



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 43 – JONAS BRONCK ELEMENTARY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X043

PRINCIPAL: DR. GIOVANNA DELUCCHI

EMAIL: GDELUCC@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES



## 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
Dr. Giovanna Delucchi	*Principal or Designee	Signature on File
Nathaniel Waye	*UFT Chapter Leader or Designee	Signature on File
Gloria Ocasio	*PA/PTA President or Designated Co-President	Signature on File
	DC 37 Representative, if applicable	
	Student Representative	
	CBO Representative, if applicable	
Doris White	Member / Teacher	Signature on File
Angela Robinson	Member / Teacher	Signature on File
Brenda Griffin McDonald	Member / Teacher	Signature on File
Peter Kalkau	Member / Teacher	Signature on File
Julia Plaja	Member/ Elected Parent	Signature on File
Maria Moreno	Member/ Elected Parent	Signature on File
Joyce Starke	Member/ Elected Parent	Signature on File
Haby Makalou	Member/ Elected Parent	Signature on File
Tiffan McCrae	Member/ Elected Parent	Signature on File

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval.

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

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **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**

- By June 2013, there will be an increase in student performance demonstrating that 75% of students will increase as follows:
  - 4 Fountas & Pinnel reading levels in Grades K-1;
  - 3 Fountas & Pinnel in Grades 2-3; and
  - 2 Fountas & Pinnel levels in Grades 4-5in an effort to meet or exceed proficiency levels in literacy as measured by the collection and interpretation of data on a 6-8 week cycle.

### **Comprehensive needs assessment**

- This is a priority area for improving student performance based on our school's 2011-2012 progress report. The progress report demonstrates that 43.1% of our students in the tested grades are performing at Levels 3 & 4. This leads us to making the assumption that one factor to consider is that students in the lower grades are not achieving grade level expectations, thus extending our ELA focus school-wide, for Grades K-5.

### **Instructional strategies/activities**

- The implementation of effective strategies to address essential literacy skills by classroom and AIS teachers (strategies for reading comprehension) from September 2012-June 2013 such as:
  - Answering main idea questions
  - Recalling facts and details
  - Identifying sequence
  - Analyzing language and vocabulary
  - Analyzing character, plot and setting
  - Recognizing cause and effect
  - Comparing and contrasting
  - Distinguishing fact from opinion
  - Making predictions
  - Drawing conclusions
  - Making inferences
  - Analyzing point of view and purpose
  - Identifying literary forms and sources of information
  - Applying prior knowledge
- Teachers will plan and implement grade specific units of study aligned with the common core learning standards. They will use the NYCDOE Common Core Library as a resource, as well as formed teacher teams to plan and implement.
- Provide intensive professional development for teachers in specialized literacy strategies to meet the needs of our students by the Assistant Principal, program consultants and AIS grade level staff.
- The implementation of a Balanced Literacy Approach in the delivery of instruction in grades K-5 (Good Habits Great Readers) in general and special education classes. Literacy will be taught during 120 min. block by classroom teachers.
- Administrators and teachers will track student progress in reaching (every 6-8 weeks) four times a year, specifically in November, January, March and June, using the Fountas & Pinnell by classroom teachers.
- The implementation of Good Habits Great Writers in grades K-5 to develop student writing.
- Scheduling a 0 period daily tutoring session with additional personnel in the classrooms to provide small group instruction based on students' literacy needs.
- The use of RTI for early identification of students in need of additional supports by classroom teachers & RTI team. Teachers will refer to RTI strategies book.

- Leveled libraries in various genres/topics in all classrooms for literacy, including independent reading, maintained by classroom teachers and students. Students borrow books on a weekly basis.
- Analyze data from ECLAS-2, DRA, Running records, observations, conferences, Interim Assessments, Kaplan, Rally, Essential Skills weekly tests, etc. After analyzing data, teachers use flexible grouping for instructional purposes.
- Reading Tracker will be utilized to record, monitor and analyze data to assist teachers in differentiated instructional practices according to literacy skills and strategies. Data specialist will assist teachers.
- Reading Rescue will be used for 1:1 intensive intervention services for struggling students in Grades 1 and 2 to have them meet at least the minimum grade level reading benchmarks, as delivered by teachers and paraprofessionals.
- Teacher feedback is incorporated into planning assessment cycles, materials used and areas of focus.
- Teachers provide meaningful feedback to students related to their progress in achieving standard-level work during reading conferences.
- 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 offered by classroom teachers, clusters and paraprofessionals.
- Book of the Month lessons, questions and activities will be used across grades by classroom teachers.

**Strategies to increase parental involvement**

- Parent Coordinator serves as liaison between the school and families.
- Parent Coordinator provides parent workshop based on the assessed needs of the parents of children who attend our school.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
- Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children's progress.
- Parents receive a monthly calendar/newsletter so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members.
- A series of weekly bi-lingual workshops by Cornell Nutrition targets parent education, training and literacy.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy   X   Title I        Title IIA   X   Title III        Grants        Other

If other is selected describe here:

**Service and program coordination**

- The use of RTI for early identification of students in need of additional supports.
- All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with disabilities and ELLs. Programs use multisensory approaches, the multiple intelligences, integrated units, differentiated instruction and the use of technology into the Literacy Curriculum. The programs include: Steps/Birth – 8, PBIS, Cook Shop, The Anne Frank Program, The Morningside 4 R's Program, Town Hall Theater Residency, and the Lehman College Emotional Intelligences Initiative.
- AIS teachers will target at-risk students with differentiated instruction to meet individual learning needs.
- Many teachers have volunteered to tutor small groups of students before and/or after-school.

## **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**

- By June 2013 students will demonstrate progress towards achieving state standards as measured by 6% increase in students scoring at levels 3 & 4 on the NYS Mathematics exam.

### **Comprehensive needs assessment**

Math In Focus has been expanded to grades 3 and 4 in an effort to establish vertical coherence for the math curriculum; this would benefit teachers sharing best practices around a common curriculum and would benefit students to continue building their math understanding with the same curriculum. The Math in Focus program is very strong in building early grade number sense and the on-line support allows all of the K-5 teachers to incorporate technology into the teaching of mathematics.

### **Instructional strategies/activities**

- Administrators will collaborate with teachers to identify students in Tier I and Tier II who are at risk of failing the NYS Mathematics exam based on Acuity Diagnostic and Predictive results in October.
- Administrators and teachers will analyze data from observations, conferences, Interim Assessments, Math in Focus, EDM, Kaplan, and weekly tests on an ongoing basis.
- Administrators and teachers will track student progress on Math in Focus & EDM student exams (every 4-6 weeks) and interim assessments (3 times a year, specifically in November, January and March).
- Administrators will schedule and facilitate grade level monthly meetings, monthly Math Bowls as a means to assess students knowledge in mathematical concepts and skills.
- 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.
- Parent Coordinator will plan parent workshops and other forums for communicating with families the DOE Mathematics curriculum and standards.
- Grades K-5 Teachers will utilize Math in Focus (Grades K-4) and Everyday Math (Grades 5) as the primary vehicle for math instruction.
- Implementation of Math in a 90-minute block by all classroom teachers focusing on the following problem solving strategies:
  - Drawing pictures or diagrams
  - Organizing information – making charts, lists, graphs to sort data
  - Working backwards
  - Using manipulatives or acting out
  - Writing number sentences, using ratio or proportion
  - Guess and check
  - Making it simple
  - Making estimates
  - Looking for patterns
  - Strategies for Algebra & Number Sense
  - Strategies for Operations
  - Strategies for Statistics and Probability
  - Strategies for Geometry and Measurement
- ST Math – in Grades 2 &3

- Teachers will use interim assessments to provide on-going identification of students' needs as a basis for differentiated instruction in October, December and March.
- Teachers will Track student progress on Math in Focus & EDM student exams every 4-6 weeks.
- 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.
- Teachers will utilize grade specific units of study aligned with the Common Core Learning Standards.
- Emphasize interdisciplinary problem explorations involving multiple solutions.
- Teacher will embed within instruction real life contexts to strengthen application of higher order thinking skills.
- Teachers will engage students in real-world applications and language uses.
- Teachers will engage students in verbalizing and sharing problem-solving strategies.
- Teachers will provide meaningful feedback to students related to their progress in achieving standard-level work.
- Students will make connections to prior knowledge, new concepts and investigations.
- Teachers will present mathematical problems that are open ended.
- Teachers and administrators demonstrate various ways to represent data result: charts, graphs, and tables.
- Teachers will integrate manipulative, graphic organizers, calculators, and technology to support concept development.

**Strategies to increase parental involvement**

- Parent Coordinator serves as liaison between the school and families.
- Parent Coordinator provides parent workshop based on the assessed needs of the parents of children who attend our school.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
- Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children's progress.
- Parents receive a monthly calendar/newsletter so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members.
- A series of weekly bi-lingual workshops by Cornell Nutrition targets parent education, training and literacy.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- The use of RTI for early identification of students in need of additional supports.
- All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners, including students with disabilities and ELLs.. Programs use multisensory approaches, the multiple intelligences, integrated units, differentiated instruction and the use of technology into the Math Curriculum. The programs include: Steps/Birth – 8, PBIS, Cook Shop, The Anne Frank Program, The Morningside 4 R's Program, Town Hall Theater Residency, and the Lehman College Emotional Intelligences Initiative.
- AIS teachers will target at-risk students with differentiated instruction to meet individual learning needs.
- ST Math
- Many teachers have volunteered to tutor small groups of students before and/or after-school.

### **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**

- By June 2013, there will be a 10% decrease in student referrals to in-house suspensions, by developing school-wide initiatives which are interrelated to student attendance, positive behaviors and parental involvement.

#### **Comprehensive needs assessment**

- After conducting a data analysis of the Alternative Learning Environment (ALE) referrals, the following is the data for students in the ALE room in the 2011-2012 school year:
  - Of the total number of incidents requiring in school suspension
    - 10 are of students that have engaged in repeated misbehaviors.
    - The types of infractions for ALE suspensions included: disrupting the educational process, verbally rude or disrespectful words, profanity, obscenity, disruptive behavior on the school bus (A06, A07, A13).
  - Our attendance percentage was 92.40% for the 2011-2012 school year:
    - We noticed a 2.4% increase in attendance from the 2010-2011 school year.
    - We noticed a pattern of absences, typically on days before school closings, vacations, and half days.
    - We noticed that a handful of children needed targeted intervention due to extenuating circumstances in the home.
    - We noticed that our attendance percentages did increase on days that were attendance incentive days, such as school spirit day.
  - Parental involvement data for 2011-2012 school year showed:
    - An average of 24 parents attended Parent Teacher Association Meetings
    - An average of 13 attended workshops for parents.
    - An average of 8 parent volunteers

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

From September 2012 to June 2013....

- The PBIS Core Team will receive Tier I training to be able to implement school wide behavior support and an action plan.
- Teachers and staff encourage the PBIS Matrix of Positive Behavior throughout the school day and beyond (be respectful, be safe, be responsible).
- The PBIS Core Team will oversee school activities and initiatives such as making all parents aware of our attendance policy and sign off on an attendance contract.
- Recognize students on a monthly basis via awards, pins and activities targeting attendance improvement and academic achievement.
- Host monthly character education assemblies hosted by alternating grades/classes.
- Collaborate with parents to host/manage the school trading post where they exchange tickets earned for positive behaviors for incentives.
- Attendance Committee targets the needs of identified students whose attendance falls below designated 95% goal.
- Organizing monthly school spirit activities.
- Surveying parents to identify valuable ways to actively engage and reach more parents.
- Provide parents with opportunities to partner in their child's education through programs such as Cook Shop, ESL Parent Classes, and PS 43 parent volunteers.
- Oversee the Emotional Intelligence initiatives to address student behaviors and provide a framework for helping students monitor and manage their own behaviors.

- School Messenger alerts system is monitored for accuracy by the assistant principal and the parent coordinator.
- School Messenger alerts system is used to notify parents with timely important information on an ongoing basis.
- The following ATS Reports are run and monitored daily/periodically: ILOG, RYIS Year to Date Interval, RRSAs, RDAL, Working Class Report, ROCR

**Strategies to increase parental involvement**

- Parent Coordinator serves as liaison between the school and families.
- Parent Coordinator provides parent workshop based on the assessed needs of the parents of children who attend our school.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.
- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
- Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children’s progress.
- Parents receive a monthly calendar so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child’s teacher or other school staff members.
- A series of weekly bi-lingual workshops by Cornell Nutrition targets parent education, training and literacy.
- Parents are surveyed for opinions on safety of school in the spring of each year.
- Parent Coordinator will survey parents in October and May to identify valuable ways to actively engage and reach more parents.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy   X   Title I            Title IIA   X   Title III            Grants            Other

If other is selected describe here:

**Service and program coordination**

- A school calendar of activities, inclusive of PBIS assemblies centered around anti-bullying, school spirit days, parent workshops and meetings.
- Monthly meetings of the Attendance Committee are scheduled to target students whose attendance falls below the 95% attendance expectation.
- We partner with our Network Attendance Teacher who does home visits and reached out to parents we are unable to communicate with.
- Students are removed and placed in other classrooms for in house suspensions.
- All additional programs that supplement the programming of our school incorporate the universal design approach to engage all learners. Programs use multisensory approaches, the multiple intelligences, integrated units, differentiated instruction and the use of technology into the Literacy Curriculum. The programs include: Steps/Birth – 8, PBIS, Cook Shop, The Anne Frank Program, The Morningside 4 R’s Program, Activity Works and School Wellness, Town Hall Theater Residency, and the Lehman College Emotional Intelligences Initiative.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Good Habits Great Readers Guided Reading Foundation Sadlier Phonics Starfall Words Their Way Vocabulary Workshop Kaplan & Rally Reading Time for Kids Good Habits Great Writers Reading Rescue	Small Group One-to-One Tutoring	During the school day Before / After School Saturday Academy
Mathematics	Math in Focus Everyday Math Math Steps ST Math	Small Group Tutoring Lab Work	During the school day Saturday Academy
Science	Harcourt Science Aha! Science Kaplan Science	Small Group Tutoring Lab Work	During the school day
Social Studies	Houghton Mifflin/Harcourt Use of non-fiction texts DBQ's	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk counseling Crisis Intervention PBIS	Small group One-to-One	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Over 95% of our teachers are Highly Qualified.
- Teachers who are not already Highly Qualified are working to become highly qualified by taking appropriate coursework and exams.
- Payroll Secretary works closely with the Network to follow up in ensuring that non-HQT meet all required documentation and assessment deadlines.
- Any new hires are being screened for these qualifications.
- Mentors and buddy teachers are assigned to teachers that are not highly qualified.
- On-going PD for all teachers.
- School periodically reimburses teachers for conference fees for Professional Development from outside providers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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.

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

## **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 2012-13.

### **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 and utilize Harcourt Science to support science instruction.
  - Follow the units of study in Social Studies outlined by the Houghton Mifflin program
  - Improving instruction for ELL's to facilitate second language acquisition and assist in the transference of skills into English language learning.
  - Continue professional development
  - Utilize Good Habits Great Readers and Good Habits Great Writers for all students in grades K-5
  - Utilize Math in Focus for all students in grades K-4 / Every Day Math in grade 5
  - Utilize Land of the Letter People in Pre-K
  - 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 and Rally for English Language Arts & Math 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 meeting 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:**

- Periodic Assessment reports will be shared with parents (grades 3, 4 & 5) and is available in ARIS
  - 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. 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 Open House in the fall to meet teachers learn about curriculum, procedures, routines and to ask questions relevant to their child's class/school.
  - 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, NYC ECLAS2, EPAL, NYSESLAT and ELE 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, Parent Surveys
  - 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.**
- 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 everyday 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.

### Student Responsibilities

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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 [?](#).

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Chris Groll/ Roxan Marks</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>043</b>
School Name <b>Jonas Bronck</b>			

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

Principal <b>Dr. Giovanna Delucchi</b>	Assistant Principal <b>Ms. Millie Baj / Ms. R. Feliu</b>
Coach	Coach
ESL Teacher <b>Ms. Jacqueline Flanagan</b>	Guidance Counselor <b>Gloria Quinteros</b>
Teacher/Subject Area <b>Ms. Gloria Rosado-Lopez /NLA</b>	Parent <b>Gloira Ocasio, PTA President</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Lourdes Rodriguez</b>
Related Service Provider <b>Ms. Mayra Feliz (SETSS)</b>	Other
Network Leader	Other

### C. 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>4</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 education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>33</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>498</b>	Total Number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>10.44%</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) with a pedagogue. 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). The identification process and administration of the LAB-R occurs within 10 days of student enrollment. The eligible Spanish speaking students will also be administered the LAB-R in Spanish.

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. This orientation is presented by Ms. Flanagan, a certified ESL teacher, and Ms. Rosado-Lopez, AIS/NLA teacher. 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 and 100% (2011- 12 students) selected "Freestanding ESL" program for their first option. The remaining 16.7% (2008 - 1 student, 2009 - 1 student, 2010 - 8 students, 0 students - 2011) 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 monitor 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-2 are administered the ECLAS, and students in grades 3-5 are administered the DRA. Students in grades K-5 are given the Fountas and Pinell benchmarks in 6-8 week cycles in which student performance/growth is monitored.

All eligible ELLs take the NYSESLAT annually. To ensure that all ELL students are tested, various ATS reports are generated and reviewed (RLAT, RLER, REXH). The pedagogues who administer the NYSESLAT ensure the four components of the test are given by generating a checklist of ELLs based on the ATS reports. The checklist also displays the four components to be tested. When the pedagogue has administered each part of the test, the students' names are checked off and the date entered for that particular component (Reading, Writing, Speaking, Listening) for each student. The checklists are consistently monitored to guarantee each child completes all four components of the test. Make ups are ongoing throughout the NYSESLAT testing period. PS 43 follows all guidelines listed in the New York State Memorandum.

The parents of students who passed the NYSESLAT are informed of their child's status through a letter sent home in their native language. Parents of students who continue to require services are notified via the "Continued Entitlement Letter", which is sent home in the native language. The ESL teacher maintains a log which lists the dates when these letters were sent home to the parents. Translation services are provided to our parents at all meetings, conferences, workshops, and as needed by licensed pedagogues. We also contact the Translation/Interpretation line at school for parents who speak a low incidence language.

Students receive native language support in content area in Spanish by one 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)

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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>														0
<b>Push-In</b>	8	5	8	11	10	10								52
<b>Total</b>	8	5	8	11	10	10	0	0	0	0	0	0	0	52

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

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	8
SIFE	7	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	1

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
Dual Language										0
ESL	39	6	7	12	0	1	1	0	0	52
<b>Total</b>	<b>39</b>	<b>6</b>	<b>7</b>	<b>12</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>52</b>

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		
	EL	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									
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>										

**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	6	4	6	10	9	9								44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2	1		1								6
<b>TOTAL</b>	<b>8</b>	<b>5</b>	<b>8</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>0</b>	<b>52</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

## A. Programming and Scheduling Information

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?

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 minutes 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, a certified licensed bilingual teacher. The students receive Native Language Support 4-5 days a week in Math, Science, Social Studies and literacy skills.

The native French speaking students spend 1-2 periods a day with Ms. Brewster, a French speaking teacher, to provide native language instruction. The classroom teachers use technology (laptops, computers, iPads, and the SMART board) to access websites that can translate instructions and directions to the student's native language. Native language (Spanish) assessment is maintained through the LAB-R. The certified bilingual teacher documents an ongoing reading inventory in the students' native language.

Our ESL teacher (Ms. Flanagan) and ELL Academic Intervention teachers (Ms. Robinson, Ms. Zographou, 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. There is ongoing collaboration between the ESL teacher, the NLA teacher, AIS teachers, and classroom teachers to align content area instruction.

Our goal is to support student growth and accommodate different rates of acquisition as language fluency increases. All classes with ELLs

## A. Programming and Scheduling Information

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, called "Kaplan Online" both in Literacy and Math. Students also use the AHA Science program.

The SIFE (6) 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 the "Imagine Learning English" program – 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) [39 students] will be provided with 360 minutes of ESL and NLA support services. Students participate in differentiated instruction using the "Imagine Learning English" literacy computer program. 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. Students also utilize websites, such as [www.starfall.com](http://www.starfall.com), and [Brainpop.com](http://Brainpop.com) to develop early reading skills, vocabulary, grammar, and reading fluency. Each classroom has been provided a SMART Board which is used consistently. All teachers use "Safari Montage" and various programs installed in the SMART Board to provide differentiated instruction. Newcomer students who are Advanced Proficient are placed in groups with other ELLs who at the Advanced level for instruction.

ELLs (four to six years) [12 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 "Imagine Learning English" literacy computer technology program. The Readers and Writers Workshop (Good Habits/Great Readers and Good Habits/Great Writers) 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 various websites such as [Brainpop.com](http://Brainpop.com). This website provides instruction on vocabulary, grammar, reading comprehension skills and test taking skills through video presentations with follow up activities for the students to complete online. This website also provides instruction in subject areas such as Math, Social Studies, and Science. All classroom teachers, AIS teachers and service providers also use SMART boards and utilize the "SMART exchange lesson plans" website to plan and differentiate instruction. Classroom teachers, AIS teachers and service providers also have laptops available for student usage. Some classrooms incorporate iPads into daily instruction. These programs and websites adheres to state NLA and ESL Standards.

Long Term ELLs - [1 student] 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 technology. Students utilize website such as [Brainpop.com](http://Brainpop.com) which provides instruction on vocabulary, grammar, reading comprehension skills and test taking skill through video presentations with follow up activities to be completed online. The website also provides instruction in subject areas such as Math, Social Studies, and Science.

Our special needs (IEP 6 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 technology. Students use websites such as [starfall.com](http://starfall.com) to develop early literacy skills. Upper grade students use [Brainpop.com](http://Brainpop.com) to focus on vocabulary, grammar, and reading comprehension skills. All classroom teachers, AIS teachers, and program teachers/ service providers use the SMART Board to provide differentiated instruction. Some Special Education

## A. Programming and Scheduling Information

classrooms incorporate iPads into instruction. All Special Education classrooms have laptop carts and students use the laptops on a consistent basis.

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 technology. The students use the Kaplan, a literacy based program, and various websites such as starfall.com and Brainpop.com.

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 technology. Students use Kaplan, a literacy based technology program, and websites such as Brainpop.com.

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

Teachers of ELL students with disabilities use a variety of strategies. Technology is widely used. All classroom teachers, AIS teachers, program teachers and service providers utilize a SMART Board to differentiate instruction for this particular group. All teachers use the "SMART Exchange Lesson Plans" program to create lessons to meet the needs of the students. Technology is also incorporated through the use of computer programs such as "Imagine Learning English", and websites such as starfall.com and Brainpop.com. All Special Education classes are equipped with laptop carts and students consistently utilize the laptops. Some Special Education classes also incorporate iPads into daily instruction. The use of technology provides visual aides, visual cues, and visual modeling. The SMART Board and the websites are interactive which gives a "hands on" learning opportunity. The website Brainpop.com provides instruction in subject areas such as Math, Science, Social Studies, and Music. A multisensory approach is also incorporated. The students also use manipulatives (playdough, cubes, alphabet tiles) and visuals (word walls, illustrations, modeling, peer modeling, graphic organizers). The students are provided with one to one instruction when possible, and are usually instructed in small groups to address specific skills. The students also engage in frequent "partner work" where they work on an activity or task with one other student. Teachers allows ELL students with disabilities extra time to complete all activities and tasks.

PS 43 uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL students with disabilities within the least restrictive environment in many ways. The ELL students are grouped according to their appropriate level : Beginner, Intermediate, and Advanced as per the NYSESLAT or the LAB-R. While receiving ESL services, they are again placed in sub groups according to their needs. PS 43 ensures that mandated ESL instruction is provided as per individual IEP by entering each student's attendance daily on SESIS.

PS 43 also schedules a Literacy Block in grades K-5 each morning. The teachers employ small group instruction, one to one conferencing, small group conferencing, partner work, and literacy centers during this time. There is a Child Study Team at PS 43 that meets once a week to focus on the needs of students who appear to have learning difficulties. Classroom teachers recommend such students to the team to develop a RTI (Response to Intervention) plan. At risk interventions that are offered immediately include AIS (Academic Intervention Services) in Math and Literacy. There are three AIS teachers in the school: Ms. Rosado-Lopez, Ms. Robinson, and Ms. Zographou. (Ms. Rosado-Lopez also provides NLA services to the ELLs.) There are three social workers and one guidance counselor available to provide at risk and mandated counseling services to the students. Mr. Mendez, a bilingual social worker, provides services and support to ELL students with disabilities and their families four days a week. Ms. Quinteros, another social worker, provides counseling two days a week. Ms. Jones, a guidance counselor, also provides counseling two days a week. Ms. Rosado, a bilingual social worker, counsels students one day a week in Pre-K. However, she is also available to work with students up to the third grade. Other support services available to ELL students with disabilities include occupational therapy, physical therapy, and speech therapy. Mr. Funtanar, the occupational therapist, is present at the school five days a week. Mr. Goldstein, the physical therapist, is available two days a week. There are two speech therapists present at the school: Ms. Maldonado is a bilingual speech teacher who works with ELLs at the "Beginner" level, and Ms. Powell, the other speech teacher, works with ELLs who are more proficient in English. There is also a hearing teacher, Ms. Del Gaizo, who works at

## A. Programming and Scheduling Information

PS 43 five days a week on a part-time basis. There is a bilingual SETSS teacher, Ms. Feliz, available to provide push-in/pull-out support to students who have an IEP (Individualized Education Plan). Other Special Education placements in PS 43 includes two ICT (Integrated Co Teaching) classes in grades 3 and 4, a 12:1:1 Kindergarten class, a 12:1 grade 1-3 class, and a 12:1:1 grade 4-5 class. There is also a Bilingual Alternate Placement paraprofessional working with 2 students in the 12:1:1 Kindergarten class. The Bilingual paraprofessional provides native language instruction to the students in all content area throughout the day. Classroom teachers, AIS teachers, and all service providers meet consistently to evaluate and plan for the needs of the students.

### 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

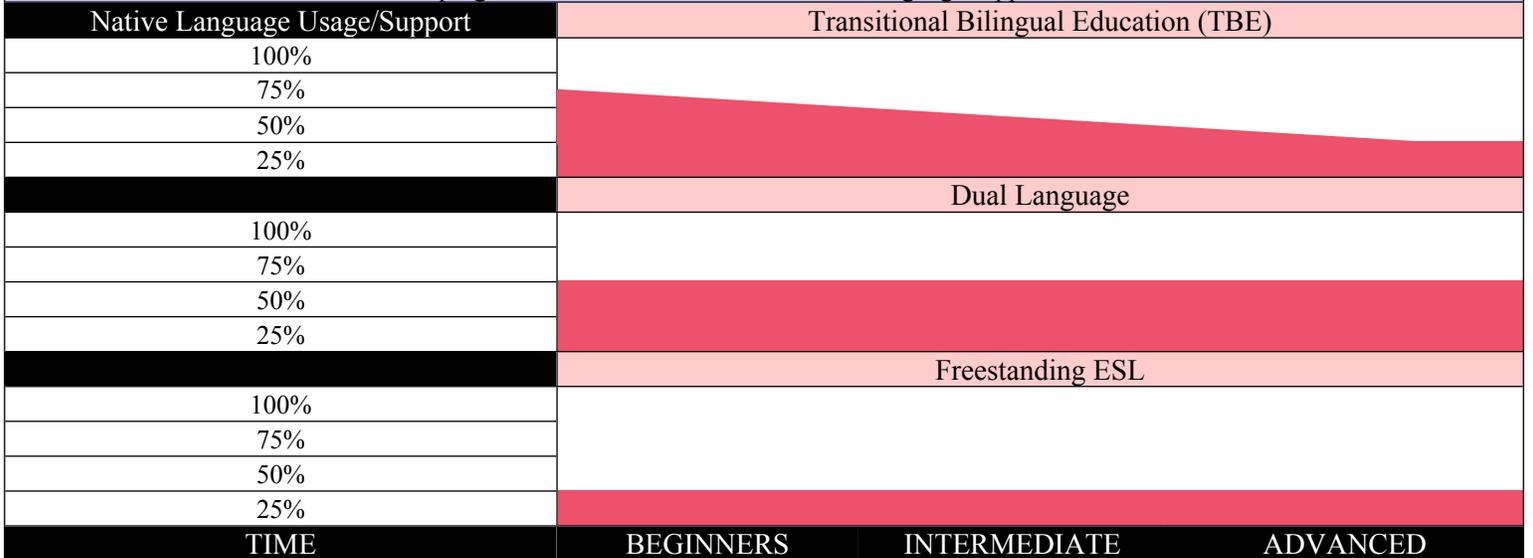
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

	Beginning	Intermediate	Advanced
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 Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## 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?

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 three AIS teachers. The three 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). ELLs who speak a language other than Spanish receive additional support from AIS teachers who have been trained to use ESL methodology. The AIS teachers also provide support to the ELLs by creating individualized lessons on the SMART board, on the laptops and on the iPads. Native language dictionaries, glossaries, and a Thesaurus is utilized.

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 "Imagine Learning English", Kaplan, a technology literacy support program and the starfall.com and Brainpop.com websites. ELLs who have tested as Proficient on the NYSESLAT will continue to receive the appropriate testing accommodations as the ELLs who continue to require services. These students will receive these accommodations for two years. The Proficient ELLs are placed in a testing group with ELLs in their current grade who continue to receive ESL services. This ensures that they receive all accommodations.

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 –" Kaplan Online" and "Imagine Learning English". (The computer program "SuccessMaker" was discontinued this year due to technological difficulties. "Achieve 3000" was also discontinued this year due to the lack of funding required to update and maintain the program.) ELL students are encouraged to participate in the after school PRIME LEADERS program which provide the students with thematic instruction (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 " Kaplan Online" and "Imagine Learning English" are available in the computer room and classrooms. Students can also use starfall.com and brainpop.com in school and at home. These computer programs cover content area and skills. All ELLs participate in the Community Based Organization Programs in our school. The third grade students are involved in a nutrition program, which is ran by a representative from the South Bronx Health

Reach/NY CED Institute for Family health. The third grade teachers are trained to instruct the students about nutrition. Teacher's guides and student materials are provided. A pre and post height and weight component is incorporated to evaluate how students have implemented healthy choices at the end of the program. The second graders participate in the "Town Hall Theater Grant". Our resident artist meets with the classroom teachers and students once a week to teach students valuable skills such as working as a team, following directions, and building theatrical confidence. Third, Fourth, and Fifth grade students participated in the "Grow to Learn" program, which instructs students on how to grow vegetables and prepare healthy meals. A representative comes from the "Grow to Learn" organization twice a month and works with each class outside in the school garden. Various aspects of nutrition and healthy choices are explored. The Fourth and Fifth grade students participate in the "Art and Healthy Living" program which is every Wednesday and Thursday. A nutritionist visits the school one day a week to teach healthy living. The artist comes one day a week to incorporate art projects on healthy living within the classrooms. The Upper grade students are involved in the "Anne Frank" project, which is an educational program to teach literacy, tolerance, character building and emotional intelligence. This is completed by the students reading "The Diary of Anne Frank" and focusing on her life and the significance of World War 2. The lower grades are involved in the "Cookshop" program. Students learn about healthy food choices and actually prepare meals to eat in the classroom with fresh ingredients.

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. The Native Language Arts teacher uses the "Modern Curriculum Press Little Book Collection", National Geographic Big Books in Spanish, and a leveled Spanish library (Rigby collection). The Native Language Arts teacher provides all instruction in Spanish to the ELLs. Targeted students participate in differentiated instruction using the "Imagine Learning English" literacy computer technology program. 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. Students who pre-register in June are invited to take a tour of the school with their families. They are provided the opportunity to visit the ESL classroom while a group is in session. The family also has an opportunity to visit various classrooms, the gym, and view the music program and other programs at work. There are no language electives offered at this school.

### 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)?

Paste response to questions 1-5 here

## 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, guidance counselors, occupational therapists, physical therapists, speech therapists, psychologists and social workers are encouraged to participate in ongoing staff development in the recently established UFT Teacher Center at P.S. 43. Teachers, guidance counselors, social workers, occupational therapists, physical therapists, speech therapists and psychologists 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 staff members 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, social workers, psychologists, occupational therapists, physical therapists, speech therapists, 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 commom preps to support classroom teachers. On October, 2011, the ESL teacher attended the Language Allocation Policy (LAP) Professional Development. On November 2011, the ESL teacher attended a training on completing the BESIS. On April and June 2010, the ESL tacher 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, last September, there was a guest speaker present at the P.T.A. from the "Safe Surfing Program". The speaker instructed parents on how to monitor their child's use of the internet (how to prevent exposure to inappropriate material). Another P.T.A. workshops include "How to Become a Foster Parent". The next P.T.A. meeting will address Financial matters: how to save and manage money. Families of ELLs also participate in the "Family Health Workshop", which involved visiting a local Farmer's market with a shopping list of healthy ingredients. The materials were brought back to school, and the families prepared a healthy meal with those ingredients. These activities occur during the school day, but some are also on weekends. PS 43 hosted a Walk a Thon on Saturday, October 15, 2011. Approximately 25 parents and students participated. Activities included walking, stretching, and Zumba classes. The overall theme was promoting a healthy lifestyle through exercise and fun! All workshops and activities are conducted in Spanish and English to address the needs of the parents.

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		4	1	3	4								15
Intermediate(I)		4	2	5	4	2								17
Advanced (A)	5	1	2	5	3	4								20
Total	8	5	8	11	10	10	0	0	0	0	0	0	0	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	<b>B</b>		0	0	0	2	2							

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	4	3		11
4		6	1		7
5	2	5			7
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	1	1	4	1	6				13
4			6	1	2	3			12
5	1		5	3	2	1			12
6									0
7									0
8									0
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			1	1	6		1	3	12
8	0								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**

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 37% of Kindergarten ELL students are at a Beginner level, and 63% are at an Advanced level. There are 0% of ELL first graders at the Beginner level, 80% at an Intermediate level, and 20% at an Advanced level. There are 50% of ELL second graders at a Beginner level, 25% at an Intermediate level, and 25% 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 10% of 3rd graders at the Beginner level, 45% are at the Intermediate level and 45% at the Advanced level. There are 30% of ELL 4th graders at the Beginner level, 40% are at the Intermediate level and 30% are at the Advanced level. There are 40% of the ELL 5th graders at the Beginner level, 20% at the Intermediate level, and 40% 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 (4 students tested in the native language scored at grade level) and Science (4 students were tested in the native language and scored at and above grade level), 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. Five of the ELL students took the tests in their native language during the 2010-2011 school year and the other eligible ELLs were provided with translation when available. Two bilingual French speaking students were provided with a translator to take the Math test. Spanish native language support is provided through instruction by an AIS/NLA teacher. Ongoing (2-3 times a year) periodic assessment (CTB McGraw Hill) is administered and analyzed by AIS teachers and the NLA teacher to differentiate native language instruction and support.

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 a beginner have been

targeted for instruction using Kaplan, 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.

We evaluate the success of our program by analyzing the test results. The data shows that 69% of the ELL population increased at least 1 level in proficiency, and 31% of the population became proficient as per the 2011 New York State English as a Second Language Achievement Test. Results of the New York State ELA reflects that 24% (6 students) scored at level 1, 60% (15 students) scored at level 2, and 16% (4 students) scored at level 3. Results of the New York State Math Test indicates that of the 37 ELL students tested, 8% scored level 1, 54% scored level 2, and 38% scored at a level 3. The New York State Science Test demonstrates that 17% scored at a level 2, 50% at a level 3, and 33% at a level 4.

The data indicates the success of our program. In our constant effort to improve the quality of academic services to the ELL population, P.S. 43 will continue ensuring academic rigor and rigorous instruction to assure high standards. We will focus on areas of need, such as writing and reading skills with abundant optional activities giving students the opportunity to achieve writing and reading competence.

### 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Giovanna Delucchi	Principal		12/16/11
M. Baj / R. Feliu	Assistant Principal		12/16/11
Lourdes Rodriguez	Parent Coordinator		12/16/11
Jacqueline Flanagan	ESL Teacher		12/16/11
Gloria Ocasio/ PTA President	Parent		12/16/11
G. Rosado-Lopez/ NLA/AIS	Teacher/Subject Area		12/16/11
Mayra Feliz/ Bilingual SETSS	Teacher/Subject Area		12/16/11

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		
	Coach		
Gloria Quinteros	Guidance Counselor		12/16/11
Roxan Marks	Network Leader		12/16/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 07X043      **School Name:** P.S. 43 - Jonas Bronck Elementary

**Cluster:** 401      **Network:** Roxan Marks Network

**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 one-to-one 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 2%) of our parents speak 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 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 by 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.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: P.S. 43 - Jonas Bronck Element	DBN: 07X043
Cluster Leader: Christopher Knoll	Network Leader: Roxan Marks
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 4

## 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:

In our constant effort for removing obstacles that impede our ELL students to move to a proficient level, the LAP Team and the SLT analyzed the NYS ELA, NYS Math, the NYSESLAT, LAB-R, ECLAS2 & DRA results. These were the findings:

- \* 92% of the advanced students with more than 3 years of services are having difficulty with providing relevant and meaningful details to enhance their writing. They are in need of more conceptual/academic language. They require increased content vocabulary and grammar development to advance their writing skills.
- \* The intermediate students demonstrate difficulty with reading comprehension in regard to fiction and non-fiction passages. They need scaffolding in content vocabulary. These students also demonstrate difficulty with their writing skills. Increased exposure to the writing process and the proper sequencing in English are required.
- \* 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.

Title III funding will be used to implement the Saturday Academy Program. The classes will be composed of ELL students (grades 3-5). This program will also be offered to former ELL students who passed the NYSESLAT within the past two years. A total of 6 teachers will service the program; 2 of whom are ESL/Bilingual Certified and the remaining 4 are content area teacher with a common branch license. The program activities include 45 minutes of direct instruction in English language development taught by a certified ESL/Bilingual teacher. 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 obtained from the assessments, as indicated above. Students will be taught using the four language skills – listening, speaking, reading, and writing, in a rich multicultural literate environment. The program will run for 3 1/2 hours per session beginning on January 2013, for eight (8) Saturdays. The program is scheduled to end in April 2013. Students will be grouped according to their needs and current functional abilities. Students will participate in meaningful and motivating activities that are relevant to their interest and life experiences. The teachers will provide a context that will motivate students to engage in natural communication giving 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, using a variety of graphic organizers, and the proper use of English language conventions. Additional support will be given to students to prepare them for the state exams and the

### Part B: Direct Instruction Supplemental Program Information

NYSESLAT using resources and curriculum materials from various vendors. Teacher made materials, technology tools (including software programs such as SuccessMaker and Imagine Learning English, ST Math, graphic organizers, and non fictional resources will be used as instructional aides, in addition to the resources purchased from vendors.

In classes taught by teachers holding common branch/ content area certification, English language development support is provided to ELLs through technology. ELL students use the "Imagine Learning English" literacy computer program. This program develops reading skills through vocabulary, word attack, and comprehension skills. All classrooms have computers and students utilize websites, such as Starfall.com and Brainpop.com to develop reading skills, vocabulary, grammar, and reading fluency. Each classroom has a SMART board which is used consistently. All teachers use "Safari Montage" and various programs installed in the SMART board to provide differentiated instruction. Teachers also borrow iPADs every day from the Computer room. Many applications are available on these iPADs to teach the alphabet, phonics, basic sight words, grammar, reading and math skills. The hands-on learning opportunities provided by the technology present in each classroom assists in the language development of the ELLs.

### 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:

Our school implements weekly common preparation period for grades K-5. During this time, teachers plan, discuss students' progress and receive professional development. Professional development is provided during common preps and professional development days. This gives us the opportunity to work with all the classroom teachers providing services to the ELL students. During this time, successful ESL strategies will be analyzed and modeled for staff servicing the ELL population. By providing professional development opportunities during the aforementioned times, it allows us to use the funding more strategically to implement a host of activities for our ELL students and their parents that will enrich their language acquisition experiences. Last year, the ESL teacher at P.S. 43, Ms. Flanagan, attended several workshops. She attended a three day workshop, "Promoting Excellent Practices for the ELL Classroom" on March 28, May 29, and June 7 with Ms. Rosado-Lopez, a teacher who provides NLA(Native Language Assistance)/AIS(Academic Intervention Services) to the ELLs. Ms. Flanagan also participated in BESIS training via a webcast on December 5, 2012. She attended special training on administration of the NYSESLAT in April 2012, and another training on how to score the written part of the NYSESLAT in May 2012.

## 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 is a critical factor in a child's achievement in school. The ability to draw in and engage a parent in a child's academic life can be challenging due to time constraints. With targeted and purposeful planning, we will reach out to all parents, but specifically those who are parents of our ELL population, to take advantage of 3 workshops being offered on Saturday (simultaneous with our Saturday Workshop) to equip parents with extending strategies to support ELL learners at home. Teachers participating in the Saturday Academy, together with the coordinator of the program, will be responsible for the content of the Saturday Parent Series. The five teachers will pair up two at a time for the 3 workshops planned. Students assigned to those teachers will be split up and assigned to the other teachers for their instructional time. Parents will know that their attendance at one of the workshops will be mandatory for their child's participation in the Saturday Academy and they will be provided with a schedule of topics and dates at the time of receiving an invitation for their child's participation in the Saturday Academy. Additionally, parents will be reminded with flyers and phone calls of the upcoming workshop dates.

All letters that are sent home with the students throughout the school year are sent home in English and in the native language of the family. Ms. Rodriguez, the parent coordinator, calls parents on behalf of many teachers who are monolingual in English to share information or make requests. There are many staff at P.S. 43 who are bilingual in English/Spanish who perform similar tasks. There are two teachers on staff who are bilingual in English/French and one who is bilingual in English/Arabic who are available to translate and reach out to parents.

Ms. Rodriguez, the parent coordinator, conducts various workshops and activities that involve all parents, including the parents of ELLs. On September 25, Ms. Rodriguez hosted a "Welcome Back" meeting in Spanish and English with Dr. Delucchi, Ms. Baj, and Ms. Feliu for the parents. The parents were informed of the various programs available in the school to both them and their children. The "Read and Rise" program started on October 11, 2012 and will continue for 6 weeks. The instructor guides parents in English and Spanish on how to teach their children to read. Parents are required to maintain a weekly journal. The Cornell Nutrition Workshop commenced on October 10, 2012 and will continue for 10 weeks. This instructor informs parents in English and Spanish of various ways to maintain a healthy diet. Parents are taught how to manage a budget, how to read food labels and how to prepare healthy meals. The "Cookshop" program for parents will begin on January 10, 2013. The leader of this program will conduct instruction in English and Spanish. Various aspects of how to purchase, prepare, and cook healthy nutritious meals will be the main focus. Of course, parents will actually have the opportunity to prepare and cook the meals themselves during the workshop in the parent room in school! Ms. Rodriguez supervises the Parent Volunteer Program in P.S. 43. Many of the parent volunteers are bilingual in Spanish and English. These volunteers help out in the lunch room during breakfast and lunch time. They assist during the students' arrival and dismissal to/from school. The parent volunteers also assist with community activities such as, "Pennies for Patients" and various school initiatives.

**Part E: Budget**

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

Allocation Amount: \$0

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>		