



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:

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

PRINCIPAL: ZAKARIAH HAVILAND

EMAIL: ZHAVILAND@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Zakariah Haviland	*Principal or Designee	
Rachel Godlewicz	*UFT Chapter Leader or Designee	
Alexia Esannason	*PA/PTA President or Designated Co-President	
Melissa Bowman	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Erin Finerty	Member/ Teacher	
Tara Brite	Member/ Teacher	
Janelle Richardson	Member/ Parent	
Jessica Loaiza	Member/ Parent	
Neysa Lewis	Member/ Parent	
	Member/ Parent	
	Member/	

** 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

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

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

Comprehensive needs assessment

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

We had this goal for the 2011-2012 school year. End-of-year ECLAS data showed that 76% of students met the benchmark we had set (decoding). Analysis of Kindergarten data showed that a majority of the students who did not meet the decoding benchmark were English Language Learners (ELLs) who began the year with little or no English. The positive side of this data was that 96% of Kindergarten students were able to identify letters and articulate their sounds, and 89% demonstrated phonemic awareness on an end of Kindergarten or higher level. We used this information to re-structure how we service ELL students in our Kindergarten classes.

Instructional strategies/activities

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

Activity #1

We currently have one ESL-certified classroom teacher in Kindergarten. During the 2011-2012 school year, all Kindergarten ELLs were placed in her classroom. Data showed that these students did not do as well as their non-ELL peers. This year, rather than place all ELL students with an ESL teacher, we created two classrooms with ELLs. One classroom uses the freestanding ESL model and is taught by the certified ESL teacher. The other classroom is taught by a General Education teacher, with our out-of-classroom ESL teacher pushing in once a day to provide ESL instruction. Splitting our ELL population has allowed these students more access to their English-dominant peers, which has aided in language acquisition and development.

Target Population: Kindergarten English Language Learners

Key Personnel: Kindergarten teachers, Out-of-classroom ESL teacher

Implementation Timeline: August 2012 - June 2013

Activity #2

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

Target Population: All Kindergarten Students

Key Personnel: Kindergarten teachers, Staff Developer, CFN Special Education Instructional Specialist

Implementation Timeline: October 2012 – June 2013

Activity #3

Creating consistent phonics take-home work across the grade. The Foundations program does not include any take-home elements. Last year, this led to inconsistent homework; individual teachers used different worksheets, and parents had no way to “work ahead” or see what was coming next if they wanted to practice beyond the work assigned. After conferring with parents and teachers, we purchased take-home phonics books for each Kindergarten student. Each classroom teacher discussed how to use the books at parent-teacher conferences, and parents have reported the books allow them to practice phonemic awareness skills more with their children at home.

Target Population: All Kindergarten Students

Key Personnel: Kindergarten teachers, Parent Coordinator

Implementation Timeline: October 2012 – June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Teachers will review strategies used in the take-home phonics book at Back to School Night and again one-on-one at Parent-Teacher Conference Night. The Principal will review activities from the Foundations Program parents can practice with their children at home at his monthly Tea and Talk in October. Additionally, any parents who attend the Tea and Talk will receive copies of the soundcards from the program.

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.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We used Title I money to purchase supplies for the Kindergarten Phonics Programs; specifically, Title I General Supplies for the take-home phonics books and Title I Textbooks for supplementary Foundations materials. Additionally, we used our Title III money toward an out-of-classroom ESL teacher to support having two classrooms of ELL students rather than one freestanding classroom.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

First and second grade students will improve overall reading skills. Use of the Fountas-Pinnell benchmarking system will allow us to obtain initial reading levels for all first and second grade students. We will have met the goal if 85% of students make one year of growth or more between the initial assessment in October and the final assessment in June.

Comprehensive needs assessment

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

We tracked reading progress in our first year (2011-2012) using the Fountas-Pinnell benchmark reading assessment. This assessment measures fluency, decoding, and comprehension skills. Our final assessments showed that 84.3% of first graders and 80.1% of second graders made at least one year of reading progress on the assessment. The average first grader made 1.23 years of reading progress and the average second grader made 1.1 years of reading progress. Last year, we focused on improving reading comprehension. This year, analysis of assessments indicated that comprehension was still the area in which the majority of students who did not make a year of progress struggled, but that in many cases the lack of understanding of material stemmed from fluency or decoding issues.

Instructional strategies/activities

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

Activity #1

Implementation of grade-wide reading rotations in addition to our regular reading block. All students in a grade will rotate to a homogenously (regardless of Special Education or ELL classification) grouped classroom once a day. An additional teacher (AIS or SETSS) will be included in the rotation to create smaller class sizes. The use of homogenous grouping will allow teachers to focus on targeted skills; for example, a second grader having a hard time with phonemic awareness would be placed in a classroom in which the teacher was using Foundations (our phonics program), while another second grader who was having solely comprehension problems would be in a classroom in which the teacher was using the Scholastic Guided Reading Program (a comprehension program). Rotations

will cease for one week after each of our four rounds of data collection to create new groups based on progress.

Target Population: All First and Second Grade students

Key Personnel: First and Second Grade teachers, SETSS teacher, AIS teacher, Data Manager

Teacher Inclusion: Teachers will meet with the data manager after initial data collection to create rotation groups. Teachers will have the opportunity to discuss who will take which type of reading group. After each round of data, teachers and the data manager will make decisions about changing student groups and the type of programming they will continue with.

Implementation Timeline: November 2012-June 2013, with groups being re-evaluated in January and April.

Activity #2

Updating the school's online "data center." Teachers will receive will be used for monitoring progress and to help teachers make decisions when it is time to potentially switch rotation groups. The data training on inputting student assessment data into a class Excel spreadsheet. This information will be aggregated by the school's data manager. The data manager will meet with grade teams after each round of data is collected to potential grouping and implications for programming during the rotation period

Target Population: All classroom teachers

Key Personnel: All classroom teachers, Data Manager

Implementation Timeline: September 2012 through June 2013.

Activity #3

Professional Development. PD will be given on the following topics: use of data to make programming choices, creating guided reading groups, and use of Foundations, F+P and Scholastic Guided Reading Program. These topics were chosen because they align to what will be taught during the rotations period. Professional Development will take place over the summer, on designated DOE PD Days, at weekly grade team meetings, and during monthly staff meetings.

Target Population: Individual teachers and grade teams

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

Implementation Timeline: July 2012 through February 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

PS 531's Data Manager has created a "parent corner" of the school website. This "corner" includes access to a variety of school-purchased eBooks and reading website and a link to the school report card. From the eReport Card, parents can click on specific comments teachers have made, which link to online resources parents can use at home to help their children in those areas. The Data Manager reviewed these new features at Back To School Night, and has also shown parents how to navigate the website at two of the Principal's monthly Tea and Talks.

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.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will use both Tax Levy and Title I funds to support this instructional goal. We added AIS and SETSS out of classroom positions at the start of the 2012-2013 school year. Both of these teachers are part of the rotations period, which allows us to significantly lower class size. They are funded through Tax Levy. Our Data Manager, who coordinates the rotations and tracking of student progress, is partially funded through Title I. Additionally, we used Title I Textbook money to purchase materials for the programs, including supplemental Foundations supplies and the Scholastic Guided Reading Program.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Third Grade students will improve non-fiction reading skills. Use of the Fountas-Pinnell Benchmark Assessment will allow us to track students' progress reading non-fiction books. We will have met our goal if 80% of our students make one year or more of progress in their ability to read non-fiction books and our third graders average over one year of growth as a grade.

Comprehensive needs assessment

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

The Common Core Literacy Standards emphasize the need for students to be able to read and write a variety of non-fiction genres. At the end of the 2011-2012 school year, we tested all of our students using the non-fiction books from the Fountas-Pinnell Benchmark kit. We found that a large majority of our students were reading and understanding non-fiction books at a significantly lower level than they were fictional books. Additionally, the state has announced an increase in the number of non-fiction passages that will be included on texts, which mirrors the city's instructional shifts toward non-fiction reading and writing. Given this information, it is imperative that we focus on how we are helping our students to independently understand and integrate information they learn from non-fiction into their worldviews.

Instructional strategies/activities

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

Activity #1

We base our curriculum of commoncore.org, a series of Common Core Learning Standard-aligned unit maps. This year, the Department of Education identified non-fiction reading and writing as "focus standards" for elementary schools. Over the summer, the Third Grade teacher team restructured each unit of study to include supplementary non-fiction reading (and a variety of non-fiction genres) and at least one non-fiction writing task. As the year progresses, the teacher team and staff developers are using data from analysis of student work from previous units to continue to adjust upcoming units. The curriculum overhaul provides increased exposure to skills related to interpreting and creating various genres of nonfiction.

Target Population: All Third Grade students

Staff Members Responsible For Implementation: Third Grade Teachers, Staff Developer, Principal

Timeline: July 2012 – April 2013

Activity #2

All Third Grade Teachers have incorporated two weekly shared reading blocks into their schedules. In November and December, our AIS teacher did a series of Professional Development Sessions on implementation and execution of shared reading of non-fiction pieces. Beginning in January, each teacher will begin reading short non-fiction passages (newspaper and magazine articles, pamphlets, etc.) aloud. The teachers will then use the “think aloud” strategy to demonstrate how to make meaning from the text; specifically, how they integrate the information they learn from the text into their schema. Teachers will also think aloud as they answer one or two questions about the passage. As the year progresses, teachers will scaffold less and less and the onus for leading the discussion about the shared reading will shift to the students.

Target Population: All Third Grade Students

Staff Members Responsible for Implementation: Third Grade Teachers, AIS Teacher, Staff Developer

Timeline: November 2012 – June 2013

Activity #3

The Third Grade will also have one period of reading rotations, as described in school goal #2. Students will be grouped homogeneously by reading level and work in six different groups to create smaller class sizes. Students in all groups will receive guided reading instruction. The students who are not working directly with a teacher will engage in interest-based book clubs and literature circles. We will also use rotations to focus on teaching students to use non-fiction sources to learn information independently by completing research projects on topics they are interested in.

Target Population: All Third Grade Students

Staff Members Responsible for Implementation: Third Grade Teachers, AIS Teacher, SETSS Teacher, Data Manager

Timeline: October 2012 - June 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

The Principal has held two Tea and Talks with parents around the topic of non-fiction reading and writing. The first focused on ways to get kids to use evidence in written and verbal persuasive pieces. The second was on how to get kids interested in reading non-fiction, with an emphasis on available resource on the internet and in local libraries. Additionally, Third Grade teachers demonstrated “shared reading” at Back To School Night and have invited parents who have shown interest in using the strategy at home to observe it in class.

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.

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

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

We will use both Tax Levy and Title I funds to support this instructional goal. We added AIS and SETSS out of classroom positions at the start of the 2012-2013 school year. Both of these teachers are part of the rotations period, which allows us to significantly lower class size. They are funded through Tax Levy. Our Data Manager, who coordinates the rotations and tracking of student progress, is partially funded through Title I. Our Staff Developer, critical in curriculum development and instructional support, is funded through Title I and an ARRA Race To The Top Grant. Additionally, we used Title I Textbook money to purchase National Geographic For Kids, one of the primary sources we use for Shared Reading.

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	Fountas-Pinnell Leveled Literacy Intervention – Comprehension and Fluency Strategies	Small Group	During the school day
	Foundations Reading Program (additional time in a small group), which focuses on phonemic awareness	Small Group	During the school day
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor provides one on one and small group counseling to students identified by teachers and other staff members. Focus areas vary depending on student need, but generally include: socialization skills, safe	Small Group or One-To-One	During the school day

	transitions between activities and areas of the school, self-monitoring, and appropriate responses to frustration.		
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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.

PS 531 is a new public school that has joined a phase-out campus. As an expanding school, we add one grade and four to six new teachers each year. We follow the hiring protocols outlined by section 18-D of the UFT contract. Two union representatives, the principal, and two network-level employees scored over 250 applicants on strength of resume, interview, and personal alignment to mission and vision of the school. We look for applicants licensed in areas that meet the needs of our student population (ESL and Special Education, in addition to Early Childhood and Common Branch). All chosen applicants are considered highly qualified as defined by NCLB.

PS 531 had a 100% teacher retention rate between the 2011-2012 and 2012-2013 school years. Teachers and parents rated the school in the highest possible “above average” category on the School Environmental Survey. We mention this when recruiting and believe that these high ratings help us get a high number of responses to our postings on the Open Market Transfer System. In addition to posting on this system, the principal attended three teacher recruitment fairs looking for highly qualified applicants. PS 531 has also created a student-teaching partnership with Columbia University, which allows us to decide if any of the teachers coming out of the program would be a good fit for our school.

To ensure our staff stays highly qualified, we use part of our Title I 5% set-aside to help teachers pay for classes that allow them to be certified in multiple subject areas. We encourage all staff members to become leaders. This year, we have one staff member in an administrative program at Bank Street, another who will become the principal of a new school in September 2013, and another in the LEAP program. Encouraging leadership development has helped create a positive culture that is attractive to both current staff members and highly qualified teachers looking for a school.

PARENT INVOLVEMENT POLICY

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. PS 531'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. PS 531 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting monthly Cookshop For Families Healthy Cooking events;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers through the Learning Leaders Program;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- further developing the PS 531 website, 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

PS 531, 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.

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;
- using assessment data to plan instruction individualized to student needs
- 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 in November and March during which the individual child's achievement will be discussed;
- convening an Annual Title I Parent Meeting in October 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, such as monthly Tea and Talks, Back To School Night, and 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;

I. 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;

II. 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.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications [i](#)

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

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

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

Total number of students in school	276	Total Number of ELLs	57	ELLs as share of total student population (%)	20.65%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	1	2	2											5
Push-In	7	0	7											14
Total	8	2	9	0	0	0	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	57	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian	0													0
Bengali	3	2	1											6
Urdu	0													0
Arabic	2		2											4
Haitian	0													0
French	1													1
Korean	0													0
Punjabi	0													0
Polish	0													0
Albanian	0													0
Other	2	1	2	0										5
TOTAL	18	19	20	0	57									

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

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

Courses Taught in Languages Other than English ⓘ

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

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

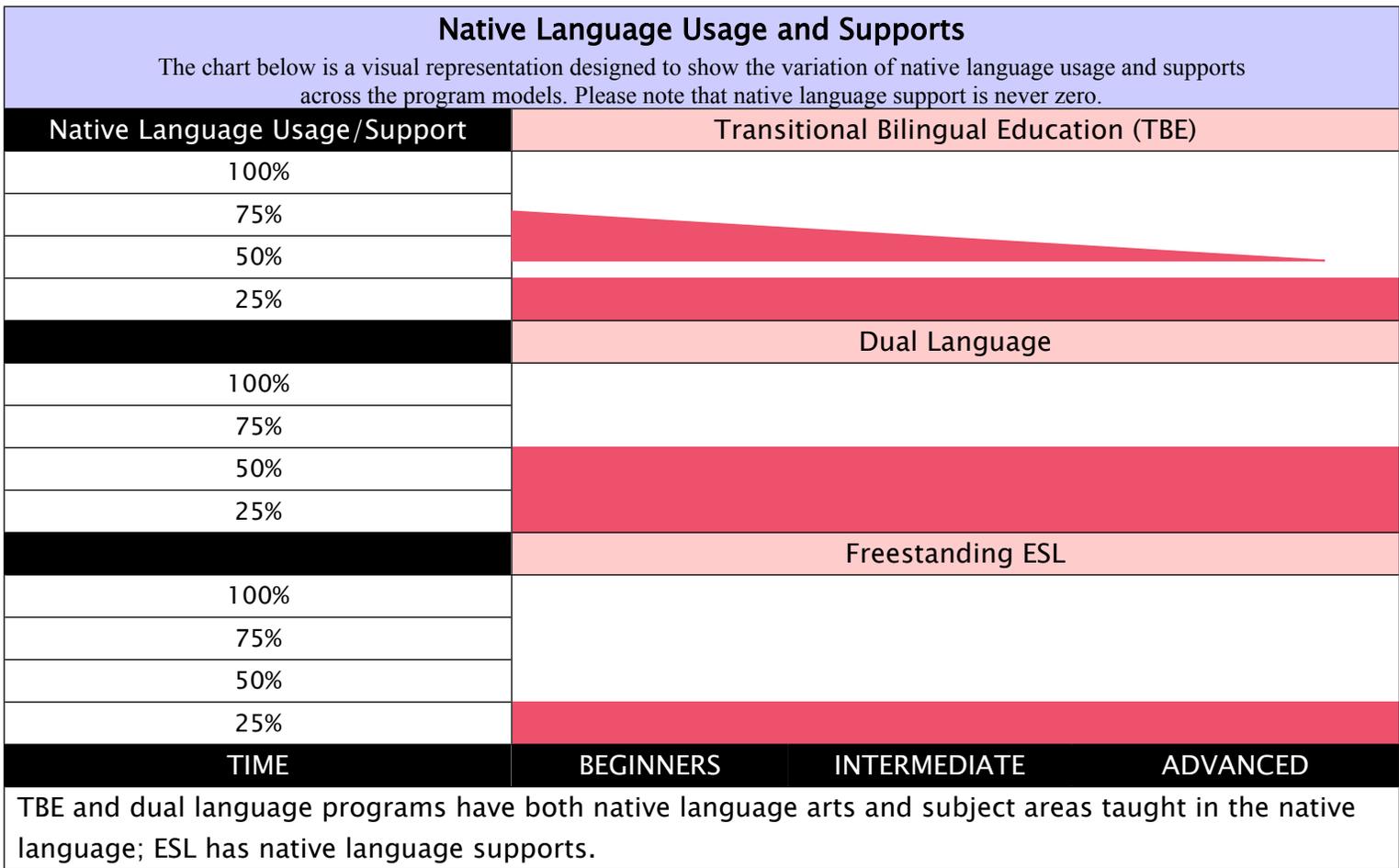
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language				
Arts				
Social Studies:				
Math:				
Science:				

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

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

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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

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.

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

E. Parental Involvement

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

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

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

Closer to spring, Ms. Ekua Ewool, the ESL Specialist, will host parent workshops on understanding the NYSESLAT. Translation services are available to all the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	11	9											32
Intermediate(I)	2	6	6											14
Advanced (A)	4	2	5											11
Total	18	19	20	0	0	0	0	0	0	0	0	0	0	57

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

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

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

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

The LAB-R test reveals that:

Kindergarten: Seventy-eight percent of Kindergarten ELLs scored in the beginner/intermediate range on the LAB-R, the majority with scores on the lower end. We aim to give students a strong foundation on which to build the rest of their academic career by teaching through specialized ESL methods and providing strong support for growth in their literacy skills.

All ELLs will be evaluated on the same content areas as their peers, with anecdotal records of their language proficiency, as well as by standardized assessments of their ability, such as ECLAS, being made throughout the year. Each student will ultimately be tested by the NYSESLAT. We aim to move each student at least one level higher on the NYSESLAT test on both sections.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Archer Elementary School
12x531

School DBN:

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 607 **Network:** 6

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

2012-13
Title III Immigrant Funds Supplemental Program for Immigrant Students
Districts 5, 8, 10, 12, 20, 21

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Office of English Language Learners (OELL) and can only be used to provide supplementary services to English language learners (ELLs) and immigrant students. Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

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

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by October 26, 2012 via email to

TitleIIIImmigrantPlans@schools.nyc.gov.

Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Part A: School Information	
Name of School: Archer Elementary School	DBN: 12x531
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
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 type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: 78	
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: 1	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here: Our school Pre-K – 3 rd Grade school utilizes a combination of free-standing ESL classrooms and a push-in model to meet the needs of our English Language Learners. We have hired at least one (and generally two) ESL-certified teachers per grade to allow students to receive services in their classroom setting to avoid loss of instructional time during pull-out transitions. This, in theory, allow us to hire a part-time out of classroom ESL teacher to meet our minimum required periods of ESL instruction for every child. We have, however, chosen to use our Title III funds to supplement the hiring of a full-time out of classroom ESL teacher. With her non-mandated periods, this teacher will create and implement a science curriculum in classrooms with ESL students. She will teach five 50-minute science periods per week in English, which will allow her to work with 45 ELL students in grades 1-3 to supplement their regularly scheduled ESL instruction. We chose science because it involves subjects (ecosystems, the human body, various components of nature) that involve very hands-on teaching. This allows the ESL teacher the opportunity to incorporate a variety of best practices in ESL instruction into her non-mandated periods. We also believe that science instruction provided by an ESL-certified teacher will accelerate every-day vocabulary acquisition for our ELLs.	
Part C: Professional Development	

Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Part A: School Information
<p>Describe the school’s professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students. Description should Include:</p> <ul style="list-style-type: none"> • Rationale • Teachers to receive training • Schedule and duration • Topics to be covered • Name of provider
<p>Begin description here:</p> <p>Professional Development for our Title III ESL program teacher takes place on two levels. She is a part of our yearly “summer institute,” two weeks of professional development for staff during which we cover curriculum development and discuss best practices in teaching. It is important that the Title III teacher takes part in this development, as it allows her to provide instruction consistent with school-wide practices and to know exactly what classroom teachers are working on when she pushes into their classrooms. The Title III teacher participates in monthly staff professional development workshops throughout the year, which cover a range of topics and insure that she is kept abreast of best practices in education.</p> <p>Additionally, the Title III teacher attends 5-8 workshops per year offered by our Network and Cluster on relevant topics in ESL instruction. She has participated in workshops on administering the LAB-R, best practices in ESL team teaching, and how to implement ESL instruction consistent with the Common Core Learning Standards. She then turn-keys this information to other ESL teachers and administrators in the school. The combination of general professional development and PD specifically in regard to working with ELL students allows her to implement best practices in ESL education in a manner consistent with the school’s instructional program.</p>

Part D: Parental Engagement Activities
<p>Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:</p> <ul style="list-style-type: none"> • Rationale • Schedule and duration • Topics to be covered • Name of provider • How parents will be notified of these activities
<p>Begin description here:</p> <p>We hold monthly workshops for all parents about strategies they can use at home to support the work we are doing in school with their children. There are Bengali and Spanish translators at these meetings to make them ELL-parent friendly, and we have a staff member who is available to translate into Arabic should any parents require it. Additionally, our ESL coordinator holds a series of four parent workshops during the year specifically for ELL parents. These workshops focus on transferring the strategies we are</p>

Title III Immigrant Funds Supplemental Program for Immigrant Students
 Districts 5, 8, 10, 12, 20, 21

Part D: Parental Engagement Activities		
using in school into the home. Finally, our campus (there are four schools in our building) offers free Saturday ESL classes to parents who are interested in improving their English Language Skills.		
Part E: Budget		
FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED <u>ONLY</u>. Ensure that your budget matches your plan as described in Parts B, C, and D above.		
Allocation Amount: \$ _____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title
Professional salaries (Schools must account for fringe benefits.) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High-quality staff and curriculum development contracts 		
Supplies and materials <ul style="list-style-type: none"> • Must be: <ul style="list-style-type: none"> – supplemental – additional curricula, instructional materials – clearly listed 		
Educational software (Object Code 199)		
Travel		
Other		
TOTAL		