



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SCHOOL BY THE SEA
DBN (i.e. 01M001): 27Q043
Principal: GARY FAIRWEATHER
Principal Email: GFAIRWE@SCHOOLS.NYC.GOV
Superintendent: MICHELE LLOYD-BEY
Network Leader: JOSEPH BLAIZE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Gary Fairweather	*Principal or Designee	
Simone Harris	*UFT Chapter Leader or Designee	
Catherine Hernandez	*PA/PTA President or Designated Co-President	
	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	
Theresa Mckee	Member/ School Rep	
Cheryl Lesley	Member/ School Rep	
Cheryl Rhames	Member/ School Rep	
Kim Cumberbatch	Member/ Parent Rep	
Teresa Feliceca	Member/ Parent Rep	
Khawanda Boykin	Member/ Parent Rep	
Rosemary Elliott	Member/ Parent Rep	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

By June 2014, all students in grades 3-8 will improve their ELA performance as evidenced by a 5% increase in level 3 & 4 proficiency on the NYS ELA Assessment.

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 2012-2013 School Differentiated Accountability Status identified our school as not making AYP in English Language Arts (ELA) for All students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Provide intensive AIS for all at-risk students targeting all level 1 students for Extended Day and Saturday Academy small group instruction.
2. Professional Development for teachers in effective instructional strategies in ELA and to further support rigor in all content area classroom instruction.
3. Providing time for lead teachers and classroom teachers to work in teams to collaborate, analyze hard data samples such as Periodic Assessments (ELL Period Assessment, ELE Spanish reading assessment, NYC Benchmark assessment, Fountas & Pinnell, NYC Performance Assessment, Scantron Performance Series) to identify students' strengths and weaknesses, and guide instruction. The Professional Learning Teams we will look closely at current student work, using a standards-based rubric, to understand the steps needed to reach the level of performance that the Common Core demands and comply with the DOE instructional expectations by ensuring the ELA curricula are aligned to the Common Core Learning Standards.

4. Utilize technology software and resources, such as Study Island, I-Ready, Imagine Learning, and Pearson Waterford to supplement standards based instruction in the classroom

B. Key personnel and other resources used to implement each strategy/activity

1. Dedicated teachers to conduct AIS: 1 full time teacher for grades 3-5; 2 F-status teachers working 1 day/week; 3 teachers with a .4 program, and all upper grade teacher doing tutoring during as part of their circular 6 activity.
2. Literacy specialist hired through "Literacy Support". PD support from the Network ELA Achievement coach
3. Classroom teachers, data specialist, Principal and Assistant Principal.
4. Data Specialist who will provide reports, spreadsheets, and data for teachers to use to inform instruction

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Tracking sheet that will include all level 1 students using Fountas & Pinnel results, NYC Performance Assessment results, Scantron Performance Series results, and Engageny performance assessments.
2. Through the New York City Advance System use the Danielson Teacher Evaluation Framework to help monitor and inform effective teacher instructional practices. Teachers will be observed a minimum of six times throughout the school year and will be provided valuable feedback based on the Danielson rubric using the twenty two competencies of effective teaching.
3. Comparative analysis of all performance tasks, administration monitoring team work, follow-up through Danielson observations.
4. Principal and Assistant Principals will observe how teachers incorporate the technology software and resources into their planning during the Danielson cycles of observations.

D. Timeline for implementation and completion including start and end dates

1. September 2013 - June 2014
2. September 2013 - June 2014
3. Teacher teams meet twice weekly from September 2013 - June 2014
4. September 2013-June 2014 for a minimum of 4 to 6 observations per teacher

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. During thirty-seven and a half minutes, per session for Saturday Academy and during the school day
2. During grade team meetings, SBO 50 minutes
3. During grade team meetings, SBO 50 minutes

4. Per Session

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).

- **Parent Notifications denoting the students' progress in their home language**
- **Bilingual Parent Coordinator**
- **Monthly Parent Workshops**
- **School Messenger notifications keeping parents informed of school-wide events and activities**
- **Parent Teacher conferences with interpretation services**
- **Class trips to enhance learning with parental supervision**
- **Homework agendas**
- **Queens Library Partnership**
- **Cookshop**
- **Family Night**

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

By June 2014, English Language Learners in grades 3-8 will improve their Math Performance as evidenced by 5% increase in level 3 & 4 proficiency on the NYS Math Assessment.

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.

Currently PS 43 has 98 English Language Learners that are serviced by either the dual language program or provided ESL services. This need was based on the fact that PS 43 did not meet AYP for this subgroup in Math on the New York state assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Hire an F-Status ESL teacher to provide AIS for ELL students
2. Provide all teachers serving ESL students professional development in mathematics using scaffolding of math tasks, ESL strategies and the alignment of mathematical planning and instruction to the Common Core Standards.
3. Target all ELL students for Extended day and Saturday Academy small group instruction.
4. In Professional Learning Teams we will look closely at current student work to understand and analyze hard data samples such as Periodic Assessments (ELL Periodic Assessment, NYC Benchmark assessment, NYC Performance Assessment, Scantron Performance Series) to identify students' strengths and weaknesses, and use data to guide instruction which aligns with the level of performance that the Common Core demands. Create standards-based rubrics for Math. Scaffold the Common Core Learning Standard Performance tasks for Math.

2. Key personnel and other resources used to implement each strategy/activity

1. Dedicated ESL teacher, Dual Language teachers in grades K-6 and AIS teachers: 1 full time teacher for grades 3-5; 2 F-status teachers working 1

<p>day/week; 3 teachers with a .4 program, and all upper grade teacher doing tutoring during as part of their circular 6 activity</p> <ol style="list-style-type: none"> 2. Network Director of ELL services, Mathematics Network Achievement Coach 3. Classroom teachers, Principal and Assistant Principals, Citywide Go Math and CMP3 PD 4. Data Specialist who will provide reports, spreadsheets, and data for teachers to use to inform instruction, classroom teachers
<p>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</p> <ol style="list-style-type: none"> 1. Through the New York City <i>Advance</i> System use the Danielson Teacher evaluation framework to help monitor and inform effective teacher instructional practices. Teachers will be observed a minimum of 4 to 6 times throughout the school year and will be provided valuable feedback based on the Danielson rubric using the twenty two competencies of effective teaching 2. Teachers will agree upon using several strategies from the PD sessions and School Administrators will monitor and evaluate the effectiveness of these practices through <i>Advance</i>. 3. ELL students will be separately tracked and monitored using the results of the Go Math and Connected Math end of unit exams, Scantron results and looking at student work at teacher team meetings. 4. Lead teacher will present evidence of math rubrics developed by teacher teams as well as data gathered from looking at student work for ELL students at Lead Teacher Meetings to the administration to inform next steps for teachers.
<p>4. Timeline for implementation and completion including start and end dates</p> <ol style="list-style-type: none"> 1. September 2013 - June 2014 2. September 2013 - June 2014 3. September 2013 - June 2014 4. September 2013 - June 2014
<p>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</p> <ol style="list-style-type: none"> 1. F-Status teacher hired 2. SBO fifty minutes after-school, common planning time 3. During fifty-minutes once weekly and Saturday Academy 4. Conduct Lead teacher meeting once per week to discuss/collaborate on strategies and initiatives for improving instruction

Strategies to Increase Parental Involvement

<p>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).</p> <ul style="list-style-type: none"> • Parent Notifications denoting the students' progress in their home language • Bilingual Parent Coordinator • Monthly Parent Workshops • School Messenger notifications keeping parents informed of school-wide events and activities • Parent Teacher conferences with interpretation services • Class trips to enhance learning with parental supervision • Homework agendas • Queens Library Partnership • Cookshop • Family Night
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Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.									
x	Tax Levy	x	Title IA		Title IIA	x	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.									

Goal and Action Plan #3

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.

By June 2014, Students with Disabilities in grades 3-8 will improve their Math Performance as evidenced by 5% increase in level 3 and 4 proficiency on the NYS Math Assessment.

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.

Currently PS 43 has 180 Students with Disabilities that are serviced either in self-contained, Integrated Co-teaching classes, or are provided SETSS. This need was based on the fact that PS 43 did not meet AYP for this subgroup in Math on the New York State Assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Provide ongoing professional development for teachers of students with disabilities in the use of students' IEP's to drive instruction; differentiate instruction and address individual learning styles; the use of a standards-based curriculum (Go Math, CodeX, and Connected Math Program 3[CMP3]) for Math; and use of rubrics in Math in accordance with the standards-based curriculum.
2. AIS services for all students with disabilities during Extended Day and Saturday Academy small group instruction.
3. Conduct frequent observations in accordance with the New York City Advance system, utilizing the Danielson Frameworks for teacher evaluation in order to develop and maintain effective and highly effective teachers and provide feedback accordingly and inform teacher practice.
4. Team teachers analyze data acquired from MOSL and Wilson to consistently assess individual student needs through the Middle School Quality Initiative Program (MSQI). Utilize technology software and resources, such as Study Island, Imagine Learning, and Pearson Waterford to compliment standards-based instruction in the classroom, and review and adhere to the pacing calendars for Go Math and CMP3, and utilize the unit performance tasks that have been provided.

2. Key personnel and other resources used to implement each strategy/activity

1. Network Special Education Specialists, Network Math Achievement Coach, Go math and Connected Math consultants, Lead Teachers
2. Dedicated teachers to conduct AIS: 1 full time teacher for grades 3-5; 3 teachers with a .4 program; and all upper grade teacher doing tutoring during as part of their circular 6 activity
3. Principal, Assistant Principals and Classroom Teachers
4. Data Specialist who will provide reports, spreadsheets, and data for teachers to use to inform instruction, all teachers

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Through the New York City Advance System, use Danielson Teacher evaluation framework to help monitor and inform effective teacher instructional practices and focus on the PD strategies provided and implemented in the classroom.
2. SWD students will be tracked using MOSL data, Go math and Connected Math unit exams, and Engageny performance tasks.
3. Through NYC Advance system, teachers will be observed a minimum of 4 to 6 times, with a focus on 1e, 3b, and 3d to ensure that teachers are moving up a minimum of one level on the Danielson rubric.
4. Throughout the 2013 – 2014 school year, teachers will be examining data (MOSL Assessments, Scantron Performance Series, and CCLS Benchmarks 1, & 2) and tailoring their instruction based on data. Teachers will be utilizing the Inquiry Process in order to examine student work, identify trends, and determine next steps.

4. Timeline for implementation and completion including start and end dates

1. September 2013 - June 2014
2. September 2013 - June 2014
3. September 2013 - June 2014
4. September 2013 - June 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. During fifty minute after-school session, common planning time
2. During two fifty minute sessions and Saturday Academy
3. School administrators will conduct a minimum of 4 cycles of observations per teacher.
4. Teachers will meet weekly in their grade level teams to discuss instruction and planning. Grade leader meetings are conducted weekly to discuss curriculum, instruction, planning, data, and student progress.

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).

- Parent Notifications denoting the students' progress in their home language
- Bilingual Parent Coordinator
- Monthly Parent Workshops
- School Messenger notifications keeping parents informed of school-wide events and activities
- Parent Teacher conferences with interpretation services
- Class trips to enhance learning with parental supervision
- Homework agendas
- Queens Library Partnership
- Cookshop
- Family Night

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 #4

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

1.

- **Key personnel and other resources used to implement each strategy/activity**

1.

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6.

- **Timeline for implementation and completion including start and end dates**

1.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Curriculum Associates, Strategy Specific Reading.	Tier 2- Small Group Tier 3- 1:1	During the school day, after school
	Voyager Passport, Reading Intervention Program.	Tier 2- Small Group Tier 3- 1:1	During the school day
	Triumph Learning, ELA Common Core Coach.	Tier 1 -Whole Class Tier 2- Small Group Tier 3- 1:1	During the school day
	Triumph Learning, New York State ELA Coach	Tier 1- Whole Class Tier 2- Small Group Tier 3- 1:1	Saturday Academy
	Imagine Learning, (computer) Reading Intervention Program for ELL students	Tier 2- Small Group Tier 3- 1:1	During the school day
	Waterford (computer) Reading Intervention Program for grades Prek-3	Tier 1- Whole Class Tier 2- Small Group Tier 3- 1:1	During the school day
	Study Island (computer) Reading Program for grades 3-8	Tier 1- Whole Class Tier 2- Small Group Tier 3- 1:1	During the school day
Mathematics	Curriculum Associates, Foundational Math Skills Kit.	Tier 2- Small Group Tier 3- 1:1	During the school day
	Triumph Learning, Math Common Core Coach	Tier 1- Whole Class Tier 2- Small Group Tier 3- 1:1	During the school day
	Triumph Learning, New York State Math Coach	Tier 1- Whole Class Tier 2- Small Group Tier 3- 1:1	Saturday Academy
	Study Island (computer) Math Program	Tier 1- Whole Class	During the school day, after school,

	for grades 3-8 Waterford (computer) Math Intervention Program Grades Prek-3	Tier 2- Small Group Tier 3- 1:1 Tier 1- Whole Class Tier 2- Small Group Tier 3- 1:1	Saturday Academy During the school day
Science	Triumph Learning, Science Coach Grades 4 & 8	Tier 1- Whole Class Tier 2- Small Group	After school & Saturday Academy
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SAPIS-Substance Abuse Prevention Intervention Specialist ERSSA-Educational Related Support Services Guidance Counselor	Whole Class, individual, small group, Small group, 1:1 Individual and small group, grades Prek-8	During the school day During the school day During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> Utilize the Measures of Teacher Practice (MOTP) component through the implementation of <i>Advance</i>, which will use the Danielson Teacher evaluation framework to help monitor and inform effective teacher instructional practices. Teachers will be observed multiple times over the course of the year, each accompanied by valuable feedback based on the Danielson rubric's 22 focused competencies of: Designing Coherent Instruction, Establishing a Culture for learning, Managing Student Behavior, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, and Growing and Developing Professionally. Conduct differentiated professional development for teachers based on their needs assessment through trends identified by <i>Advance</i> data. Attend Core Curriculum professional development offered by the publishers of: Code X, CMP3, Go Math & ReadyGen Attend Hiring halls Encourage teachers to seek and complete the bilingual extension Attend professional development and network with other schools, colleagues, and CFN support personnel Outreach to universities

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> Profession Development will be based on in class observations using the Danielson framework for teacher evaluation Use of external consultants, specially "Literacy Support" to support teachers in effective instructional strategies and alignment with the CCSS Utilization of support from the CFN network and their instructional specialists to support staff in instruction and compliance with city expectations and CCSS Teachers, principals, and other staff will attend professional development for the new common core curriculum Teachers, principals, and other staff will attend professional development workshops specific to ELLs, SWDs, Math, ELA or any other content area

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
After the assessment of the needs of these constituents, allocation of funds will be directed to address these needs, for example: as a result of hurricane Sandy, which gravely affected our school, many STH families were in need of school supplies, school uniforms, social services. Funds were allocated to meet those needs.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
<ul style="list-style-type: none"> Vertical planning and professional development between the grades Sharing of records/information at the end of school year of students moving up Collaboration with aligning the CCSS with the common core curriculum and in house curriculum maps Sharing of Data with regards to strengths and areas of concern obtained from formative and periodic assessments

Measures to Include Teachers in Decisions Regarding Assessments

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

- Sharing of Data with regards to strengths and areas of concern obtained from formative and periodic assessments
- Data Specialist prepares reports conducts professional development on the how to use the data to inform instruction

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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 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;
- 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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 1st 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 27	Borough Queens	School Number 043
School Name PS/MS43Q		

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

Principal Mr. Gary Fairweather	Assistant Principal Ms. Vivien Leary
Coach type here	Coach type here
ESL Teacher Mrs. Stephanie Sheriff	Guidance Counselor Mrs. Lisa Meringoff
Teacher/Subject Area Laure Caines Giralde	Parent type here
Teacher/Subject Area Crusita Rodriguez/Bilingual	Parent Coordinator David Cotto
Related Service Provider Mr. Scott Marteena	Other Marrisa Ferraro
Network Leader(Only if working with the LAP team)	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	978	Total number of ELLs	96	ELLs as share of total student population (%)	9.82%
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Part II: 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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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	0	0	0	0	0	0	0	0					0
Dual Language <small>(50%:50%)</small>	0	2	1	1	1	1	1	0	0					7
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
Push-In	1													1
Total	2	3	2	2	2	2	2	1	1	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	23
SIFE	2	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	10

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	24	2		9			1			34
ESL	36		10	17		10	9		3	62
Total	60	2	10	26	0	10	10	0	3	96

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	6	22	6	16	5	13	6	15	4	12	8	7	0	0	0	0	35	85
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	6	22	6	16	5	13	6	15	4	12	8	7	0	0	0	0	35	85

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
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: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>42</u>	Asian: <u>1</u>
Hispanic/Latino: <u>50</u>	Other: _____
Native American: _____	White (Non-Hispanic/Latino): _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	3	6	8	4	2	7	6	2					51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1			1	2									4
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	1		2		2						8
TOTAL	14	4	8	10	6	4	7	8	2	0	0	0	0	63

Part III: Assessment Analysis

Assessment Breakdown

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

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)	5	0	0	2	0	2	2	2	1					14

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	4	5	4	4	5	4	0	0					26
Advanced (A)	9	6	8	8	4	5	9	6	1					56
Total	14	10	13	14	8	12	15	8	2	0	0	0	0	96

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	0	0	0	12
4	7	0	0	0	7
5	11	3	0	0	14
6	5	2	0	0	7
7	2	0	0	0	2
8	1	0	0	0	1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	8		3						11
4	7		2						9
5	14								14
6	4		2		1				7
7	2								2
8	1								1
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3	0	0	0	6	0	0	0	9
8	1	0	0	0	0	0	0	0	1
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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)	8	9	7	8	16	11	4	9
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tools used to assess the literacy skills of our Ell's are EL SOL and Fountas and Pinnell and ReadyGen Performance Tasks. Grade level writing assessments are done periodically throughtout the year. ELL Periodic Assessments, Performance Series and NYC Performance Assessments are also used to assess literacy skills of our students. Teachers use reading assessments to provide insights as to our students' areas of strengths and weaknesses. This informatioun is used to gain more knowledge on how to differentiate our lessons to meet our students' individual needs. Data from these assessments is used to improve programs offered at PS/MS 43.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that 14% of our students are beginners, 27% of our students are at the intermediate level and 58% of students are performing at the advanced level of proficiency. Within the students performing at the beginning level, 50% are in grades K-3 and 50% are in grades 5-8. Within the students performing at the intermediate level, 50% of the students are in grades 1-3 and 50% are in grades 4-6. Within students performing at the advanced level, 55% are in grades K-3 and 45% are in grades 4-8.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
N/A
4. For each program, answer the following:
 - a. 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?
 - A. Across the grades on the NYS ELA, 88% of ELL students scored a level 1 and 11% scored a level 2. Across the grades on the NYS Math, 81.8% of ELL students scored a level 1, 15.9% scored a level 2 and 2.2% scored a level 3. On the NYS science test, 40% of ELL students scored a level 1 and 60% of ELL students scored a level 3. On the ELE, 53% of ELL students scored in the 1st and 2nd quartile and 46% of ELL students scored in the 3rd and 4th quartile. ELL's are fairing slightly better on native language state assessments as opposed to tests taken in English.
 - B. The school leadership and teachers use the results of the ELL Periodic Assessment to reflect upon teaching and programs. ESL and classroom teachers analyze results to guide their instruction for student performance. Small group instruction is utilized to teach target skills based on these assessments.
 - C. The Periodic Assessments inform teachers of the specific needs of ELL's. They show us what areas need to be focused on and how teachers need to tailor their instruction to help students meet and exceed the Common Core State Standards. Instruction is sharpened and fine tuned through the use of the Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
In September of each year, all students, including ELLs are identified through ARIS and receive baseline assessments in ELA and Math to determine their functional levels. Based on the assessment results :
Tier 1: All students are addressed through a differnetiated approach to learning that is data driven. Instructional Practices are aligned to the Common Core State Standards, the DOE Instructional Expectations and the Danielson Framework.
Tier2: Students at this level are provided with Extended Day, Saturday Academy and small group tutoring to help improve student outcomes. Further, students will be identified as at risk based on their State Assessments, Performance Series, Periodic Assessments and teacher feedback that indicate they are performing below expected levels on ELA and math.
Tier 3: After a 10-30 week duration, the students who have not made adequate progress are referred to the PPT for further review and will continue to receive targeted, small group instruction until the Pupil Personnel Team recommendation has been made.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers administer both formal and informal assessments. The data is analyzed to assess areas of need. Lessons are differentiated and planning and instruction are adjusted to meet the needs of students' second language development. A variety of strategies are employed to make the curriculum accessible to second language learners. Scaffolding, bridging, contextualization, schema building, and text representation are utilized to ensure student progress.

7. 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?
- A. English Proficient students are assessed in the second language through the use of EI-SOL in September and May, teacher-made assessments ongoing throughout the year and the ELE administered in May for grades 3-8. Data is used to inform instruction throughout the year.
- B. English Proficient students continue to make progress in the target language. Students that entered the program with little or no knowledge of Spanish are currently at the beginning level of language proficiency. English Proficient students that entered the program with some knowledge of Spanish are at the intermediate level of language proficiency.
- C. EP students in the Dual Language Program are performing on par with EP students not enrolled in the Dual Language Program. 87% of our EP students in the DL Program scored at a Level 1/2, while 12% scored at a level 3/4. In Math, 75% of our EP students in the DL Program scored at a level 1/2, while 24% scored at a level 3/4. On the 4th grade Science Assessment, 91.6% of EP students in the Dual Language Program scored at a level 3/4.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
- The successes of our programs for ELL's are evaluated through student performance on state tests, Periodic Assessments, the NYSESLAT and their individual English proficiency. We also evaluate reading and writing skills as demonstrated at each grade , year to year class test scores, teacher observations and parental observations and feedback to determine the successes of our ELL programs.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
To initially identify students who may possibly be ELL's, parents are asked to complete a Home Language Identification Survey (HLIS) during the registration process. An informal interview of the parent/child is conducted by a certified pedagogue, ESL Teacher Mrs. Sheriff, and the pupil personnel secretary Mrs. Ray and a translator provided when necessary. If a translator in the parents native language is not available in the school, the DOE's Translation and Interpretation Unit is utilized for over the phone interpretation services. After the completion of the survey, the ESL teacher, Mrs. Sheriff, reviews and completes the HLIS by making an OTELE determination. The student is considered to have a home language other than English when one question on the HLIS Part 1 (questions 1-4) indicates that the student uses a language other than English AND two questions on the HLIS Part 2 (questions 5-8) indicate that the students uses a language other than English AND the interview with the parent and student indicates a language other than English. The completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the HLIS indicates a language other than English, the student is administered the Language Assessment Battery Revised (LAB-R) within ten days of initial enrollment by a licensed pedagogue, Mrs. Sheriff the ESL teacher. Students who score below proficiency on the LAB-R become eligible for mandated services for ELL's. In addition, students who score below proficiency on the English LAB-R AND have a home language of Spanish are administered the Spanish LAB during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services. The Spanish LAB is administered by the licensed dual language teacher, Mrs. Rodriguez.
- 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.
Parents of newly identified ELL's are invited to a parent orientation , at a convenient time, following the handscoring of the LAB-R. Orientation's are held throughout the year, as needed, both during the daytime and in the evening. To inform parents of the three

program choices available in NYC, the Parent Orientation Video is shown during the orientation in the parents native language. Information on standards and assessments are also provided. Translation services are provided as needed. After viewing the video, parents have the opportunity to ask any questions they may have. The parents then fill out the Parent Survey and Selection form indicating their program choice. The parents selection is then entered on the ELPC screen in ATS. If a parent selects a program that is not available at our school we assist them in finding a school that offers that program. The choices presently available at PS/MS 43 are the ESL Program (K-8) and the Dual Language Program (1-6). If during the process 15 entitled students on two contiguous grades that have the same home language indicate a preference for transitional bilingual then a class will be opened. If a parent does not attend the orientation, then outreach is done to ensure that the parent understands the program choices. A bilingual pedagogue is involved in contacting the parents via phone when necessary. The Parent Survey & Program Selection form is retained in the student's permanent record. ELL's are placed in the parents' program of choice within ten days of enrollment. If the parent chooses an option that is currently available in our school then the students is placed in that program immediately.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Parents of students who have been administered the LAB-R and are determined to be entitled to ELL services are notified as soon as entitlement is determined. Parents are notified in English and their home language via the NYC entitlement notification letters. Letters are sent home in the students agenda books. The NYSESLAT scores of students from the previous school year are reviewed to determine if they are entitled to continue receiving services. ELL's who score below a grade specific level of English proficiency continue to be entitled to ELL services, and parents of those students receive a NYC Continued Entitlement Letter, which emphasizes program continuity. These letters are sent home in the students agenda books. ELL's wh score proficient and no longer require ELL services, receive a non-entitlement letter which is sent home via the students agenda book. Entitlement, non entitlement notification letters and Parent Survey and Selection Forms are stored in the students cumulative record.

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.

After parents have chosen the program they wish for their child, the student is placed. If the desired program is not available in our school, they transfer to a school where the program exists. Parents are presently offered the ESL Program (K-8) and the Dual Language Program (1-6) at PS/MS 43. Most parents prefer to place their child in one of the programs offered rather than transfer to another school. Staff is available for communication with parents in Spanish and Hatian Creole which are the predominant language groups in the school.

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

All ELL students (per LAB-R and previous yers' NYSESLAT scores) are administered the NYSESLAT in the spring to determine continuing entitlement or exiting from services. Students are identified based on the RLAT report. Students are then administered each section of the test in a small group setting according to grade level. If a student has an IEP, the IEP is reviewed to determine if the student requires testing accomodations. Testing Accomodations are provided as outlined in each students IEP.

6. 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.) 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. 

There are two overall trends for parent choice in program selection. In grades 1-6, since the implementation of the Dual Language Program, parents have overwhelmingly selected this option. As of this September, our new admit in grades 1- 6 was placed into our Dual Language Program. The remaining new admits who are ELL's are served in the ESL program. Program placement is aligned with parent choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))

- 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])?

Instruction is delivered in a variety of ways. ESL instruction is delivered via a pull-out model and a push-in model. ESL pull out takes place in grades k-8. ESL push in takes place in grade K. Dual Language instruction is delivered via both the side by side model in grade 1 and the alternating day model in grades 2-6. The ESL and DL students are grouped heterogeneously. The entire school follows the balanced literacy model and scaffolding techniques are used to support the second language learners. The scaffolds employed during instruction include modeling, scaffolding, bridging, contextualization, schema building, text representation and meta-cognitive development. Differentiated instruction is provided to all students so that they may progress from level to level. Other instructional strategies employed are Cooperative Learning, the Natural Approach, the Language Experience Approach, Total Physical Response and Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). As students reach the intermediate and advanced levels of language, the focus shifts towards Cognitive Academic Language Proficiency (CALP). Dual Language classes travel together; ESL pull out groups are multigrade with mixed proficiency groups.

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)?

The ESL teacher analyzes the results of the NYSESLAT scores to determine the proficiency levels of each student. Groups are then created based on the language level and grade level of students. The ESL program provides instruction in English using ESL methodologies for a specific amount of time as determined by scores achieved on the NYSESLAT or LAB-R. Beginning and Intermediate level students receive 360 minutes of instruction per week of ESL instruction. Students at the Advanced level receive 180 minutes of ESL instruction per week provided by the ESL teacher and 180 minutes of ELA instruction provided by the classroom teacher each week. A combination of pull out and push in models are used to deliver instruction. The certified ESL teacher pulls out students from their classroom to provide services in grades K-8 or pushes into the classroom to work with them when appropriate. Beginning and intermediate level students in the Dual Language Program receive 90 minutes per day of Native Language Arts Instruction, while advanced level students in the Dual Language Program receive 45 minutes per day of Native Language Arts Instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the ESL program, English language instruction is utilized to deliver grade appropriate content that is aligned to the Common Core Learning Standards. Additional scaffolding is provided by the teacher utilizing more vocabulary instruction which is differentiated for the different leveled ELL's (ie: more pictures for beginning level ELL's). Content Areas are taught for different entry points for these students. In the Dual Language program, content is delivered in two languages, Spanish and English. Science is provided by a cluster teacher in English. A thematic approach to teaching is utilized in the content areas with ESL methodology and support provided. Instructional approaches used include graphic organizers, t-charts, modeling, visuals, pre-teaching of content area vocabulary and developing prior knowledge.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELL's are appropriately evaluated in their native language throughout the year. Classroom teachers administer teacher created assessments that are aligned with instruction that is provided. Each year students in the Dual Language Program are administered the Exam de Lecturas en espanol for grades 3-6. Students in grades K-2 are administered EL-Sol in September and May.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL's are appropriately evaluated in all four modalities of English acquisition throughout the year. ELL periodic assessments are administered as well as teacher created assessments that address the modalities of speaking, listening, reading and writing.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. Currently there are two SIFE students in our school. These students receive Response to Intervention Services (RTI) and attend the extended day program. In addition to the mandated instructional requirements, these students would be invited to attend the Saturday School Program. The ESL teacher, Saturday school teacher and the Dual language teacher all work collaboratively to ensure adequate progress of these students.

B. English Language Learners in US schools less than three years are given intensive mandated ESL instructional time as prescribed by CR Part 154 and support by their classroom teacher as well. These students also receive a variety of ESL instructional strategies and activities to assist them in meeting the Common Core State Standards. The strategies utilized by the ESL teacher include Total Physical Response, Cooperative Learning, the Natural Approach, the Language Experience Approach, the Cognitive Academic Language Learning Approach, and Differentiated Instruction. These activities are utilized during theme based activities using trade books, art activities, music, storytelling, and the use of technology. These students utilize the technology program, Imagine Learning, which focuses on web based instruction, practice and assessment to assist in language support and improved performance on State Assessments.

C. ELL's receiving 4-6 years of service will continue to receive the mandated instructional time based on their NYSESLAT scores and proficiency levels. They receive small group instruction several times a week via a pull-out model. During small group instruction these students receive reinforcement and re-teaching based on their instructional needs. The teacher uses both guided and skill focused lessons to increase their knowledge and proficiency. These students also receive literacy and language support during our 90 minute Balanced Literacy Block using ReadyGen and The ReadyGen ELL Scaffolding Manual facilitated by the classroom teacher. The use of tiered activities allows teachers to tailor the instruction for these students during this time to meet their individual needs. These students are mandated to attend Extended Day and invited to attend the Saturday School Program.

D. Long Term ELL's are offered a variety of academic intervention services. These students are invited to attend the Saturday School Program. Teachers incorporate many strategies during this time to foster differentiated individualized instruction through the use of tiered activities. They are also mandated to attend Extended Day, where they receive small group instruction based on their individual needs to assist in meeting and exceeding Common Core State Standards. Study Island, one of our technology programs offered, is also available to these students where they are exposed to rigorous academic content that focuses on the Standards which enables improved performance in all skill areas tested.

E. Students that have attained proficiency on the NYSESLAT continue to receive support from their classroom teachers and are closely monitored. Classroom teachers have been trained in the use of ESL goals and standards. These are utilized within their instruction. The classroom teacher and the ESL teacher articulate to ensure continued progress of these students. These students also receive the testing accommodations that current ELL's receive, for two years.

7. 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?
Students with special needs participate in ESL instruction as mandated by their IEP's. The instruction they receive is modified as needed depending on their abilities. Students receive additional scaffolding and support to enable them to fully participate. These

students also utilize the Imagine Learning Program which is an interactive web based program which provides native language support as needed while building English Language Skills.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ELL's-SWD's participate in all school wide programs including ESL. They also participate in the Extended Day program and AIS services as needed.

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	45 minutes per day	45 minutes per day	45 minutes per day

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

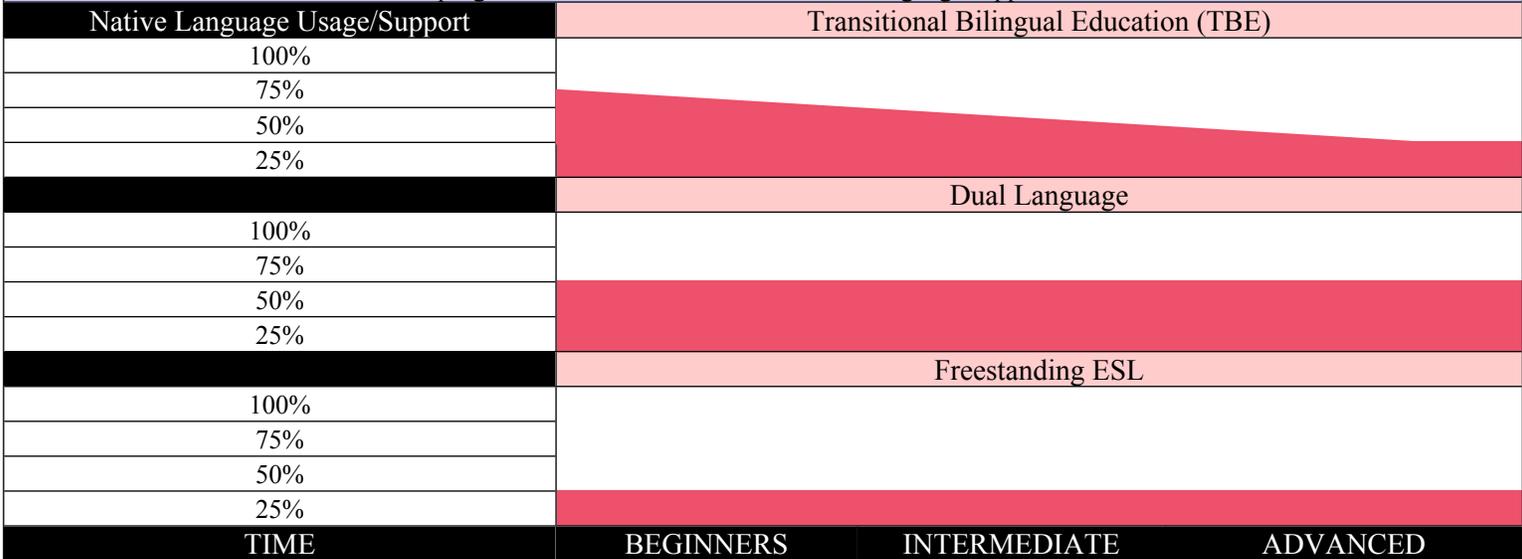
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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

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

9. 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.
- Targeted intervention programs for ELLs include Imagine Learning and Study Island, which focus on web based instruction, practice and assessment to assist in language support and improved performance on Assessments. Imagine Learning is a computer generated ELL reading program that individually targets and addresses phonemic awareness, decoding, listening, vocabulary, fluency and comprehension with language support in Spanish. Triumph Learning Coach, Foundational Math Skills Kit and CARS and CAM are utilized as well. CARS is a comprehensive assessment in reading skills that targets students for individualized instruction. In turn, students are provided with a scaffolded approach to learning with vocabulary, comprehension and fluency support for ELLs that are identified as at risk in ELA. Further, STARS, the instructional component, reinforces the reading skills of main idea, sequencing, fact and details, compare/contrast, inferencing through guided/modeled approach that is aligned with the RTI model and the Common Core State Standards. CAMS is a comprehensive assessment in math skills that targets students for individualized instruction that are identified as at risk in math. In turn, through STAMS students are provided a scaffolded approach to learning which focuses on grade level foundational math skills and concepts that are needed to advance to the next grade level. Small group instruction, Extended Day and Saturday Academy are all offered in English. At risk counseling is also provided to ELLs by the Guidance Counselors.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Through a variety of approaches our ELL students continue to make progress. Students made progress in both content and language as evidenced by performance on the NYSESLAT. Of the 89 students that took both the 2012 and the 2013 NYSESLAT, 59.5% of ELLs increased their performance by at least one level. (ie: B to I, or I to A) 38% of ELL students remained at the same performance level while moving up a grade level. 20% of students passed the NYSESLAT in Spring 2013.
11. What new programs or improvements will be considered for the upcoming school year?
- PS/MS 43 is implementing the Common Core Curriculum utilizing ReadyGen and Go Math. Staff members will turnkey information received at Instructional Lead Meetings. A push in ESL program is utilized in kindergarten. A continued emphasis has been placed on differentiated instruction and tiered activities in all classes, which enables us to meet the academic needs of our ELL's. We have also made improvements by continuing the use of Imagine Learning with our ELLs.
12. What programs/services for ELLs will be discontinued and why?
- The kindergarten Dual Language class has been discontinued. The parent survey and selection forms have revealed the parents are placing their children in ESL.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs have equal access to all school programs. ELL's are given the opportunity to participate in any program that is beneficial to their level of proficiency, interest and learning style. They are also afforded equal access to any after school or Saturday school program including ELA and Math preparation classes. ELL students are also a part of our Dolphin classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- A variety of instructional materials are utilized to support the learning of ELLs. ReadyGen, GoMath and Codex are used for instruction in English by the classroom teachers. The Dual Language Spanish teachers utilized ReadyGen, GoMath, and guided reading components from Storytown in Spanish. This includes big books, guided readers, and shared readres in both English and Spanish. Each grade level has a Scaffolding Guide for ELLs. There are native language libraries in all the DL classes. Leveled libraries are used in all classrooms. Additional materials used in the ESL classroom include Prentice Hall Regents ESL set, Highpoint Success in Language, Oxford Picture Dictionary for Content Areas, Language and Learning: Building Content Area and Academic Vocabulary, and Connecting Vocabulary: Build vocabulary through reading and skill based activities and Imagine Learning computer software. These materials are used appropriately according to ELL subgroups. Native language support is also provided for the ELLs as part of the Imagine Learning program, where instructions are given to students in their native language as they get started. All students have access to online dictionaries with translation in their native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The Dual Language Program supports the learners by delivering instruction in both English and Spanish. In both Dual Language and ESL, native language support is provided through computer programs, picture dictionaries, books in students' native language and translation websites. Our program emphasizes the importance of placing the learner's native language and cultural background

at the center. Our library has a reading and listening center with Spanish and English resources. These supports are utilized by students in both ESL and Dual Language programs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required services support and resources correspond to ELL's ages and grade levels. PS/MS 43 provides ESL services in grades K-8. Additionally, our Dual Language Program is available for ELLs in grades 1-6. Our Dual Language classes use ReadyGen which provides an ELL Scaffolding Manual to support language development.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Tours of the PS/MS building are provided to all newly enrolled ELL students and their parents.

18. What language electives are offered to ELLs?

Currently, Spanish is the language elective offered to ELL's at PS/MS 43.

19. For schools with dual language programs:

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

A. The Dual Language program model teams two teachers in grade 1 and one teacher in grades 2-6 to provide instruction in two languages. In grade one, with two teachers, one teacher provides instruction in English while the other teacher provides instruction in Spanish. In grades 2-6, one bilingual teacher provides instruction in English one day and Spanish the next day. Students are linguistically mixed for all instruction, where classes contain 50% native language English speakers and 50% native language Spanish speakers. The target language time is equally divided between the two languages, so that 50% of the instructional time is allocated to English and 50% to instruction in Spanish.

B. The instructional day for our ELL's and EP's are entirely integrated. However, differentiated instruction is incorporated in all lessons, keeping in mind ELL's and their language proficiency level.

C. Instruction is simultaneous for literacy and all content areas. During the literacy block, the components of balanced literacy are introduced in both languages. In addition, both languages are utilized for instruction across the content areas.

D. Students receive instruction following the Alternate Day Model. One language is used for instruction one day followed by instruction in the other language on day two. At the end of a two week cycle, students have received instruction in both languages for five days.

E. Emergent literacy is equally divided between two languages, so that 50% of the instructional time is allocated to instruction in English and 50% to instruction in Spanish. Instruction is simultaneous for literacy and all content areas.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All personnel at PS/MS 43 receive professional development in ESL throughout the year. Workshops are offered for classroom teachers, ESL teachers, Dual Language teachers, RTI teachers, and guidance counselors. Topics include ESL strategies and instructional techniques employed during instruction including modeling, scaffolding, bridging, contextualization, schema building, text representation meta-cognitive development, BICS and CALP. Teachers are currently involved in inquiry teams looking into the use of informational texts. The ESL teacher attends semi monthly ESL network meetings. The ESL teacher is attending professional development on Election day that targets literacy strategies for ELLs. Teachers are encouraged to attend additional professional development workshops which provide 8 hours of ESL strategies and support for the ELLs in the classroom.

2. Professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards. A Literacy Consultant provides support and professional development throughout the year. The Lead Teachers on each grade level attend Instructional Lead Training and turnkey information as they attend each workshop. A Dual Language Specialist provides Dual Language teachers with support and professional development throughout the year as well. Classroom teachers of ELLs are afforded the opportunity to visit the ESL classroom in order to observe strategies in ESL provided by the ESL teacher.

3. PS/MS 43 is a K-8 school where our elementary students transition to middle school from 5th to 6th grade. Staff receive eligibility lists with ELL data. All student data is explained and reviewed by staff. Middle school ELL students are provided with a list of ELL High Schools, open house opportunities and summer school preparation courses. Guidance counselors meet with transitioning students and their parents to provide transitioning support.

4. All teachers meet in inquiry teams throughout the school year (every other Monday). Periodically during these meetings, ELL training is provided. Topics include ESL strategies and instructional techniques including modeling, scaffolding, bridging, schema building, BICS and CALP. Teachers also have grade wide common planning periods where they plan to meet student's needs academically and linguistically. Network ELL specialists and a Dual Language Consultant provide professional development by conducting study groups and classroom visits. Teachers are afforded an opportunity to visit the ESL classroom in order to observe strategies in ESL provided by the ESL teacher. Common Core standards are also incorporated into professional development.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. At PS/MS 43 we encourage all parents including parents of ELLs to be involved in all aspects of their children's learning. Parents are invited to Parent Teacher Association (PTA) meetings, workshops, and Individualized Education Plan meetings, and Parent/Teacher conferences. Invitations are distributed in various languages. Parents are made aware of any potential plans for academic intervention via progress reports. Homework agendas are available to all students and parents to communicate with teachers and administrators. Teachers maintain phone contact and parent contact logs. Parents are also invited on class trips. Our school messenger system sends out important information when needed to get to parents quickly. Workshop topics appropriate to the time of year are presented by school personnel. Among these topics are curriculum, assessments, school routines, mandates, how to provide support at home. Translation services are provided within the school by personnel. Additionally, the DOEs phone number for translation services is readily available during parent-teacher conferences.
 2. PS/MS 43 partners with a variety of agencies and Community Based Organizations to provide workshops and services to ELLs and their parents. Project Hope is available for any families, including families of ELLs, who are having difficulties in the aftermath of Superstorm Sandy. A partnership with the Brooklyn Botanical Garden and the Bette Midler community garden provide parents and students with an opportunity to learn about organic produce, gardening and collaborating to beautify the community. Food Bank of New York has partnered with PS/MS 43 to promote their cookshop program for all families and students, including ELLs.
 3. During our Parent Orientation meeting, parents are given opportunities to express their needs and concerns. During Parent / Teachers conferences we evaluate the needs of our parents. Parent needs and concerns are evaluated and addressed throughout the course of the year through workshops and orientations. The NYC Parent survey is also reviewed yearly to evaluate the needs of parents.
 4. Parent Orientation meetings are conducted as necessary for parents by the ESL teacher. Parent workshops are provided throughout the year by a parent coordinator, the PTA and the pre-k social worker. These workshop topics include discussions on common core state standards, assessments, school expectations, and program requirements for the ESL and Dual Language Programs. These workshops assist parents with the information necessary to help their children receive the appropriate services and assists with their academic adjustments and successes. Workshops occur throughout the year for parents of various topics. Parent/Teacher conferences have been arranged to meet parent schedules and we have addressed the need for more translators during these meetings.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: 043

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Gary Fairweather	Principal		1/1/01
Ms. Vivian Leary	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Mrs. Stephanie Sheriff	ESL Teacher		1/1/01
	Parent		1/1/01
Ms. Crusita Rodrigues	Teacher/Subject Area		1/1/01
Mrs. Marissa Ferraro	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Lisa Meringoff	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Mr. Scott Marteena	Other <u>related services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q043

School Name: 043

Cluster: 5 CEI PEA

Network: 531 CEIPEA

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.

Each September PS/MS 43Q conducts a survey to determine what languages are spoken in the homes of our students. Classroom teachers ask their students which language their parents/guardians are most comfortable communicating in. The Home Language Identification Survey is also referred to for parents' preference when receiving written and oral information. The data is then compiled and informs us as to which students should receive translated documents. Documents are then translated into the corresponding languages. The following languages are spoken in the homes of our students: Spanish, Haitian-Creole, Pashto, Yoruba, Polish, Amharic, Nahuatl, Estonian, and Fulani. In addition, the school community is interviewed to see what school based documents parents would benefit from receiving in their home language. Interviews are conducted with the principal, assistant principals, parent coordinator, ESL teachers, dual language teachers, classroom teachers and parents. The resulting data is used to determine the major school based documents that need to be translated.

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.

The PS/MS 43 school community found that written translations and oral interpretations were necessary to communicate with parents. Spanish is the language that needs to be used the most to communicate with parents. The school community has a bilingual assistant principal, parent coordinator, guidance counselor, and social worker. The staff and parent association were notified that if they would like interpreters or written documents to be translated, that they should submit a request to the parent coordinator.

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.

Based on the interviews conducted, the types of documents that need to be translated include: the monthly school calendar, student handbook, proper dress attire policy, registration requirements, notices from the PTA regarding times and dates of meetings, half day notices, assessment information, behavioral contracts, workshop notices, general school information that is vital for parents, trip permission slips, etc. The written translation services are provided in-house by school staff. The translation of these documents will provide increased opportunities to inform more parents of important school related events and information.

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.

The aforementioned survey also indicated a need for oral interpretation services. That survey revealed that parents are more comfortable communicating in their native language. A survey of the staff at PS/MS 43 indicated that the teachers would like to have translators available when they need to communicate during parent/teacher conferences as well as during parent workshops and meetings. A canvas of parents also revealed that they would like to hear information in their native language so they can be better informed about their children. We have identified existing teachers and paraprofessionals that would be willing to interpret for parents and teachers and, when necessary, look for interpreters outside the school. A bilingual Assistant Principal is also available to interpret.

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>.

Parental notices will be sent in English and other targeted languages informing parents of the availability of translation and interpretation services at the school. In addition, a copy of these notices will be posted in a prominent location near the main office of the school and the early childhood center.

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: PS 43Q	DBN: 27Q043
Cluster Leader: D. MALDONADO	Network Leader: Joseph Blaize
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: AIS during school day
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 43 did not meet AYP for English Language Learners for ELA or Math. PS 43 is currently providing supplemental service to the ELL's. PS 43 is providing supplemental instruction to ELLs in grades 3 through 8 in the Saturday Academy and grades 2 through 5 during an ELL AIS program during the instructional day.

Saturday Academy takes place from October through April. The program runs on Saturdays from 9 am to 12 pm. The focus of this program is to improve students reading, writing and mathematics. Students were selected based on NYS ELA, NYS Math and NYSELAT test scores as well as teacher recommendations. For this program, some of the materials selected to be utilized include COACH Books, Common Core Learning Clinic, and other teacher resources. The students also are participating in a technology program called Study Island.

The ELL AIS program takes place from October through March. This program is supplemental to the students' mandated services. The program takes place on Mondays and Tuesdays. Each session is a full school day. The ESL teacher teaches 6 periods on Monday and 7 periods on Tuesday. The students are seen 2 periods a week, (90 minutes a week) for a total of 32 session periods. The language of instruction for this program is English. The students were selected looking at the NYSESLAT data. All ELL as well as some former ELLs were selected to participate. Groups were formed separating beginners from intermediate\advance students. Each groups meets one 45 minute period daily. The program focus is for grades 2 through 5. This AIS program is a pull out small group program. The focus of instruction is reading, writing, speaking and listening. The materials selected for this AIS program support vocabulary development, content based reading and scaffolding for the ELL students. The ultimate goal is to assist the ELL's in obtaining english proficiency on the NYSESLAT as well as prepare them for the New York State ELA Exam. The teacher plans and facilitates differentiated lessons. Students were selected based on NYS ELA, NYS Math and NYSESLAT test scores as well as teacher recommendations. For the AIS program, some of the materials selected include Language for Learning, Connecting Vocabulary, and other teacher resources. The students also are participating in a technology programs called Imagine Learning and Study Island.

The program includes all english language learner in the dual language program from grades 2 through 5.

Part C: Professional Development

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: PS 43's professional development focus for the 2011 - 2012 school year is Common Core Learning Standards, Teacher Effectiveness and English Language Arts instruction meeting the needs of all students. PS 43 is currently participating in Network ELL support residency. An assistant principal collaborates with the ELL support personnel. ELL Network personnel are also providing professional development and support to all staff members. This professional development is on going throughout the school year. The dual language teachers as well as the ESL teachers are receiving professional support. Some topics to be covered, but not limited to, are scaffolding the common core standards, supporting shared reading and implementation of independent reading, planning effective small group instruction, curriculum mapping, push in models, teacher effectiveness and common core performance tasks. The professional development will be provided by in house personnel as well as hired consultants. Ms. Barnhouse, Ms. Soderman, Ms. Werner, Ms. Leary, Ms Abernethy and Ms. Caines are some of the professional development providers. Meetings will take place on Jan 14, Jan 28, Feb 11, Feb 25, Mar 11, Mar 18.

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: At PS 43, it is our goal to have the parents of our ELL students involved in their child's education. This involvement supports their child's academic success. Activities and programs are ongoing throughout the school year. The parents are notified through newsletters and monthly calendars of upcoming events. Workshops will be held on Sept 13, Sept 26, Oct 10, Oct 23, Nov 21, Jan 8, Jan 22, Feb 5, Feb 19 in the morning. In addition, our bilingual Parent Coordinator, Mrs. Melendez, has regular communication with the parents of our ELL students to address any of their concerns and keep them abreast of activities taking place. Teachers also communicate to parents through the student's agenda book which goes home with the child daily. The focus of the activities provided to the ELL students and their families is cultural awareness and appreciation. Some of the activities for the ELL students and families include class trips, parents workshops. On May 17, a year end ELL's celebration will be held to celebrate the students' success and heritage.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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 supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		