



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** PS 531 – ARCHER ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 12X531

**PRINCIPAL:** ZAKARIAH HAVILAND

**EMAIL:** ZHAVILAND@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MYRNA RODRIGUEZ

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Zakariah Haviland	*Principal or Designee	
Rachel Godlewicz	*UFT Chapter Leader or Designee	
Alexia Esannason	*PA/PTA President or Designated Co-President	
Melissa Bowman	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	
Susan Kelly	Member/ Teacher	
Erin Finerty	Member/ Teacher	
Michael Mozon	Member/ Parent	
Jessica Loaiz	Member/ Parent	
Daniata Lincoln	Member/ Parent	
Joanne Holiday	Member/ Parent	
	Member/	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- First and second grade students will improve reading comprehension skills. Use of the Fountas-Pinnell benchmarking system will allow us to obtain initial reading levels for all first and second grade students. We will have met the goal if 80% of students make one year of growth or more between the initial assessment in October and the final assessment in June.

### **Comprehensive needs assessment**

We are a new school and began the year with no previous data with which to work. In October, all students in first and second grade took the Fountas-Pinnell benchmark reading assessment. This assessment measures fluency, decoding, and comprehension skills. We discovered that a majority of our students are reading below grade level. Analysis of the assessment shows that of the three areas, comprehension was the skill that most often kept students from reading at a higher level.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Activity #1**

Implementation of an A/B block model. "A" block will introduce new concepts and be taught according to the workshop model: connection; mini-lesson; guided whole-group practice; small-group/individual independent practice; check-out; share. During the independent practice portion of "A" block, teachers will engage in one on one conferencing centered on the student's learning goals. "A" block will introduce the standards-based concepts that will help students move toward mastering grade-level comprehension skills.

**Target Population:** All classroom teachers

**Responsible Staff Members:** All classroom teachers and paraprofessionals, Literacy Coach, Principal

**Implementation Timeline:** August 2011 (staff training) – June 2012

**Activity #2:**

Creation of an online “data center.” Teachers will receive training on inputting student data into a class sheet. This information will be aggregated by the school’s data manager. The data will be used for monitoring student progress, to identify at-risk students for Tier 1 or Tier 2 interventions, and to create and update goals for individuals and groups of students. The principal will meet with teachers after each round of data is collected to discuss how the data is used for grouping students, lesson planning, and differentiating independent work.

**Target Population:** All classroom teachers

**Responsible Staff Members:** All classroom teachers, Literacy Coach, Data Manager

**Implementation Timeline:** October 2011 through June 2012.

**Activity #3:**

Professional Development: PD will be given on the following topics: use of data to monitor and revise curriculum and instruction, creating guided reading groups, effective guided reading strategies, and differentiated lesson planning. Teachers have weekly grade team meetings to plan, look at data collectively, and share best practices. Additionally, each grade has one or two common preparatory periods each week during which they have the option to meet with their colleagues to share strategies. Finally, teachers have weekly “inquiry” meetings. Inquiry teams were formed by interest rather than grade level and give teachers a chance to look closely at an instructional topic that is meaningful to them.

**Target Population:** Individual teachers and grade teams

**Responsible Staff Members:** Principal, Literacy Coach, Data Manager, External Staff Developers

**Implementation Timeline:** July 2011 through February 2012

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will receive periodic feedback about student progress and comprehension strategies to implement at home via report cards and progress reports
- Monthly parent “Tea and Talk” workshops led by the principal. At these workshops, the principal will discuss a monthly academic focus with parents, demonstrate strategies the parents can use at home to help their children in this area, and provide resources for parents to use at home with their children.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

PS 531 is a new public school that has become part of a phase-out campus. As such, we followed the hiring protocols outlined by section 18-D of the UFT contract. Two union representatives, the principal, and two network-level employees scored over 200 applicants on strength of resume, interview, and personal alignment to mission and vision of the new school. All chosen applicants are considered highly qualified as defined by NCLB.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

PS 531 partners with Cookshop, an integrated literacy program centered on healthy eating. Students have one Cookshop lesson a week, during which they explore food and health-related topics through reading, cooking, and listening to stories. The hands-on experience of working with food helps build background knowledge and interest around the books and stories that are a part of the program and supports comprehension.

### **Budget and resources alignment**

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
- ARRA Race To The Top money set aside for hiring a literacy coach to provide professional development on comprehension strategies to staff members
- Title I 10% professional development set-aside contributed to hire a data manager to create data-tracking systems for teachers and progress reporting systems for parents to aid in providing consistent targeted instruction across settings
- Tax Levy OTPS New Schools funding to purchase Fountas-Pinnell Assessment System
- Fair Student Funding for per-session workshops for teachers around assessment, data tracking, and comprehension strategies

### **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Kindergarten students will improve their decoding skills (the ability to blend sounds together to read unfamiliar words). Use of the ECLAS II reading assessment will allow us to obtain initial phonemic awareness and decoding levels for every kindergarten student. We will have met the goal if 80% of students make are decoding on an end of Kindergarten or higher level by the final ECLAS assessment in June.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

We are a new school and began the year with no previous data with which to work. In October, all Kindergarten students took the Phonemic Awareness portion of the ECLAS II Literacy Exam. Each student was assessed in rhyming, letter formation, letter recognition, and letter-sound correspondence. We found that, while many students were able to identify letters and sounds, few were able to blend letter sounds together when attempting to read unfamiliar words. We will focus on decoding in Kindergarten so that every student has basic independent reading and word attack skills by the time the enter First Grade and begin working with more

advanced literacy concepts.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

**Activity 1:**

Staff training in Foundations Reading Program. One staff member from each grade was sent to a day-long introduction to the Foundations Program at the end of August. These staff members relayed information about the program to their grade-teams. Additional staff members were sent to a full-day training in October. Staff members will continue to have professional development opportunities around the program throughout the year, which will take the form of full-day trainings provided by the company and peer observations of colleagues teaching Foundations at PS 531 and other local schools.

**Target Population:** All teachers and paraprofessionals

**Responsible Staff Members:** All staff members who receive training will be responsible for relaying information to colleagues on their grade teams.

**Timeline for Implementation:** August 2011 – May 2012

**Activity 2:**

Grade-wide implementation of Foundations Reading Program. Foundations is a program designed to teach phonemic awareness, decoding, and encoding skills. The program employs a multi-sensory approach which includes attaching a “key word” to every phoneme, explicit teaching of sounds, “tapping out” words, and use of manipulatives such as large sound cards, dry-erase boards, and magnet boards. Every Kindergarten class will follow the Foundations program for a minimum of twenty minutes per day. Data from ECLAS II and an initial assessment provided by the program will determine students who will receive additional small-group Foundations instruction.

**Target Population:** All Kindergarten students, classroom teachers, and paraprofessionals.

**Responsible Staff Members:** Kindergarten teachers and paraprofessionals (implementation), literacy coach and principal (providing support around the program).

**Implementation Timeline:** October 2011 – June 2012

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Principal will host a parent breakfast to answer questions about the program, discuss why it is being used, teach parents strategies and aspects of the program they can practice at home with their children, and provide sound cards from the program for direct use with children. If there is interest, the principal will hold follow-up sessions throughout the year.
- Creation of a new school report card with a section to track and report decoding progress to parents of Kindergarten students.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

PS 531 is a new public school that has become part of a phase-out campus. As such, we followed the hiring protocols outlined by section 18-D of the UFT contract. Two union representatives, the principal, and two network-level employees scored over 200 applicants on strength of resume, interview, and personal alignment to mission and vision of the new school. All chosen applicants are considered highly qualified as defined by NCLB.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funding Per Diem substitute teachers to provide coverage for teachers who attend full-day Foundations training
- Fair Student Funding Per Session for teacher training in the program
- TL Core Curriculum for purchase of Foundations program and materials
- TL New Schools OTPS for purchase of supplemental materials for parents to take home.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement. 80% teachers will report being well supported in addressing student behavior and discipline problems.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

PS 531's new school status puts us in the relatively unique position of "starting from scratch" in developing a school culture. To be successful, we must focus on explicit teaching of what it means to be a student at PS 531. We will teach expectations throughout the school – how students act in different physical areas (hallways, classrooms, bathrooms...) and how students interact with peers and adults. While we have no data about previous suspension rates or surveys, we feel teacher and parent responses to the school environment survey will provide an accurate reflection of our success in creating a fair, effective system of behavioral expectations and discipline.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

#### **Activity #1**

Create a team to establish a school-wide Positive Behavior Reinforcement Support (PBIS). This team will create behavioral expectations around the three R's (Ready, Respectful, and Responsible) for all areas of the school (classroom, hallways, cafeteria, bathrooms, etc.). The team will be responsible for designing posters and creating activities for all classroom teachers to reinforce these

school-wide expectations.

**Target Population:** Representatives from each group of staff members (Guidance, Teachers, Paraprofessionals, and School Aides) will be on the PBIS team. Our PBIS model will be for all adults and students in the school.

**Responsible Staff Members:** The PBIS team will be responsible for creation of behavior expectations, all staff members will be responsible for implementation.

**Timeline:** Creation of model: August 2011 – February 2012  
Implementation: September 2011 – June 2012

### **Activity #2**

Character Assemblies. Each week, we will hold a “character assembly” for every grade (K, 1, and 2). The character assembly will introduce or reinforce an aspect of our PBIS program. We would, for example, hold a series of assemblies in the cafeteria when introducing and reviewing cafeteria rules and procedures.

**Target Population:** All students

**Responsible Staff Members:** The principal and the guidance counselor will be responsible for planning and overseeing all assemblies. Input about assembly content will come from the principal, the PBIS team, and other members of the school staff.

**Timeline:** Tuesdays from September 2011 – June 2012.

### **Activity #3**

Creation of “Archer Bucks” and a school store. Archer Bucks will serve as reinforcement to our PBIS system. Students will earn bucks by demonstrating behaviors that align or exceed PBIS standards. They will be able to visit a school store every two weeks, where they will be able to spend their Archer Bucks on a variety of rewards (which were purchased based on student input). Students will also have the option of saving bucks from week to week to purchase larger items.

**Target Population:** All students

**Responsible Staff Members:** All adults in the school will have access to Archer Bucks. Every adult will be able to reward positive behaviors they see around the school. Classroom teachers will be responsible for giving out bucks for consistent positive behavior in the room. School Aides will be responsible for copying and distributing bucks to all staff members.

**Timeline:** Archer Bucks will be introduced in October and continue throughout the year.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will be invited to awards assemblies celebrating positive behavior and achievement.
- Parents were invited to meeting about the PBIS system, Archer Bucks, and consistent consequences and rewards at home and school.
- Parents are involved in creation of behavior intervention plans for students who need support beyond the frameworks of the PBIS system.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

PS 531 is a new public school that has become part of a phase-out campus. As such, we followed the hiring protocols outlined by section 18-D of the UFT contract. Two union representatives, the principal, and two network-level employees scored over 200 applicants on strength of resume, interview, and personal alignment to mission and vision of the new school. All chosen applicants are considered highly qualified as defined by NCLB.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We are partnered with Turnaround For Children, a local Community Based Organization. Turnaround specializes in creating structures and providing services to students who are either academically or emotionally at-risk. Turnaround is coordinating with us on the creation of our PBIS system. Additionally, we are working together to create an SIT (Student Intervention Team) to provide recommendations for students whose behaviors demonstrate a need for additional support beyond the school-wide PBIS system.

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- TL New Schools OTPS funding for school store supplies
- Fair Student Funding for per-session professional development for all staff members around the PBIS system
- Fair Student Funding for per-diem money to cover teachers who are attending full-day PBIS workshops or leaving the building to observe PBIS systems in established schools

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	26	0	N/A	N/A	2	0	0	0
<b>1</b>	30	0	N/A	N/A	7	0	0	0
<b>2</b>	34	0	N/A	N/A	2	0	0	0
<b>3</b>			N/A	N/A				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Foundations Reading Program (Lower Grades version of Wilson Reading), which targets decoding and phonemic awareness. All students in the school receive the program during the day. The students targeted for Academic Intervention Services have been identified as having a high need in this area and receive the program again in small groups of 3-5 students after school.
<b>Mathematics</b>	N/A
<b>Science</b>	N/A
<b>Social Studies</b>	N/A
<b>At-risk Services provided by the Guidance Counselor</b>	The guidance counselor provides one on one and small group counseling to students identified by teachers and other staff members. Focus areas vary depending on student need, but generally include: socialization skills, safe transitions between activities and areas of the school, self-monitoring, and appropriate responses to frustration.
<b>At-risk Services provided by the School Psychologist</b>	N/A
<b>At-risk Services provided by the Social Worker</b>	N/A

<b>At-risk Health-related Services</b>	<b>N/A</b>
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## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, PS 531, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team and Parent-Teacher Association. Our school will support parents and families of Title I students by:

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

PS 531's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend PS 531 and will work to ensure that our school environment is welcoming and inviting to all parents.
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams and the Parent-Teacher Association;
- hosting Family Day events;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**

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

## School-Parent Compact

The Archer Elementary School (PS 531) and the parents of the students agrees that this compact outlines how the parents, entire school staff and the students will share responsibility for improved student academic achievement. We, the Archer Elementary School and the parents of the students also agree to work cooperatively to provide a community partnership for the success of all our students.

This School Parent Compact is in effect for 2011-2012 school year

### PART I- REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES
-------------------------

The Archer Elementary School will:

- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
  - Teachers using assessments to plan instruction according to their students' needs. Academic instruction will be provided to support struggling students
  - using academic learning time efficiently

- Providing students many resources to assist them in their educational journey; appropriate text books, classroom leveled libraries, access to technology, and enrichment blocks.
  - respecting cultural, racial and ethnic differences
- Conduct Parent Teacher Conferences (at least bi-annually in school) during which student's progress will be discussed. Specifically these conference will be held :
  - November 15, 2011 and March 13, 2012
- Provide Parents with frequent reports on their children's progress. Specifically, the school will provide:
  - Official report cards will be distributed in November (all students), March (all students) and in June (all students).
  - Parents will be provided access to ARIS as a means of monitoring their child's performance and progress.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents can request to see a teacher either in writing or verbally. The teacher will notify the parent of a convenient time for the meeting. Under no circumstances can parents interrupt instruction to meet with a teacher
  - The Principal and Parent Coordinator have an open door policy
- Provide parents the opportunity to participate in school activities as follows:
  - To convene an annual meeting for Title I parents to inform them of the Title I programs.
  - To actively involve parents in planning, reviewing and creating activities in order to meet the Title I program guidelines
  - Provide information to parents of students in an understandable and uniform format, including alternate formats upon the request of parents with disabilities, and in a language that parents can understand
  - Opportunities to volunteer and participates in designated areas
  - To offer a flexible number of meetings at various times

#### *PARENT RESPONSIBILITIES*

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

- Supporting my child's learning by making education a priority in our home by:

- Making sure my child is on time and prepared everyday for school;
  - Monitoring attendance;
  - Talking with my child about his/her school activities everyday;
  - Scheduling daily homework time;
  - Providing an environment conducive for study;
  - Monitoring the amount of television my children watch;
- Participating, as appropriate, in decisions relating to my child’s education;
  - Promoting positive use of my child’s extracurricular time;
  - Participating in school activities on a regular basis
  - Staying informed about my child’s education and communicating with the school promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate;
  - Reading together with my child everyday;
  - Providing my child with a library card;
  - Communicating positive values and character traits, such as play fairly, Act responsibly, work together, show respect;
  - Respecting the cultural differences of others;
  - Helping my child accept consequences for negative behavior;
  - Being aware of and following rules and regulations of the school and district;
  - Supporting the school discipline policy;
  - Expressing high expectations and offering praise and encouragement or achievement

**SIGNATURES**

School Staff- Print name	Signature	Date
Parent(s)- Print Name(s)		

**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
**GRADES K–12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**  
**2011–12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Elmer Myers</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>531</b>
School Name <b>Archer Elementary School</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Zakariah Haviland</b>	Assistant Principal <b>type here</b>
Coach	Coach <b>ype here</b>
ESL Teacher <b>Ekua Ewool</b>	Guidance Counselor
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Elmer Myers</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>5</b>

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1
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## D. School Demographics

Total number of students in school	276	Total Number of ELLs	57	ELLs as share of total student population (%)	20.65%
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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. 

P.S. 531 (Archer Elementary School) is a Pre-K-2 school in its first year of operation. It is comprised of students in grades 1-2 with experience in the New York City public education system, along with brand-new kindergarten, first grade and second grade admits. The school currently has an enrollment of 276 students. Incoming transfer students who are eligible for services based on their last score on the NYSESLAT and were previously in an ESL program received Continued Entitlement letters. These students will continue to receive ESL service.

Students entering the New York City public education system for the first time are serviced in the following manner:

At the point of registration, parents/guardians complete a Home Language Identification Survey (HLIS), which is translated if needed. Should the home language indicate that a language other than English is spoken in the home, an informal interview in English with both the parent and the student is conducted by the English as a Second Language (ESL) specialist, Ms. Ekua Ewool. If a translator is needed, Ms. Ewool will interview the parent and child with a translator in their home language. If no staff proficient in the language is available, over-the-phone service offered by the Translation & Interpretation Department is utilized. After this process, eligibility for the Language Assessment Battery-Revised (LAB-R) is determined, and the LAB-R is administered by the ESL

Specialist to the student within 10 days after student registers. Eligibility for ELL services is determined by the cut-scores on the LAB-R, predetermined by the New York State Department of Education. Spanish-speaking students determined to be eligible for ELL services are then administered the Spanish LAB-R, by a teacher proficient in Spanish, to determine language dominance.

After being examined by the LAB-R, Entitlement letters are sent home to parents. The school keeps a copy of each entitlement letter, stored in a file cabinet in the ESL Specialist's office. The letter includes an invitation to a Parent Orientation taking place within 10 days of registration. At the parent orientation, the ESL Specialist meets with the parents to discuss the three New York City Department of Education English Language Learner programs. A brochure detailing the programs is given to parents in their home language. The DOE ELL Parent Orientation DVD is shown to the parents in their home language if the language is covered by the DOE. Parents are given opportunity throughout the interview to ask any questions. Parents receive the Parent Survey and Program Selection to complete. The Parent Survey/Selection forms and copies of all parent letters are stored in a file cabinet in the ESL Specialist's office. Students are placed in the program selected by the parent. Once program selections forms are reviewed, we place students accordingly and notify parents of student placement. If we do not have 15 parents who request a TBE or DL program, we keep a list of the student with parent info and explain to the parents that once we have the number required we will open up the program of their choice. Parents are assisted with obtaining information on schools within the district who have a TBE or DL program. As stated before, PS 531 is a new school who opened its door for the first time in September 2011. We can not provide an analysis of patterns or trends in parents choices because we only have parent selection forms for the new ELLs of this school year.

In case of non-response to the parent orientation/entitlement letter, letters are mailed again in one week's time, and a new parent orientation scheduled. Additionally, phone calls are made home inviting parents to a one-on-one parent orientation meeting, with interpretation services provided by the Translation & Interpretation Department as necessary.

Two parents requested placement in a bilingual program; one for Spanish and one for Twi. All other parents who completed the parent selection form requested a Free-Standing English program, a program provided by the school.

All ELL students will be administered the New York State English as a Second Language Achievement Test (NYSESLAT) in Spring. As Archer Elementary School is a Pre-K -2 brand-new school, trends will be analyzed beginning with the school's second year.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 25

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	2	2											5
<b>Push-In</b>	7	0	7											14
<b>Total</b>	8	2	9	0	0	0	0	0	0	0	0	0	0	19

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
ESL	57	0	5	0	0	0	0	0	0	57
Total	57	0	5	0	0	0	0	0	0	57

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_

Asian: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

White (Non-Hispanic/Latino): \_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	16	15											41
Chinese	0													0

## 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
Russian	0													0
Bengali	3	2	1											6
Urdu	0													0
Arabic	2		2											4
Haitian	0													0
French	1													1
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	2	1	2	0										5
<b>TOTAL</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>0</b>	<b>57</b>									

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

## A. Programming and Scheduling Information

Archer Elementary uses free-standing classes, push-in services, as well as a pull-out class to serve the needs of ELLs. Three of five freestanding ESL classes are served by a teacher certified in Bilingual Education or ESL. One of five freestanding classes is served by a certified common core teacher who will receive an ESL extension this fall. The remaining freestanding class receives push-in service from the ESL specialist, in time allotment as per CR Part 154. Beginners & Intermediate levels ELLs receive 360 minutes and Advance level ELLs receive 180 minutes One grade level is serviced through a pull-out program administered by the ESL specialist. Students are instructed through an integrated ELA/ESL curriculum. In all content areas, realia, manipulatives, visuals, audio and video are used to make content comprehensible and provide a common experience base upon which to further build knowledge. Authentic, communicative, group-work and partner-work is a built-in component to all content learning. Language objectives for each period are set in addition to content objectives; vocabulary is explicitly taught. The English in a Flash program is used to assist newly enrolled ELL students. We only have grades K-2, therefore all of our ELLs fall within the less than three years (Newcomer) subgroup.

### Courses Taught in Languages Other than English ⓘ

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

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

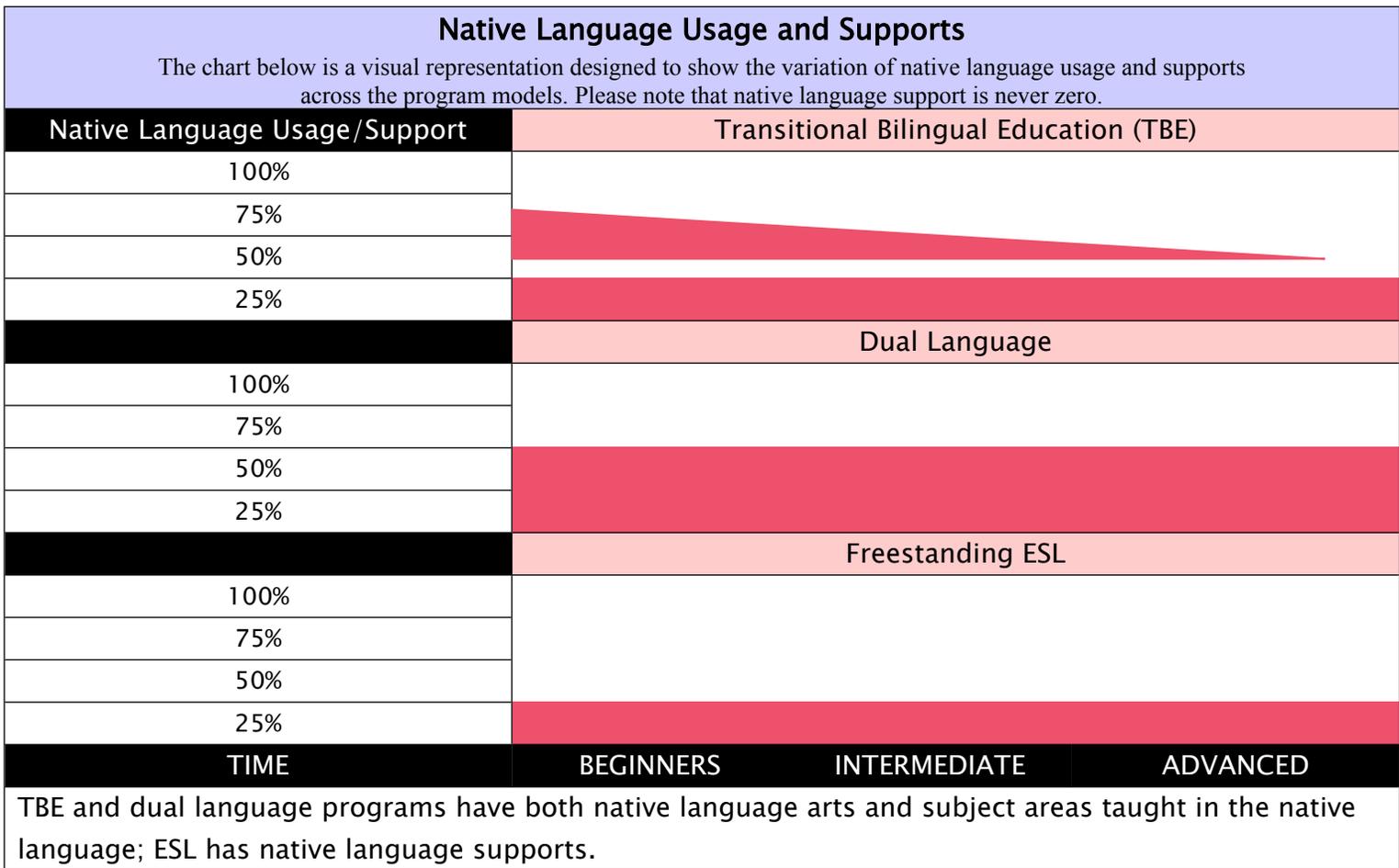
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language				
Arts				
Social Studies:				
Math:				
Science:				

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

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

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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12</b>			
	<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



**B. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)?

## B. Programming and Scheduling Information--Continued

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

The Envision Math program, which focuses on interactive and visual learning, is used to enhance students' mathematical skills. Hands-on lessons are used to teach students science. These areas are integrated with literacy whenever possible—math stories and science experiences often become fodder for language experience writes.

Students experience whole-class instruction, shared and guided reading and writing, and reader's and writer's workshops, in addition to completing individual work. Both fiction and non-fiction literature and topics are treated. Before, during, and after-reading activities and strategies help prepare students for work, actively engage them, and solidify and process their understanding. Foundations, a comprehensive phonics program, coupled with the computer program Imagine Learning, is also used to assist students in literacy.

Students are provided native language support through same-language partnering, a multi-language library with instructional support for bi-literacy, along with assistance in the home language by ESL teachers and paraprofessionals proficient in the language.

ELL-SWDs are served according to the specifications in their IEPs, and are taught by a certified special education teacher. The ESL Specialist pushes in to special education classes as well as pulls-out to provide language support.

In all classes, questions and response options are differentiated for students according to their proficiency level. Students requiring additional aid are serviced during two extended school days in which they are instructed, in small groups, by ESL teachers.

As a new school currently serving grades Pre-K -2, Archer elementary has no SIFE groups or long-term ELLs.

## 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.

Three common planning periods per month provide instructional staff the opportunity to share successful pedagogical strategies in the classroom. The ESL specialist will attend conferences and workshops offered by the DOE for working with ELLs, which will in turn be relayed by way of professional development meetings to all ESL teachers in the school. One upcoming workshop, "Brain Research – Keeping ELLs in mind," will lead to subsequent in-school PD sessions for non-ELL teachers as well, relaying the critical points of the neurological research. These in-school PD sessions will provide PD hours toward the 7.5 hours of professional development required for non-ELL teachers. Furthermore, non-ELL teachers have a standing invitation to join any ELL-teacher PD meetings. In addition, the network will provide PD for teachers of ELLs in the following upcoming workshops: December 21: Improving the Academic Outcomes for SWD's and ELL's, and December 20: RTI for ELLS.

## 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?

Ms. Pearl Francis, the parent coordinator, regularly schedules parent workshops on methods of ensuring their child's success at school.

The Archer Elementary School website lists school events of note for parents, and also features a "Parents' Corner" where parents may find more detailed information regarding the content of their child's education at Archer Elementary school.

Closer to spring, Ms. Ekua Ewool, the ESL Specialist, will host parent workshops on understanding the NYSESLAT. Translation services are available to all the 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)	12	11	9											32

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	6	6											14
Advanced (A)	4	2	5											11
Total	18	19	20	0	0	0	0	0	0	0	0	0	0	57

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		4	1										
	I		3	0										
	A		6	13										
	P		5	4										
READING/ WRITING	B		10	6										
	I		6	7										
	A		2	5										
	P		0	0										

**NYS ELA**

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

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

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

### B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Archer Elementary uses two methods to assess student proficiency in literacy. The first assessment tool is ECLAS, which measures a student's command of phonics as well as their degree of phonemic awareness. In addition, students are assessed through running records to ascertain their Fountas and Pinnell reading level. The results of these assessments allow the school to tailor reading materials to a student's level as well as choose specific reading and decoding strategies to teach to each student.

The English proficiency tests (LAB-R and NYSESLAT) scores for our students indicate the following:

Second-Grade: Ninety-four percent of our second grade ELLs scored at the advanced or higher level on the speaking/listening portion. By contrast, only 28% of the same students scored at the advanced level or higher on the reading/writing portion. Archer Elementary School's literacy program is balanced and well-developed, with literature, phonics, and phonemic awareness being taught. A supplementary computer program is used to enhance skills. Any student requiring further support is served during an additional two after-school periods a week.

First Grade: Our first grade is divided nearly evenly between all four levels on marks of listening/speaking. Consequently, there is a strong focus in our classes on differentiating instruction to proficiency levels while at the same time giving students the support they need to increase their English proficiency. Eighty-nine percent of our 1st grade students fall in the beginning/intermediate range of proficiency on the reading/writing assessment. As mentioned previously, many measures have been put into place to increase grade-level reading mastery.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: Archer Elementary School  
12x531

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zakariah Haviland	Principal		
	Assistant Principal		
	Parent Coordinator		
Ekua Ewool	ESL Teacher		11/30/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Youche Chia	Guidance Counselor		11/30/11
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 12x531      **School Name:** Archer Elementary School

**Cluster:** 607      **Network:** 6

**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 home language survey as well as communication between parents, teachers, and the parent coordinator are used to determine written translation and oral interpretation needs. PS 304 utilizes the Home Survey to identify the language and interpretation needs to ensure open communication to parents. Based on this survey, we have found that most of non-English speaking parents speak Spanish and a few in other languages like Bengali, Arabic, French and Fulani. PS 531 has staff who is available to provide oral and written translations to the parents by staff members. Interpreters and translations will be made available in the parents preferred language through the office of translations.

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 most represented additional language at our school, with minor incidences of Arabic, Bengali, French and Fulani. These findings are shared with all school members through meetings and in our Newsletters. The Parent coordinator informs the parents on the all translated services available.

## 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.

Written translations services will be provided by the Translation and Interpretation Unit or by in-house staff. Report cards are translated into parents' home languages.

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.

Spanish, Bengali, and French are spoken by in-house staff. As such occasions arise, these staff members will provide oral interpretation services. For the additional languages covered by New York City Department of Education, the Translation and Interpretation Unit is utilized.

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>.

Signs indicating the availability of translation and interpretation services are posted in the entryway of the school as well as in the main office. Translated Parent Bill of Rights and Responsibilities are sent home to parents.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Archer Elementary School	DBN: 12x531
Cluster Leader: Elmer Myers	Network Leader: Elmer Myers
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 56 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our reading and listening comprehension data shows that several Kindergarten and First Grade ELLs need extra support in language acquisition, reading, and writing. As such these students are invited to stay for our Extended Day program, which meets from 2:50-3:40 every Tuesday and Wednesday. They will be taught in English (with native language support as necessary and feasible) by three ESL/Bilingual certified teachers. Foundations, a decoding, encoding, and phonemic awareness program, will constitute the primary curriculum and be supplemented by mixed media.

### Part C: Professional Development

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

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

Begin description here:

Professional development is necessary for teachers to remain updated on modern, research-based methods of assisting students in their learning. All teachers working with ESL/Bilingual students will receive training as per Jose P. Professional development will be provided by the DOE Office of ELLs, the ELL Performance and Compliance Specialist, and the ESL coordinator for the school, and will be focused on increasing ELL reading, writing, speaking, and listening skills. Training times will range from one staff inquiry session (Thursdays from 2:50 - 3:40) to whole-day workshops.

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parental involvement in a child's education increases academic success for students. As such, Archer Elementary seeks ways to help parents support their children's academic achievement at home. We host parent workshops, which are facilitated by the parent coordinator and the ESL coordinator. They

**Part D: Parental Engagement Activities**

run monthly throughout the year and last for one period (45 minutes). Topics include increasing students' literacy skills at home and ways for LEP parents to help students with their homework. Parents are notified of meetings through a letter which is backpacked (in the parents' home language) and again when parents come to pick up their children. Parents are also highly encouraged to attend regularly scheduled parent-teacher association meetings.

**Part E: Budget**

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

Allocation Amount: \$

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