy workshop on strategies to improve ELL's writing skills and another professional development that focused on the cognitive development of ELLs, and how to use their background knowledge when planning instruction.

General education and special education teachers of ELL students have common planning time, and articulation with the ESL and AIS teachers. Planning time is frequent, and geared specifically to the students' individual needs. Further curriculum-based articulation time is planned through written communication. During after school professional development, teachers would be applying the ESL techniques presented in Reading, Writing, and Learning in ESL – A Resource Book for K-12 Teachers by Susanne F. Peregoy and Owen F. Boyle. Some of the topics to be discussed are: How cultural differences affect teaching and learning? Classroom practices for English Learner Instruction, and applying scaffolding to second language acquisition. Teachers will also discuss the various aspects of teaching comprehension in a Reader's Workshop model, empowering ELL student to solve reading problems independently and assisting in the assessment and analysis of children's spoken and written language. ESL teachers conduct conferences with classroom teachers throughout the year regarding the

implementation of ESL strategies in the classroom. Consistent meetings are held regarding student success. The ESL teachers co-teach with classroom teacher for one session.

### E. Parental Involvement

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

In addition to the mandated Parent Orientation Meetings (Fall and Spring), we will hold meetings as necessary to discuss the program framework and ELL assessments. We will specifically address ways parents can assist their children in acquiring the language and literacy skills necessary to succeed as an English language learner. In the Spring, in addition to reviewing the ESL program framework and mandates, we will review the New York State English as a Second Language Achievement Test and inform the parents about the ELA eligibility due to the No Child Let Behind Law.

The needs of the parents will be evaluated by distributing parent surveys during Parent Teacher Meetings and open school nights. In addition, we will provide information about community resources available to both parents and students, including adult literacy and ESL classes, homework help, library resources, GED programs, and educational workshops provided by the school and community agencies throughout the year. The P.S. 43 Parent Coordinator provides parent professional development in a variety of areas. For example, how to use resources in the school and in the community (how to use ARIS, how to become a parent volunteer). This year we have been privileged to have the author, Vera V. Williams, address parents and students in our culminating activity of our Reading Partners Program. We also became active participants in the CookShop for families. Twenty parents will be empowered to make healthy food choices, nutritional recipes to pass on to their children and other family members at home. This program will also be utilized with students within their classroom. Parents will receive all the ingredients necessary to continue the practice at home.

On-going monthly parent workshops addressing New York City and State mandates are conducted by our Parent Coordinator in both English and Spanish. Parents are part of the decision making of the school-50 % of the constituency of the School Leadership Team are parents.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	2	2	3	3								18
Intermediate(I)	0	4	5	9	1	4								23
Advanced (A)	1	0	4	4	6	3								18
Total	4	9	11	15	10	10	0	0	0	0	0	0	0	59

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0							
	I	2	1	0	0	0	2							
	A	2	2	1	0	0	1							
	P	2	11	14	11	9	7							
READING/ WRITING	B	2	1	1	0	0	2							
	I	4	4	8	0	3	0							
	A	2	3	4	6	1	4							
	P	2	4	1	5	5	4							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	5	2	1	11
4	2	5	1	0	8
5	2	5	1	0	8
6					0
7					0
8					0
NYSAA Bilingual Spe Ed		0		1	1

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	6	0	4	0	1	0	11
4	0	0	5	0	3	0	0	0	8
5	1	0	4	0	1	2	2	0	10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		6		2		8
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1				4		2	1	8
8									0
NYSAA Bilingual Spe Ed	0								0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

P.S. 43 uses the ECLAS-2, Fountas and Pinell, and the DRA to assess the early literacy skills of the ELLs. The ECLAS-2 addresses phonemic awareness, phonics, reading and oral expression, listening and writing skills for students in grades K-2. The results of the ECLAS-2 is on a par with the results of the NYSESLAT. Approximately 75% of Kindergarten ELL students are at a Beginner level, and 25% are at an Advanced level. There are 55% of ELL first graders at the Beginner level, 33% at an Intermediate level, and 12% at an Advanced level. There are 31% of ELL second graders at a Beginner level, 23% at an Intermediate level, and 46% at an Advanced level.

The DRA and the Fountas and Pinell benchmark test are used to assess students in grades 3-5 in regard to oral reading and fluency skills, literal comprehension skills, interpretation skills, reflection and meta-cognitive awareness. The DRA identifies their needs. The results of the DRA is also on a par with the results of the NYSESLAT. There are 14% of 3rd graders at the Beginner level, 57% are at the Intermediate level and 29% at the Advanced level. There are 30% of ELL 4th graders at the Beginner level, 0% are at the Intermediate level and 55% are at the Advanced level. There are 30% of the ELL 5th graders at the Beginner level, 40% at the Intermediate level, and 30% at the Advanced level.

The results of both tests are used to create student instructional groups and determine the level of student performance (strengths and needs). The information is also used to decide which materials are appropriate for ELL instruction. In addition, the results of both tests illustrate the number of intervention specialists needed to support the ELLs with their Academic Skills.

While analyzing the data from each of the four modalities, it is immediately clear that the students' strengths lie in listening and speaking. The data analysis also revealed that we need to target reading and writing instructions for the ELLs. This will be done utilizing The Good Habits, Great Readers, a reading program used by all general education and ESL students, as well as using strategies such as guided reading, individual writing conferences, and numerous scaffolding ESL strategies. Assessment data is used as a tool in programming to identify and highlight the areas of concern. It also helps teachers to identify the approaches that will be most helpful for specific students, allowing more effective student grouping and differentiated instruction.

The patterns across proficiencies and grades in all New York State exams show close similarity with the ELL population. In Math and Science, the ELLs performed slightly better than the general education population. One year proficient ELLs achieved scores that meet or exceeded grade level standards in the ELA, Math and Social Studies tests. From this information, we can conclude that language has not impeded the development of content knowledge, and that we must continue implementing strategies that develops Cognitive Academic Language Proficiency (CALP) Skills. Three of the ELL students took the tests in their native language during the 2009-2010 school year. The other eligible ELLs were provided with translation when available. Spanish native language support is provided through instruction by an AIS/NLA teacher.

The School leadership team and the teachers review and use the ELL Periodic Assessment test results to monitor progress and emphasize areas for improvement. This information guides a teacher to differentiate instruction. The students identified as beginner have been targeted for instruction using Success Maker, a technology based program which effectively addresses their individual literacy needs in all four modalities. The staff will be provided with resources that scaffold learning as ELLs move from one proficiency level to the next. The AIS teachers will use the Periodic Assessment results to determine and monitor students' weaknesses and strengths and provide targeted instruction. This AIS instruction will be provided by one bilingual certified AIS/NLA teacher. ELL students receive Spanish native language

support in all content areas. Students are provided with on going training using the translated version of the New York State retired tests.

### Additional Information

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

While we have obstacles to overcome, we have also seen marked progress in our ELL program. Our main success has been effectively transitioning our students from ESL classes into a fully monolingual environment. When provided with not only the language, but also the strategies necessary to succeed, data has shown that our students have frequently not only met, but also surpassed monolingual students on state and city assessments. Analyzing this success provides us with information on not simply transitioning, but on our instructional approach as a whole. Completing this policy analysis has allowed us to better understand our staff, our students, and our community. Our next task is to use this insight to guide the development of our program and to extend our gained understanding to the entire school community.

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		