



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** JONAS BRONCK  
**DBN (i.e. 01M001):** 07x043  
**Principal:** GIOVANNA DELUCCHI  
**Principal Email:** GDELUCC@SCHOOLS.NYC.GOV  
**Superintendent:** YOLANDA TORRES  
**Network Leader:** ROXAN MARKS

### 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
Giovanna Delucchi	*Principal or Designee	
Nathaniel Waye	*UFT Chapter Leader or Designee	
Melanie Bookhart	*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	
Peter Kalkau	Member/ UFT - Chairperson	
Angela Robinson	Member/ UFT	
Brenda McDonald	Member/ UFT	
Doris White	Member/ UFT	
Isa Quinones	Member/ Parent	
Joyce Starke	Member/ Parent	
Laquesha Coleman	Member/ Parent	
Maria Rivera	Member/ Parent	
Mabel Gonzalez	Member/ Parent	
	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
<b>School Leadership Team Signature Page</b>
<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
▪ Annual Goal
▪ 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)
<b>Academic Intervention Services (AIS)</b>
<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>Parent Involvement Policy (PIP)</b>

## 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, there will be an increase in students' reading performance demonstrating that 75% of students will increase as follows:
  - 3 Fountas & Pinnel reading levels in Grade K
  - 5 Fountas & Pinnel reading levels in Grade 1
  - 4 Fountas & Pinnel in Grades 2-3; and
  - 3 Fountas & Pinnel levels in Grades 4-5

in an effort to meet or exceed proficiency levels in literacy as measured by the collection and interpretation of data on a 6-8 week cycle.

### Comprehensive Needs Assessment

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.

***This is a priority area for improving student performance based on our school's 2012-2013 progress report. The progress report demonstrates that 12.5% of our students in the tested grades are performing at Levels 3 & 4. Based on this evidence, one factor to consider is that students in the testing grades, as well as students entering the testing grades are not achieving grade level expectations, thus extending our ELA focus school-wide, for Grades K-5***

### 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. The extension of the literacy block to include Guided Reading through the use of Good Habits Grade Readers leveled text a minimum of two sessions per week per child.
2. The implementation of a common core aligned literacy program (ReadyGen).
  - Close reading of complex texts
  - Balancing informational and literacy text
  - Analyzing text structures and components
  - Accountable discussions about texts in response to text-based questions that are of high order.
3. Provide targeted professional development for teachers in specialized literacy strategies to meet the needs of our students.
4. To implement a Saturday Academy for ELLs and Students in the lowest third in grades 3-5.

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

1. Classroom and AIS teachers. Good Habits Great Readers guided reading curriculum, Rally Essential Skills and Rally Skill by Skill as well as Kaplan Advantage
2. Classroom and AIS teachers. ReadyGen curriculum
3. Administrators, program consultants, network personnel and teacher teams.
4. School leaders and classroom teachers.

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

1. The Fountas & Pinnell Benchmark System, running records, conference notes, and skills review assessments will be used to inform and direct instruction. Student progress is tracked and monitored in cycles to measure the effectiveness and impact of strategies taught.
2. Performance based and end of unit assessments are administered after every unit.
3. Data talks with administrators are scheduled every 6-8 weeks to analyze class data, determine student's growth and deficiencies along with developing next steps. Teacher teams meet regularly to look at student work, share best practices, plan and modify lessons to meet students' needs.
4. Students are administered a pre-test at the beginning of the program. Student progress is monitored for the 10 week program, and then a post test is administered at the end of the program to evaluate growth.

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

1. These strategies will be implemented from September 2013 through June 2014. Administrators and teachers will track students' progress every 6-8 weeks, in four

- cycles--specifically: October, December, February and May using the Fountas & Pinnell Benchmark System.
- In grades K-2 there are six units, at approximately 4 weeks per unit. In grades 3-5 there are 4 units, at approximately 6 weeks per unit. End of units assessments will be administered from September 2013 – June 2014.
  - Targeted professional development will be provided to staff members on an ongoing basis, determined by needs assessments and classroom observations. These sessions will be ongoing from September 2013 – June 2014.
  - Program will run from January 2014 – April 2014.

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

- We have scheduled 0 period – daily for ELA tutoring sessions. Additional personnel are in classrooms to provide small group instruction based on students’ literacy needs at this time. Good Habits Great Readers Leveled Text that specifies students’ individual reading level, the genre of text and the skills taught within the text. We also utilize Rally and Kaplan test preparation materials for students in grades 3-5 to reinforce literacy skills.
- ReadyGen is implemented during the literacy block for 90 minutes daily for all students in grades K-5.
- Professional Development takes place during weekly Circular 6 periods, monthly grade and faculty conferences and Lunch and Learns.
- The students will receive @ 1.5 hours of instruction per week in ELA.

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

**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	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.

Our school uses conceptually consolidated funds to support all instructional goals.

**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 students will demonstrate progress towards achieving state standards as measured by an 8% increase in students scoring at levels 3&4 on the NYS Mathematics exam in grades 3-5..

**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.

Based on our 2012-13 Progress Report, we have identified this goal of improving student performance in mathematics. The Progress Report demonstrates that 12% of our students in the tested grades are performing at levels 3&4. Based on this evidence, one factor to consider is that students in the testing grades, as well as students

entering the testing grades, are not achieving grade level expectations, thus extending our focus on math in grades K-5.

### ***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. The implementation of a common core aligned math program (GoMath)
  - Counting and Cardinality
  - Operations and Algebraic Thinking
  - Number and Operations in Base Ten
  - Number and Operations - Fractions
  - Measurement and Data
  - Geometry
2. The implementation of Spatial Temporal Math Instruction (Mind Research Institute) for students in grades 2-4. This computer based program requires students to rely on visual cues rather than words. While all students in grades 2-4 will benefit from this program, it will be particularly engaging and effective for ELLs, SWD and students in the lowest third of the school, many of whom struggle with math language.
3. To implement a Saturday Academy for ELLs and Students in the lowest third in grades 3-5 which will integrate Mathematics supplemental materials.

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

1. Classroom teachers will implement the GoMath curriculum, including the online 'Think Central component'.
2. Grade 2-4 classroom teachers and the technology cluster teacher will implement the ST Math program. Students will utilize computers in the lab, laptops and iPads in the classrooms.
3. Classroom teachers in grades 3-5 supplement the core curriculum with Rally, Kaplan Advantage and Buckle Down materials.

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

1. Support for all learners is built into the program so that students needing enrichment, extra support or intervention can all achieve success. There are three options for intervention: Tier 1 is on-level intervention, Tier 2 – strategic intervention and Tier 3– Intensive intervention. Student progress is monitored on a daily basis and flexible groups are determined based on the students' understanding of the quick check built within lesson. Through the use of Digital Path which is a computer based program students will be assigned individualized activities to reinforce objectives taught.
2. Students in grades 2-4 take a baseline assessment which determines their entry level into the program. Students work at their instructional level, at their own pace. The sequencing of the mathematical objectives are aligned to GoMath the common core math program utilized. Teachers receive a progress report monthly to track progress and time spent on the program for each child. Administrators are able to view the progress of all students in the program.
3. **Unit and chapter exams will be administered after each math strand is taught. Students who** achieved a level 1 or 2 on the NYS Mathematics 2013 exam, who are currently in grades 4 and 5 and students in grade 3 who have been retained or are demonstrating below level classroom performance will be invited to attend the Saturday Academy and their progress will be monitored and documented using the critical areas for the respective grades.

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

1. These lessons will be implemented from September 2013 through June 2014. Administrators and teachers will track students' progress by looking at student results on the mid-chapter checkpoint and end of chapter exams.
2. In grades 2-4 students should complete 75% or more of the grade level curriculum by state testing time, and 100% completion by the end of the year. Mathematics Test Preparation will be integrated into the Math block from November 2013-May 2014. For the Saturday academy 1.5 hrs will be devoted for math instruction. This will take place during the months of January through April 2014.

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

1. GoMath will be implemented daily for 90 minutes in grades K-5.
2. For grades 2-4 a minimum of two 45 minute sessions per week are devoted to ST math. The program is primarily used in the computer lab however the program has been installed on iPads and laptops for students to use in their classrooms. Students are encouraged to log on to the program at home as well. This equals out to be a total of 60 or more sessions in the school year.
3. The students will receive @ 1.5 hours of instruction per week in Mathematics.

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Our school uses conceptually consolidated funds to support all instructional goals.											

**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, by developing and instituting school-wide initiatives which are interrelated to positive behaviors, there will be a 10% decrease in student referrals to in-house suspensions as measured by OORS reported incidences data.

**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.
After conducting an ORRS data analysis on student referrals and having staff complete PBIS self-assessment surveys the following data was found concerning the 2012-2013 school year”
<p>There were 103 incident reports that required in-house suspensions.</p> <p>42 of the incidents occurred in the classroom setting.</p> <p>The remaining 71 incidents occurred outside of the classroom setting, in places in and around the school.</p> <p>School-wide, 58% of the staff who completed the PBIS self-assessment survey felt that improvement in this area was a high priority and 32% agreed that it was a medium level concern. The remaining 10% of respondents felt it was of low priority and concern.</p> <p>The types of infractions for ALE suspensions included: disrupting the educational process, verbally rude or disrespectful words, profanity, obscenity, disruptive behavior on the school bus (A06, A07, A13).</p>

## ***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**

The PBIS Core Team will plan and carry out professional development for the staff. During these sessions the team will review the results from the self-assessment surveys and they will share their PBIS action plan.

The students will attend grade level assemblies, where they will learn about the new PBIS system.

Staff members will provide students with tickets to acknowledge good behavior. Tickets will be redeemed, on a weekly basis, for small prizes.

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

PBIS core team consisting of school leaders, guidance counselor, SETTS teacher and paraprofessionals. Incentives will be purchased for this initiative.

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

80% of the general population of students will learn and follow the PBIS Matrix using tickets as a way to reward positive behaviors, and the remaining 20% (15% at-risk behaviors and 5% high risk behaviors) will be encouraged to learn from their peers who have fully mastered the matrix.

The students will be able to earn individual tickets which they can redeem at the ticket store.

Classes will be able to earn class tickets when the entire class is modeling good behavior. 25 class tickets earned will result in a popcorn party (hosted by Oliver the Owl, our school mascot), and 50 tickets will result in a classroom pizza party (hosted by Oliver).

Teachers and staff will encourage the PBIS Matrix of Positive Behavior throughout the school day and beyond (Be Respectful, Be Responsible, Be Safe).

Teachers and staff will oversee the emotional intelligences initiatives to address student behaviors and provide a framework for helping students monitor and manage their own behaviors.

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

6. September 2013 – June 2014

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

1. School budget funds are used to purchase PBIS incentives. School fundraising efforts support the PBIS initiative.

## ***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 Coordinator serves as liaison between the school and families.
- Parent Coordinator provides parent workshop based on the assessed needs of the parents of children who attend our school.
- Parents are provided opportunities to help them understand the accountability system through the use of the Parent ARIS Room, where computer(s) are always available to parents and parent coordinator has 1:1 meetings with parents.
- Parent meetings are scheduled with flexible times to be able to reach and include all parents.

- All school documents sent home are translated and interpretation during meetings and events are provided.
- School hosts educational family events/activities during Parent-Teacher Conferences.
- Parent Resource Center (ARIS Room) has a lending library inclusive of instructional materials for parents.
- Parents are encouraged to become trained school volunteers.
- Parents are provided on-going written and verbal progress reports to keep them informed of their children's progress.
- Parents receive a monthly calendar/newsletter so that they are kept up-to-date on all school activities, workshops, and initiatives.
- Parents are notified and informed of the procedures to arrange an appointment with their child's teacher or other school staff members.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Our school uses conceptually consolidated funds to support all instructional goals.											

**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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>4. Timeline for implementation and completion including start and end dates</b>
6.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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.											
	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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**

1.

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

6.

- **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
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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Good Habits Great Readers Guided Reading Sadlier Phonics Starfall Vocabulary Workshop Kaplan & Rally Reading Time for Kids Good Habits Great Writers Reading Rescue	Small Group One-to-one tutoring	During the school day Before/after school Saturday Academy
<b>Mathematics</b>	GoMath Kaplan Rally Math	Small group Tutoring Lab work	During the school day Saturday Academy
<b>Science</b>	Harcourt Science Use of non-fiction texts Kaplan Science	Small group Tutoring Lab work	During the school day
<b>Social Studies</b>	Houghton Mifflin/Harcourt Use of non-fiction text DBQ's	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk counseling Crisis Intervention PBIS	Small group One-to-one	During the school day

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

- A. All elements of the *All Title I Schools* section must be completed\*.
- 4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 5. Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
Over 95% of our teachers are Highly Qualified. Teachers who are not already Highly Qualified are working to become Highly Qualified by taking appropriate casework and exams. The Payroll secretary works closely with the network to follow up in ensuring that non-Highly Qualified teachers meet all required documentation and assessment deadlines. Any new hires are screened for these qualifications. Mentors and buddy teachers are assigned to teachers that are not Highly Qualified. Teachers receive ongoing Professional Development based on needs. The school periodically reimburses teachers for conference fees for Professional Development from outside providers.

**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).
All staff members attend Professional Development throughout the academic school year. Professional Development for teachers are scheduled during faculty and grade conferences, circular 6 periods lunch and learns, Network training meetings and NYC meetings. Paraprofessionals and other staff members receive Professional Development on the CCLS on the schedules Chancellor PD days. School Leaders receive Professional Development on the CCLS during the Network Monthly meetings.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
P.R.I.M.E. Leaders After School Programs reinforcing skills and concepts taught during the instructional day. Music and band programs – Education Through Music.

**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.).
Preschool children from early childhood centers are invited to come visit our PreK classrooms in June. They are given a tour of the school, and exposed to our curriculum, rules and procedures. School leaders and our Parent Coordinator attend PD sessions with the Early childhood programs to ensure that our curriculum is aligned, The Parent Coordinator ensures that all records are received in a timely manner. School Leaders review records to ensure students are provided with the appropriate intervention services.

**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.
A Committee was formed consisting of School Leaders and Teachers. The committee received Professional Development by network staff. The committee discussed guidelines for the selection of appropriate multiple assessment measures and what would be most appropriate for our staff members. Teachers received Professional Development from our Data Specialist on how to use the assessment results to improve instruction.

The committee meets periodically to review data

**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.

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**Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 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 to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- 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 designed to keep parents informed about school activities and student progress;
- providing school 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

## Public School 43 School-Parent Compact:

Public School 43 the Jonas Bronck School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2012-13.

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

#### School Responsibilities

Public School 43 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**
  - 120 minute literacy block including reading, writing, word study, phonics and vocabulary
  - Daily reading and writing workshop, mini-lessons, conferencing, guided reading and strategy lessons
  - Word works, vocabulary and phonemic awareness activities
  - Follow NY City Scope and Sequence units of study in Science and utilize Harcourt Science to support science instruction.
  - Follow the units of study in Social Studies outlined by the Houghton Mifflin program
  - Improving instruction for ELL's to facilitate second language acquisition and assist in the transference of skills into English language learning.
  - Continue professional development
  - Utilize ReadyGen, Good Habits Great Readers Guided Reading and Good Habits Great Writers for all students in grades K-5
  - Utilize Math in Focus for all students in grades K-4 / Every Day Math in grade 5
  - Utilize Land of the Letter People in Pre-K
  - Provide differentiated staff development for teachers to address classroom management, differentiated instruction for at-risk students and students with special needs, as well as strategies related to mathematics, reading and writing.
  - Provide professional development in mathematics on identified areas that students require additional support including: counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, numbers and operations – fractions, measurement and data, and geometry.
  - Use Kaplan and Rally for English Language Arts & Math test preparation for grades 3,4 & 5
  
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
  - Parent Conferences are held in November and March of each school year. These meeting take place in the afternoon from 1:00-3:00 and in the evening from 5:00-7:30.
  
- 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

- Periodic Assessment reports will be shared with parents (grades 3, 4 & 5) and is available in ARIS
  - Student Attendance Reports will be distributed to parents (November & March for all students and ongoing for tardy and absent students)
  - Letters mailed home to parents including an appointment for students with attendance below 90%.
  - Inform parents in writing when children are at risk of not meeting promotional criteria and may be at risk of remaining in the grade. (By February)
- 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**
- Parent Coordinator will facilitate communications with staff
  - Parent Coordinator/Secretary will schedule meetings and address concerns from parents.
  - Parent can contact the teacher via telephone (leave message) or in writing in order to set up a meeting
  - If necessary, the school program schedule can be changed to accommodate meeting with parents.
- 5. to observe classroom activities, as follows:**
- Parents may volunteer in the school by contacting the main office or parent coordinator.
  - Early in the school year training for volunteers is provided to parents through Learning Leaders
  - Parent can contact the classroom teacher and assist with class activities or trips.
- 6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.**
- Parents, PTA Executive Board and the School Leadership Team will review the policy and make changes as needed.
- 7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.**
- Parent survey is distributed to all parents and results are shared with the community.
  - Results of survey is used to plan activities and workshops for parents
  - The Title I parent representative will serve as a liaison with parents and keep them informed.
  - The School Leadership Team members share information with parents.
- 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.**
- 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
- All school letters, notices, calendars and other forms of written communication is provided in English and Spanish.
- 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
- Conduct Open House in the fall to meet teachers learn about curriculum, procedures, routines and to ask questions relevant to their child's class/school.

- Conduct parent meeting during the start of the school year outlining grade expectations, promotional requirements, attendance policy and other curriculum related items
  - Conduct meetings on the content and format of all assessments including, NY State ELA, Math, Science, and NYSESLAT exams.
- 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
- Conduct meetings on school accountability status including the Annual School Report card, Quality Review, Progress Report, Parent Surveys
  - Provide opportunities for parents to comment and provide feedback for future activities.
  - Hold a meeting in June for parents to review school progress and brainstorm suggestions for next school year.
- 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
- Periodic Assessments progress reports that provides information to parents on their child's progress
  - NYSESLAT report for English Language Learners (students in Bilingual classes or receiving ESL services)
- 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.**
- In the event that a class is being taught by an uncertified teacher, the school will distribute to parents as required by NCLB unqualified letter that notifies the parent that their child is being taught by an uncertified teacher.

### Parent Responsibilities

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

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

### Student Responsibilities

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

- Come to school every day and maintain 95% attendance.
- Follow school rules; adhere to the NYC Discipline Code and School Code of Conduct.
- Adhere to the school's uniform policy by wearing my uniform every day.
- Do my homework every day and ask for help when I need to.

- Read at least 30 minutes every day outside of school time and keep a record of reading using a Reading Log.
  - Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- .

**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 <b>00</b>	Borough <b>Bronx</b>	School Number <b>043</b>
School Name <b>PS 43 Jonas Bronck</b>		

### 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 <b>Dr. Giovanna Delucchi</b>	Assistant Principal <b>Ms. Millie Baj</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jacqueline Flanagan</b>	Guidance Counselor <b>Ms. Freytes</b>
Teacher/Subject Area <b>Speech : Ms. Lauren Powell</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Bilingual Speech:Ms. Maldonado</b>	Parent Coordinator <b>Ms. Lourdes Rodriguez</b>
Related Service Provider <b>SETSS: Ms. Jessica Rivera</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>458</b>	Total number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>10.48%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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
Dual Language										0
ESL	41	0	8	4	0	2	3	0	3	48
Total	41	0	8	4	0	2	3	0	3	48

Number of ELLs who have an alternate placement paraprofessional: 3

### 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
<b>TOTAL</b>	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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	11	8	2	1	7								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2		1	1	1								5
<b>TOTAL</b>	11	13	8	3	4	9	0	0	0	0	0	0	0	48

## 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)	8	3	1	0	1	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	9	0	1	0	2								12
Advanced (A)	3	1	7	2	3	6								22
Total	11	13	8	3	4	9	0	0	0	0	0	0	0	48

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	3	2	1	0	6
4	9	2	0	0	11
5	2	5	1	0	8
6					0
7					0
8					0
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	4	0	2	0	0	0	0	0	6
4	10	0	2	0	0	0	0	0	12
5	6	1	2	0	0	0	0	0	9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	5	0	4	0	12
8	0								0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## 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.

P.S. 43 uses Fountas and Pinnell to assess the literacy skills of the ELL students in Kindergarten - 5<sup>th</sup> grade. Fountas and Pinnell is a program used to evaluate the students' reading and comprehension ability with a universal screening that is aligned to Leveled Literacy Intervention. Each child's instructional level can be determined for guided reading according to the Fountas & Pinnell A-Z Text Level Gradient. It is also used to determine each child's independent reading level. The classroom teacher maintains a reading record that reflects the ability of the reader: accuracy, self-correction, comprehension and fluency. The program is used for literacy instruction. Guided reading is provided by the classroom teacher to students in small groups who are on the same instructional reading level. Lessons progress across seven systems from level A (beginning reading in Kindergarten) through level Z (represents competencies at the middle and secondary school level) on the F&P Text Level Gradient. Skills that are covered throughout levels A - Z include: a combination of reading, writing, and phonics/word study, emphasis on teaching comprehension strategies, explicit attention to genre and to the features of fiction and nonfiction books, explicit teaching of effective and efficient strategies for expanding vocabulary, and use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.

The results of the 2013 NYSESLAT reveal that three of the Kindergarten students, who are hold-overs, are on an Intermediate level. The LAB-R shows 62.5% that the newly admitted Kindergarten students are on a Beginner level and 37.5% are on an Advanced level. There are 23% of ELL first grade students at the Beginner level, 69% at an Intermediate level, and 8% at an Advanced level. There are 12.5% of ELL second grade students at a Beginner level, 0% at an Intermediate level, and 87.5% at an Advanced level. There are 0% of 3rd grade students at the Beginner level, 33% are at the Intermediate level and 66% at the Advanced level. There are 25% of ELL 4th grade students at the Beginner level, 0% are at the Intermediate level and 75% are at the Advanced level. There are 11% of the ELL 5th grade students at the Beginner level, 22% at the Intermediate level, and 67% at the Advanced level.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data reveals that 20% of all the ELL students tested Proficient on the NYSESLAT. 30% of the ELL students (not including those who tested proficient) increased by 1 level on the NYSESLAT. 2% increased by 2 levels. Approximately 42% remained on level. 2% went down 1 level, and 2% went down 2 levels. The results show that 6 out of 8 Kindergarten students increased by one level (5 moved up from the Beginner level on the LAB-R to Intermediate level on the NYSESLAT, 1 student increased by 1 level on the NYSESLAT). The other 2 Kindergarten students remained on the same level (one on the Advanced level, the other on the Intermediate level). Three out of eight First Graders increased by 1 level on the NYSESLAT, 4 out of 8 remained on level (one remained on the Advanced level), 1 student decreased by 1 proficiency level on the NYSESLAT. The first grader who decreased by 1 proficiency level receives a high level of support. He receives speech and language services three times a week: once in a 1:1 setting, the other two times in a group of 1:3. He also receives SETSS in addition to his current placement which is in a 12:1:1 setting with a bilingual para. The second grade students performed well. 2 out of 5 students tested Proficient on the NYSESLAT, 1 student went up 2 levels, 1 student increased by 1 level and 1 student remained on level according to the NYSESLAT. The third grade ELLs performed well on the NYSESLAT. 2 out of 4 tested Proficient on the NYSESLAT and 2 out of 4 increased by 1 level on the NYSESLAT (Intermediate to Advanced). Overall, the fourth grade students performed well on the NYSESLAT. 4 out of 12 students tested Proficient, 3 out of 12 increased by 1 level, 5 remained on level (3 remained on the Advanced level, 1 on the Intermediate level, and 1 on the Beginner level). The fifth grade students also performed well. Out of 9 students, 1 tested Proficient, 7 remained on level (4 remained at the Advanced level, 2 remained at the Beginner level, and 1 remained at the Intermediate level), and 1 student increased by 1 level (moved from the Intermediate to the Advanced level). These results are based on the total scores of the 2013 NYSESLAT.

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 [AMAO tool](#))

The patterns across the NYSESLAT modalities-reading/writing and listening/speaking will be used to place the students into subgroups. The students who need to increase reading and writing skills will be grouped together to address specific skills. Many

students in grades 3-5 group may also receive AIS (Academic Intervention Services) to assist with their reading and writing skills. Students who need to increase listening and speaking skills will be grouped together to address specific skills. At times, the groups will be integrated (students partnered up) to enhance cooperative learning. Most students who need to focus on listening and speaking skills are usually newcomers. The ELL students schedules are as follows: The Beginner and Intermediate Kindergarten students receive ESL 1 period a day on Thursday and Friday, and 2 periods on Monday, Tuesday, and Wednesday. The Advanced Kindergarten students receive ESL 1 period a day Monday, Wednesday, Thursday and Friday. The Beginner and Intermediate First grade students receive ESL Monday, Tuesday, Thursday, and Friday 2 periods a day. There are no First grade students on the Advanced level. The Advanced Second grade students receive ESL 1 period a day on Tuesday, Wednesday, Thursday, and Friday. There are no Second grade students on the Beginner or Intermediate level. The Advanced Third grade students receive ESL 1 period a day Tuesday, Wednesday, Thursday, and Friday. There are no Third grade students at present at the Beginner or Intermediate level. The Fourth grade Beginner students receive ESL 1 period on Monday and Tuesday, and 2 periods on Wednesday, Thursday, and Friday. Advanced Fourth grade students receive ESL 1 period per day on Tuesday, Wednesday, Thursday, and Friday. There is 1 Fifth grade student at the Beginner level who receives services 1 period on Monday and Tuesday, and 2 periods on Wednesday, Thursday, and Friday. The Advanced Fifth grade students receive services during the tutoring period Monday through Friday for 35 minutes, and on extra full period on Monday per week. These students also receive NLA services to strengthen their native language skills, which they will then transfer to the second language. Some of the students who need to focus on listening/speaking skills and/or reading/writing skills may also present with learning difficulties. In such cases, these students may receive RTI. Other students may have an IEP and receive speech and languages services, SETSS, and/or be placed in a more restrictive environment (ICT class, 12:1:1 or a 12:1 classroom).

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?

When examining the third grade ELA results, the following information has been noted : 3, 0% scored a 4, 7% scored a 3, 19% scored a 2, and 65% scored a 1. The third grade ELLs demonstrate the following results: 0% scored a 4, 17% scored a 3, 33% scored a 2, and 50% scored a 1. It appears that the ELLs in third grade are performing closer to "approaching grade level" and "at grade level" than their peers. It appears that the general population in grade 4 are closer to grade level (9% scored 3, 46% scored 2, 44% scored 1) than the ELLs (18% scored 2, 82% scored 1). The 5<sup>th</sup> grade general population are slightly closer to grade level (1% scored 4, 18% scored 3 ) compared to the 5<sup>th</sup> grade ELLs (12.5% scored 3). The 5<sup>th</sup> grade ELLs demonstrate more students are "approaching grade level" than their peers (62.2% of ELLs scored 2, whereas 48% of the general population scored 2).

When examining the Math results, the 3<sup>rd</sup> grade general population demonstrate more students are on grade level than the ELLs. An approximate similar number of students are "approaching grade level", and are "below grade level" in both groups. One ELL student was administered the Math test with a French translator and obtained a 1 on the Math test. The majority of ELLs in 3<sup>rd</sup> grade (60%) also obtained a score of 1. The 4<sup>th</sup> grade general population and ELL population reflect that approximately the same number of students are on grade level. The 4<sup>th</sup> grade general population demonstrate that 14% more students are "approaching grade level" than the ELLs. Approximately 23% more ELLs scored "below grade level." One 4<sup>th</sup> grade student was administered the Math test with a French translator, and another with a Hausa translator. Both students scored "below grade level." The data reflects that the general population 5<sup>th</sup> grade students obtained slightly higher scores" on grade level " and "approaching grade level" compared to the ELLs. More ELLs (approximately 31%) scored "below grade level" than their peers. One student was administered the Math test in Spanish and obtained a score that was "below grade level."

The Science scores demonstrate that the 4<sup>th</sup> grade general population performed only slightly higher than the ELLs in Science in obtaining scores that are "above grade level" and "at grade level." 42% of the general population obtained a 4, and 30% of the ELLs obtained a 4. 51% of the general population obtained a 3, and 40% of the ELLs obtained a 3. More ELLs demonstrate that they are "approaching grade level" at 20% than their peers. 10% of ELLs are "below grade level." Two ELL students took the Science test with a translator. One student obtained a 4 and the other obtained a 3.

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](#).)

Instruction is focused on promoting language and literacy development. Specialized vocabulary (and the often- abstract concepts represented), in addition to the specialized structures of language in academic speech and text are elements of academic language. Students are provided with a learning environment where they have the opportunity to learn about, study, and discuss the language of texts. The information presented and discussed is supported with interactive experiences, such as, demonstrations. Some service

providers, such as Speech and Language therapists and the ESL teacher, also use Readers Theater and have students role play. Academic conversation and knowledge building is emphasized. Background knowledge is provided through previewing key concepts and unfamiliar vocabulary. Other strategies used include: storytelling with wordless books, asking open-ended questions, holding discussions, role-playing (ESL, Speech & Language therapy) and rehearsed oral performances (assemblies), word study, and using language frames for speaking and listening. Strategies for ELL written language development during instruction include: providing a variety of writing tools in the classroom, promoting different writing purposes, genres and formats, model writing using the Language Experience Approach, teaching the writing process, and allowing students opportunities to share their written work with peers. Reading and spelling are taught in interactive ways. For example, to teach phonemic awareness, students sign songs, recite rhymes, read and reread poems and books with rhythmic patterns and play word games to manipulate sounds and syllables. Phonics instruction includes creating student-generated word lists with specific rhymes, sorting words by spelling patterns, identifying rhymes during shared or independent reading, and searching for familiar letters and letter combination in texts. Reading fluency is presented by modeling, shared reading of big books and other texts, repeated reading, readers' theater, choral reading, and partner reading. Reading comprehension incorporates reading of related texts specific to Social Studies, Science and across all reading genres. Students who read the same book meet to retell the story and hold a discussion. While reading in small groups or as a shared reading, students are questioned to promote critical thinking and analysis. Students are provided with multiple methods to demonstrate their comprehension and learning (oral, written, role play, and drawing).

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The classroom teachers, program teachers, AIS teachers and service providers collaborate and plan together to ensure that the students' second language development is considered in instruction. All staff use differentiated instruction for all students. The planning incorporates the needs for ELLs and students with disabilities. The new ReadyGen and GO Math curriculum also provides materials and strategies to differentiate instruction for ELLs. All teachers consistently assess student work and monitor progress. Instruction is organized accordingly.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?P.S. 43 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of the programs for ELL students are evaluated by examining the results of the NYSESLAT, ELA and Math scores. The main focus is on the NYSESLAT. Students' scores are analyzed and compared to the scores obtained the previous year. For example, the results of the 2012/2013 NYSESLAT would be compared to the results of the 2011/2012 NYSESLAT scores. This data is used to place students into appropriate groups according to proficiency levels and needs. This information can be used to determine if a student requires AIS (Academic Intervention Services) as he/she demonstrates a score at the same level for two years in a row. If a student decreases by 1 level (for example, Beginner to Intermediate), he/she may require AIS, or this may be an indicator that the student has learning difficulties in this particular area. The student student may be recommended to the RTI team for further evaluation.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)  
The process by which students are assigned to the ELL program models is as follows: Ms. Lourdes Rodriguez, the Parent Coordinator, assists with student registration. Parents complete the Home Language Identification Survey (HLIS) with a

pedagogue. If the parent indicates that a language other than English is spoken frequently at home, but not enough to meet LAB-R eligibility requirements, the student receives an informal oral interview in English and in their native language by the ESL teacher, Ms. Flanagan, and the Native Language Support teacher, Ms. Rosado- Lopez. The oral interview is used in conjunction with the assessment of the HLIS to determine the student's dominant language. There are also other certified licensed teachers available to conduct the oral interview in various languages. Ms. Zographou, an AIS teacher, is proficient in French and Ms. Annenberg, a cluster teacher is proficient in Arabic. Both are certified licensed teachers. This information is used to determine if students have been exposed to a language other than English and are eligible to be assessed for ESL and bilingual services using the Language Assessment Battery-Revised (LAB-R). The identification process and administration of the LAB-R occurs within 10 days of student enrollment. The eligible Spanish speaking students will also be administered the LAB-R in Spanish.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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 [\[see tool kit\]](#).)

A list of newly entitled ELLs are generated while administering the LAB-R. The letters that inform parents of "Initiation of Services" and the parent orientation are sent home promptly with the students in their home communication folders within the first ten days of school. Each student has a home communication folder where all important notes and forms are sent home to the families. The home communication folder is checked daily by both parents and teachers. The letters contain a sign and return slip so that parents can inform Ms. Rodriguez and Ms. Baj about their ability to attend/not attend the meeting. If there is no response, the Assistant Principal, Ms. Baj, or the Parent Coordinator, Ms. Rodriguez, both bilingual in Spanish and English, contact the parents by phone. If necessary, another parent orientation is held at the beginning of the year to obtain the Parents' survey and Program Selection forms. Parent Orientations are also performed "on the spot", at the time when the parents of an ELL register their child. The Program Selection forms are stored in the same binder where all the other Program Selection forms are held for all the ELLs in P.S. 43. After the Parent Orientation, when the Program Selection forms have been collected, the parent choices are entered into the ELPC screen in ATS within 20 days of the students' first entering the school. The tear off slips from the letters to inform parents of "Initiation of Services" and of the parent orientation are kept with the parent surveys in a binder with the ESL teacher.

At the beginning of the school year, the NYSESLAT scores are reviewed and the scores analyzed. A list of ELL students who tested at the Beginner, Intermediate, or Advanced level on the NYSESLAT is generated. The continued entitlement letters are distributed to these students in the classroom where they are informed immediately to place the letters in their home communication folder. They are informed to have their parents read it, sign it, and return the signed slip at the end of the letter. The letters are sent home in the families' native languages. Students and teachers are routinely reminded to return the signed letters. The returned letters are stored in a binder with the ESL teacher for the school year.

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.

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

After the Parent Orientation, when the Program Selection forms have been collected, the parent choices are entered into the ELPC screen in ATS within 20 days of the students' first entering the school. Students who continue to require ESL services as per the NYSESLAT are given continued entitlement letters in their native language to take home to their parents. Instructions are given to have the parent read the letter, sign it and return the tear off slip. The students are informed to place the letters in their home communication folders. The students and teachers are routinely reminded to return the slips. The returned slips and/or letters are kept in a binder with the ESL teacher. If some of the letters are not returned, more continued entitlement letters are sent home to the parents, again, in their native language. Phone calls are made to the parents to remind them to read the letters, sign the tear off slip and to return it to Ms. Flanagan, the ESL teacher.

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 eligible ELLs take the NYSESLAT annually. To ensure that all ELL students are tested, various ATS reports are generated and reviewed (RLAT, RLER, REXH). The pedagogues who administer the NYSESLAT ensure the four components of the test are given by generating a checklist of ELLs based on the ATS reports. The checklist also displays the four components to be tested. When the pedagogue has administered each part of the test, the students' names are checked off and the date entered for that particular component (Reading, Writing, Speaking, Listening) for each student. The checklists are consistently monitored to guarantee each child completes all four components of the test. Make ups are ongoing throughout the NYSESLAT testing period. PS 43 follows all guidelines listed in the New York State Memorandum. Opportunities are provided for parents who do not attend the Parent Orientation Meetings to come to the school to speak with the ESL teacher and complete the Program Selection Form, Survey and Entitlement Letters. The school makes sure that the process is completed. All documentation (agendas, attendance sheets and parent choice surveys) will be maintained by the ESL teacher. Additionally, a copy of the Home Language Identification Survey and the parent selection forms are placed in the students cumulative folders. Another copy is placed in a central location for monitoring purposes. To ensure that entitlement letters, program selection forms, and parent surveys are distributed, the ESL teachers consistently monitors and accounts for all documentation. This is done through phone calls, ingress, egress, parent teacher meetings, ELL meetings, open school house and PTA meetings.

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.   
The trend in program choices that parents have requested after reviewing the Program Selection forms are as follows: 83.3%

(2008 - 14 students, 2009-16 students, 2010 - 20 students and 100% (2011- 12 students) selected "Freestanding ESL" program for their first option. The remaining 16.7% 2008 - 1 student, 2009 - 1 student, 2010 - 8 students, 0 students - 2011) selected the "Transitional Bilingual Education" program as the first option. These parents were offered the choice to transfer their children to a school that offers the other two program choices (Transitional Bilingual or Dual Language). In 2012 (11/11 students) and 2013(9/9 students), 100% of parents chose the "Freestanding ESL" program. On occasions when the parents declined to transfer their child, they were given the option to complete another program selection form.

## 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])?
 

At P.S 43 ESL instruction is delivered using a heterogeneous and/or homogeneous pull-out model. Students are organized into homogeneous levels where students may be from various grades. Students are also organized, when possible, in the same grade and proficiency level. This is done to ensure that their social and academic needs are met. At times, students are organized in heterogenous groups where proficiency levels and grade levels are mixed. In such groups, the subgroups constantly shift to meet specific needs of the students throughout the school year.
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 level of proficiency based on the LAB-R and NYSESLAT scores structure our program. The ESL program provides students with varying amounts of service determined by their English language proficiency levels. Beginning and Intermediate level students are entitled to 360 minutes of ESL per week, and advanced level students are entitled to 180 minute of ESL instruction with 135 minutes of ELA per day. In accordance with these mandates, beginning and intermediate level students are provided with eight 45- minute periods of pull-out instruction per week. Advanced level students receive four 45-minute periods of push-in or pull-out instruction per week. NLA support to make content comprehensible is provided to all ELL students as per NYS CR Part 154 mandates, a minimum of 25% of usage and support are provided. NLA is provided to students in small groups according to age appropriate level by Ms. Rosado-Lopez, a certified licensed bilingual teacher. The students receive Native Language Support 4-5 days a week in Math, Science, Social Studies and literacy skills. The classroom teachers use technology (laptops, computers, iPads, Applications, such as Google Translate, and the SMART board) to access websites that can translate instructions and directions to the student's native language. Native language (Spanish) assessment is maintained through the LAB-R. The certified bilingual teacher, Ms. Rosado-Lopez, documents an ongoing reading inventory in the students' native language.

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

Literacy instruction in our ESL groups is based on the same guiding principles of literacy instruction for our general education classes. PS 43 will be using the ReadyGen curriculum (which is alligned to the Core Curriculum) toteach reading and content instruction. GoMath is the chosen math curriculum this year. Teaching strategies presented in the curriculum in context makes the comprehension process more concrete and the text more accessible. By teaching students the comprehension strategies and not just skills, students learn both the content material and corresponding language and the academic language associated with each subject. Prior knowledge and building connections is used to scaffold instruction in various ways in our ESL groups. To supplement usage of English, particularly to enhance communication between students for clarification purposes we build vocabulary through authentic and meaningful experiences with words and also the use of computer technology. The Spanish native language support teacher clarifies and reinforces the content area instruction as per students needs. There is ongoing collaboration between the ESL teacher, the NLA teacher, AIS teachers, and classroom teachers to allign content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Students are administered the Math periodic assessments in Spanish. Arrangements are made at the beginning of the school year to secure bilingual translators to administer the Math and Science test to students in grades 3-5 in the low incidence languages (i.e. Hausa).

Ms. Rosado-Lopez, provides native language instruction in content area in Spanish to native Spanish speaking students. She administers various assessment to those students throughout the school year to monitor progress and plan instruction.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Teacher made tests based on the format of the NYSESLAT are utilized to test the skill levels of all four modalities. In addition, the students are introduced to the rubrics from the NYSESLAT and use it for both self-assessment and peer assessment. Teachers modify the rubric as necessary to meet the needs of individual students.
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).

#### Subgroups of ELLs

Our student population is diverse and complex; therefore, we have developed various plans to help meet the identified needs of all of our ELL students. Differentiated instruction is provided through the use the Literacy Based Technology Program, called "Imagine Learning English." The Computer teacher uses ST Math with students in grades 2-4. She teaches students in the lower grades how to use the keyboard. Ms. Colon, the Computer teacher, instructs the students how to use the internet to conduct research. She instructs the students on composing poetry, an essay and other skills that are aligned to the Common Core Standards.

The SIFE (0) students are provided with the following: Academic Intervention Services (AIS) in both the native language and in English, math push-in/pull-out groups, and the use of the "Imagine Learning English" program – a software program to help with English language acquisition. Services will be provided by ESL, Native Language Arts and AIS teachers. Study plans for the SIFE students will be based on NYSESLAT.

Newcomers (zero to three years) [41 students] will be provided with 360 minutes of ESL and NLA support services. Students participate in differentiated instruction using the “Imagine Learning English” literacy computer program. The initial reading component of the program develops early reading skill through vocabulary, word attack, and comprehension skills. Students will be invited to participate in the after school program and Saturday Academy to receive extra preparation for the ELA NYS exam. Students also utilize websites, such as [www.starfall.com](http://www.starfall.com), and [Brainpop.com](http://Brainpop.com) to develop early reading skills, vocabulary, grammar, and reading fluency. Each classroom has been provided a SMART Board which is used consistently. All teachers use "Safari Montage" and various programs installed in the SMART Board to provide differentiated instruction. Newcomer students who are Advanced Proficient are placed in groups with other ELLs who at the Advanced level for instruction.

ELLs (four to six years) [4 students] Students will engage in frequent reading conferences with their teacher to discuss progress, areas in need of improvement, and to set goals. In addition students participate in differentiated instruction using the “Imagine Learning English” literacy computer technology program. ReadyGen is the literacy program used at P.S. 43 this year. This program is aligned to the Core Curriculum Standards. Students engage with complex text and its academic language through the units of study designed around the text at each level. Students are instructed how to extract and use evidence from text, and use text to understand evidence within and across texts to support writing to sources. Content knowledge is constructed through theme based units of study that balance literary and informational text. This program exposes students to narrative, informative, and opinion/argument writing so that they can successfully cite evidence in all genres through Writing Workshop. Additional support is provided through the use of various websites such as [Brainpop.com](http://Brainpop.com). This website provides instruction on vocabulary, grammar, reading comprehension skills and test taking skills through video presentations with follow up activities for the students to complete online. This website also provides instruction in subject areas such as Math, Social Studies, and Science. All classroom teachers, AIS teachers and service providers also use SMART boards and utilize the "SMART exchange lesson plans" website to plan and differentiate instruction. Classroom teachers, AIS teachers and service providers also have laptops available for student usage. Some classrooms incorporate iPads into daily instruction. These programs and websites adheres to state NLA and ESL Standards.

Long Term ELLs - [3 students] will be provided with AIS specific to their language needs. The vast majority of our ELL population has developed speaking and listening abilities, so the focus will be on increasing Cognitive Academic Language Proficiency (CALP) skills. Therefore, instruction will be content based, with language acquisition made accessible to the students through sheltered English techniques. Additional support is provided through the use of technology. Students utilize website such as [Brainpop.com](http://Brainpop.com) which provides instruction on vocabulary, grammar, reading comprehension skills and test taking skill through video presentations with follow up activities to be completed online. The website also provides instruction in subject areas such as Math, Social Studies, and Science.

Our special needs students are mainstreamed with our ELLs in general education classes with additional AIS support and are provided with one-to-one individualized instruction whenever possible with a focus on communication strategies. Additional support is

provided through the use of technology. Some students with disabilities are placed in ICT (Integrated Co-Teaching) and self-contained classes. Students use websites such as starfall.com to develop early literacy skills. Upper grade students use Brainpop.com to focus on vocabulary, grammar, and reading comprehension skills. All classroom teachers, AIS teachers, and program teachers/ service providers use the SMART Board to provide differentiated instruction. Some Special Education classrooms incorporate iPads into instruction. All Special Education classrooms have laptop carts and students use the laptops on a consistent basis.

Students reaching proficiency level are provided with support through intermittent participation in ESL classes, as well as an invitation to receive ESL instruction through our after school ELL program. Additional support is provided through the use of technology. The students use various websites such as starfall.com and Brainpop.com.

Gifted ELLs, will be supported through differentiated ESL instruction, as well as presented with other opportunities such as peer tutoring to create further learning opportunities and continue building their cognitive toolbox to help them become independent during challenging language situations. Additional support is provided through the use of technology.

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?

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

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?

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

P.S. 43 also schedules a Literacy Block in grades K-5 each morning. The teachers employ small group instruction, one to one conferencing, small group conferencing, partner work, and literacy centers during this time. There is a Child Study Team at P.S. 43 that meets once a week to focus on the needs of students who appear to have learning difficulties. Classroom teachers recommend such students to the team to develop a RTI (Response to Intervention) plan. At risk interventions that are offered immediately include AIS (Academic Intervention Services) in Math and Literacy. There are three AIS teachers in the school: Ms. Rosado-Lopez, Ms. Robinson, and Ms. Zographou. (Ms. Rosado-Lopez also provides NLA and AIS to the ELLs). There are three social workers available to provide at risk and mandated counseling services to the students. Ms. Freytes, provides counseling to the students 5 days a week. A. Guerrero, a bilingual social worker provides services and support to ELL students with disabilities in addition to providing support to their families. Ms. Rosado, a bilingual social worker, counsels students one day a week in Pre- k. However, she is also available to work with students up to the third grade. Other support services available to ELLs include occupational therapy and speech therapy. Ms. Duboz, the occupational therapist, is present at the school five days a week. There are two speech therapists present in P.S. 43. Ms. Maldonado is a bilingual speech therapist who works with ELLs at the "Beginner" and/or "Intermediate" level. Ms. Powell, the other speech therapist, works with students who are more proficient in English. There is also a hearing teacher, Ms. Del Gaizo, who works at P.S. 43 on a part-time basis. There is a SETSS teacher, Ms. J. Rivera, who provides services to students in grades K-5 using a pull-out model. Other Special Education

placements in P.S.43 includes: three ICT (Integrated Co Teaching) classes in grades Kindergarten, 4 and 5, a K-2 12:1:1 class, a 12:1:1 2<sup>nd</sup> grade class, and two 3<sup>rd</sup> - 5<sup>th</sup> grade 12:1 classes. There is a Bilingual Alternate Placement paraprofessional working with 4 students in the K-2 12:1:1 class. The Bilingual paraprofessional provides native language instruction to the students in all content area throughout the day. Classroom teachers, AIS teachers, and all service providers meet consistently to evaluate and plan for the needs of the students.

**Courses Taught in Languages Other than English **

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

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

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

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

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

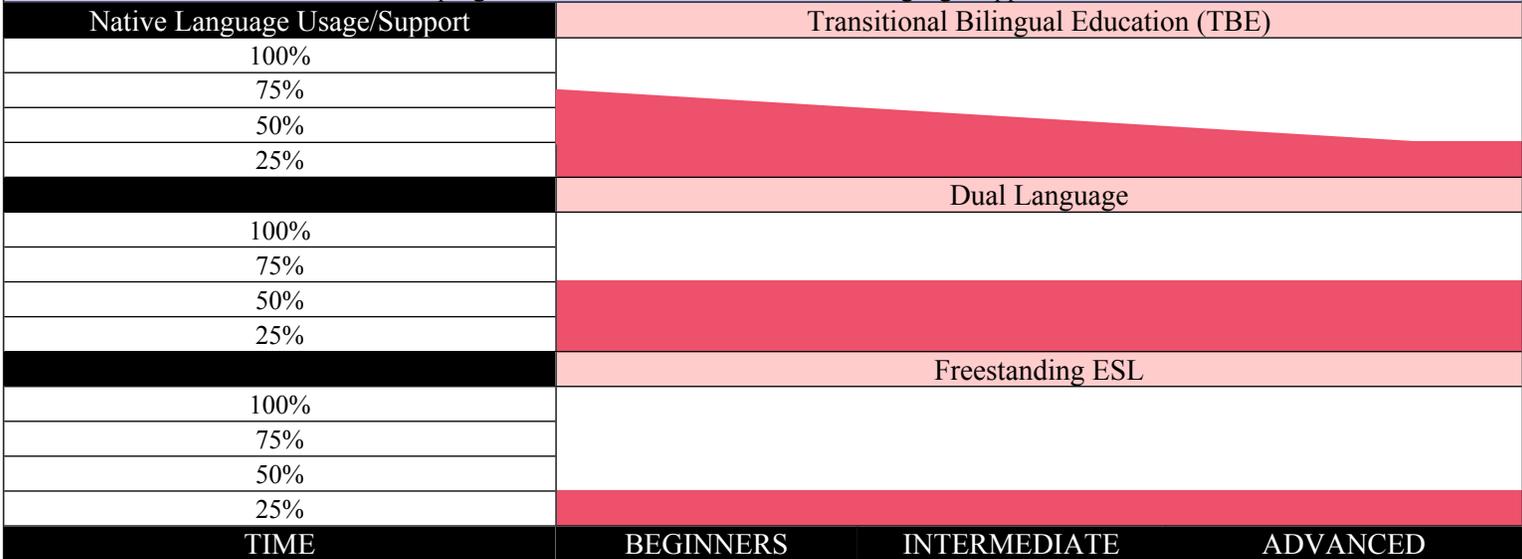
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language 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.

The teachers employ small group instruction, one to one conferencing, small group conferencing, partner work, and literacy centers (when possible) throughout the day. There is a Child Study Team at PS 43 that meets once a week to focus on the needs of students who appear to have learning difficulties. Classroom teachers recommend these students to the team to develop a RTI (Response to Intervention) plan. At risk interventions that are offered immediately include AIS (Academic Intervention Services) in Math and Literacy. There are three AIS teachers in the school: Ms. Rosado-Lopez, Ms. Robinson, and Ms. Zographou. (Ms. Rosado-Lopez also provides NLA services to the ELLs.) There are three social workers and one guidance counselor available to provide at risk and mandated counseling services to the students. A. Guerrero, a bilingual social worker, provides services and support to ELL students with disabilities and their families four days a week. Ms. Freytes, another social worker, provides counseling five days a week. Ms. Rosado, a bilingual social worker, counsels students one day a week in Pre-K. However, she is also available to work with students up to the third grade. Other support services available to ELL students with disabilities include occupational therapy, physical therapy, and speech therapy. Ms. Duboz, the occupational therapist, is present at the school five days a week. The physical therapist is available two days a week. There are two speech therapists present at the school: Ms. Maldonado is a bilingual speech teacher who works with ELLs at the "Beginner" and "Intermediate" level three days a week, and Ms. Powell, the other speech teacher, works with ELLs who are more proficient in English. There is also a hearing teacher, Ms. Del Gaizo, who works at P.S. 43 on a part-time basis. There is a SETSS teacher, Ms. J. Rivera, who provides pull-out support to students who have an IEP (Individualized Education Plan). Other Special Education placements in PS 43 includes three ICT (Integrated Co Teaching) classes in grades K, 4, and 5, a 12:1:1 K/1<sup>st</sup>/2<sup>nd</sup> grade class, a 12:1:1 2<sup>nd</sup> grade class, and a 12:1:1 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> grade class and a 12:1 3<sup>rd</sup>/4<sup>th</sup>/5<sup>th</sup> grade class. There is also a Bilingual Alternate Placement paraprofessional working with 4 students in the 12:1:1 Kindergarten - 2<sup>nd</sup> grade class. The Bilingual paraprofessional provides native language instruction to the students in all content area throughout the day. Classroom teachers, AIS teachers, and all service providers meet consistently to evaluate and plan for the needs of the students. There is a tutoring period in the morning from 8:15-8:50 from Monday to Friday. Students in grades K-2 focus on phonics. Students in grades 3-5 work on vocabulary development, Reading and/or Math skills throughout the school year. Many staff also members provide reading rescue to students throughout this period.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL program is aligned to the Core Curriculum. Instruction is organized to meet language goals and the English Language Arts standards through content instruction. The AIS teachers align their program to the Core Curriculum and also address the English Language Arts and/or Math Standards through content based instruction. The classroom teachers, ESL teacher, AIS teachers, Speech teachers and other service providers articulate frequently to monitor student progress and plan instruction. The combination of services have enabled students to become proficient in the NYSESLAT, move up a level, or demonstrate an increase of points within a level. The teachers at P.S. 43 were given an iPad at the beginning of the school year. All have access to ReadyGen to view the Teacher's Manual for each unit and grade level. This assists all AIS teachers and program providers in aligning instruction with the curriculum and with the classroom teachers.

11. What new programs or improvements will be considered for the upcoming school year?

PS 43 will be using ReadyGen and GO Math this year for English Language Arts and Math instruction. The school has also added a writing program for the 2013/2014 school year for students in Pre-K to 2<sup>nd</sup> grade. The program is conducted by a fully licensed teacher who utilizes the "Good Habits, Great Writers" curriculum. Penmanship is practiced with all groups. Pre-K are introduced to the alphabet and practice tracing the letters. Pre-K and Kindergarten use art activities to support learning the alphabet, and again, practice penmanship. K-2 learn various types of writing: narrative, persuasive and expository. They are taught the writing process. This is accomplished with activities orchestrated at the appropriate grade level. Instruction is differentiated according to the students' needs.

12. What programs/services for ELLs will be discontinued and why?

The programs instituted for ELLs are planned to remain in place.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

The ELL students participate in the Music, Science, Writing, Gym, Computer programs. These programs are built into their schedule. All ELLs are provided with the opportunity to participate in the afterschool programs, and are encouraged to do so by their teachers, Ms. Rodriguez (Parent Coordinator), and by administration.

The Education Through Music program incorporates many activities that are aligned to the Core Curriculum. These activities address the needs of the ELL students across all grade levels. For example, all students in K-5 must read poems (choral reading) while clapping out the rhythm. The teacher, Ms. O'Brien, provides visuals such as pictures, written words, and word walls. She conducts Read Alouds using books with pictures or diagrams. The students in grades 3-5 must respond to complex questions regarding the musical piece focused on (following the Danielson Framework). For example, students in grades 3-5 are recurrently collecting data where they write their favorite type of music (R&B, Country, Jazz, etc.) and will later graph the findings. Students will develop and respond to questions regarding the graph. Students in grades 3-5 must also provide a written response to 1-2 questions composed on the White Board in response to the topic studied in Music class. All students must sing, write, and perform the music or pieces presented in class.

To maximize and increase English language proficiency ELL students are receiving additional support with a technology based literacy program - "Imagine Learning English". (This program is available in the Computer room, in the classrooms with ELLs, in the ESL classroom and on computers that can be signed out for the day for student use). Students can also use [www.starfall.com](http://www.starfall.com) and [www.Brainpop.com](http://www.Brainpop.com) both in school and at home. These websites address content area and literacy skills. ELL students participate in the Title III Saturday Academy. This program enhances ESL skills. All four language acquisition modalities are utilized. Reading and Writing skills are focused on for students in grades 3-5 in preparation for the State Assessments. All ELLs participate in the Community Based Organization Programs in our school. All students are involved in a nutrition program, which is ran by a representative from the Bronx Health Reach/NY CED Institute for Family health. The third grade teachers are trained to instruct the students about nutrition. Teacher's guides and student materials are provided. A pre and post height and weight component is incorporated to evaluate how students have implemented healthy choices at the end of the program. The second graders participate in the "The Swim For Life Program." Students attend a community pool and receive swimming instruction once a week. Students in grades K-5 maintain the Community Garden. Teachers instruct students on how to grow vegetables and prepare healthy meals. Various aspects of nutrition and healthy choices are explored. The upper grade students are involved in the "Anne Frank" project, which is an educational program to teach literacy, tolerance, character building and emotional intelligence. This is completed by the students reading "The Diary of Anne Frank" and focusing on her life and the significance of World War 2. Students in grades K-2, and some self-contained Special Education classes are involved in the "Cookshop" program. Students learn about healthy food choices and actually prepare meals to eat in the classroom with fresh ingredients. The Gym teacher, Mr. Scoma, runs the "Mighty Milers" programs, which provides instruction on physical fitness and health. Classroom teachers use the "Move to Improve" program throughout the school day. Teachers incorporate short, structured activities into their classrooms. These activities integrate grade-level academic concepts and physical activity in a 10-minute educational lesson and are aligned to the New York State Physical Education Learning Standards. The school utilizes the "Activity Works" program throughout the day. This program integrates twelve minute exercise bursts with core curriculum in the classroom. This can be performed when students are low on energy or during transitions. The program states "Scientifically developed, this plug-and-play program is used to maximize academic performance, combat obesity and meet state mandates for physical education. Select Fourth and Fifth grade students who show strong academic achievement and/or model excellent leadership are invited to participate in "Project Boost." Last year, the program began integrating special needs students who are self-motivated and well disciplined. The "Project Boost" program is edsigned to enhance students' knowledge of New York City and provide exposure to the cultural arts. Project Bosost students work on community service projects. These projects allow students to apply the lessons learned in the classroom to real-life experiences. This program incorporates field trips throughout the school year (both during and after school hours) to various museums, plays/musicals to provide a varied experience to the students. Activities aligned to the Core Curriculum are conducted during meetings before the trips. Students learn about citizenship by researching various organized charity groups. Each year, the students select one charity, such as "The Smile Train", and plan a schoolwide campaign to raise money. Participants have presented movies and/or slide shows regarding the chosen charity to the rest of the school. Money is raised by selling buttons (student made) or bracelets (with the charity name on it) during the lunch periods. The final amount of money raised is presented to that charity at a special event at the end of the school year.

Native languages and cultures are evidenced throughout the school in a number of ways. Classroom libraries, the school library, and the teacher resource room all provide a large selection of books written or translated in Spanish. Students are serviced via the push-in and pull-out models where the ESL and Spanish NLA teachers collaborate with the content area teachers to infuse ESL methodology and strategies in lessons throughout the content areas. In the pull-out NLA class students receive individualized support in their native language focusing on student's needs. Students are provided with supplementary materials (spanish dictionaries, spanish text, novels) in their native language when necessary. The Native Language Arts teacher uses the "Modern

Curriculum Press Little Book Collection", National Geographic Big Books in Spanish, and a leveled Spanish library (Rigby collection). The Native Language Arts teacher provides all instruction in Spanish to the ELLs. Targeted students participate in differentiated instruction using the "Imagine Learning English" literacy computer technology program. Services support and resources correspond to ELL ages and grade levels. Parents of newly enrolled ELLs are informed of community agencies providing summer programs where they can participate and enrich their oral language and listening skills. These agencies provide various trips and activities which enhance background knowledge. Students who pre-register in June are invited to take a tour of the school with their families. They are provided the opportunity to visit the ESL classroom while a group is in session. The family also has an opportunity to visit various classrooms, the gym, and view the music program and other programs at work. There are no language electives offered at this school.

Inwood House's P.R.I.M.E. (Productive, Resourceful, Innovative, Motivated & Empowered) LEADERS is held in PS 43 for students in K-5 from 3:05pm-pm. The program description states that the focus is on "personal growth for the students, social responsibility and academic achievement using a service-learning approach. Students learn how to advocate, engage and organize their communities through media, business and civic literacy activities that are linked to their needs, concerns and interests." The program provides academic support, arts, sports, health education and career exploration activities as well as family engagement activities. Specifically, students are provided with one hour a day of homework help and academic support. 1:1 tutoring is provided as necessary. There is a 1:10 staff to student ratio in the program for all activities. Some of the activities include physical education (clubs that target physical fitness and teamwork), using digital and other media linked to state learning standards in English Language Arts, Science, Technology, Math and Social Studies. There is "Word Up!" (Enrichment Literacy) activity which is held twice a week. Students are engaged in interactive reading, writing, and/or public speaking activities to prepare for special events, such as, "Bi-annual Career Day", quarterly spelling bees, the "Youth Film Premiere" (a storytelling event). "Club Time" is an activity that occurs 2-3 times a week and incorporates art and culture. Students are engaged in visual and performing arts clubs, such as, music, dance, theatre, film, painting, cooking, photography, etc. Students then participate in quarterly projects, such as, presentations, performances, and competitions, to build skills and foster social-emotional competencies. There is time at the end of the day for "Reflection" where students discuss the things they learned, things that they liked/disliked, and offer suggestions for improvement.

There are field trips, generally designated for Fridays, that are based on the interests, social and educational needs of the students. The Millbrook Afterschool program is approximately 2-3 blocks away from the school. The hours are from 3-6. Millbrook staff collect the participating students Monday through Friday, in grades K-5, as a whole group and bring them to their facility. Students learn various forms of dance such as Step and Modern. The program teaches drama and students put on several shows throughout the school year. The show that is in current production is called "Under the Sea: The Halloween Glow in the Dark Party." Millbrook also provides one hour of homework assistance which is conducted by teachers and volunteers. There is a winter camp during the December and February break in addition to a summer camp which runs for eight weeks.

The Academic needs of the ELLs and all students are promoted through the "Attendance Program", which is ran by Ms. Rodriguez, the Parent Coordinator. At an assembly in early September, students were instructed to write about what they miss the most when they are absent from school on an apple picture. The students brought back the apples which are then placed on an apple tree in an area near the cafeteria where students line up for lunch. This is to remind them as to why they want to come to school! Stickers for "100% attendance" are awarded to students at the end of the month. Those students will have a special activity the following month, such as "Tasty Treat Day". These activities are organized by the Parent Coordinator and the Parent Volunteers.

Ms. Rodriguez, the Parent Coordinator, provides many workshops for parents of ELLs and all parents. There are literacy, math, and science workshops during the year. There are several library trips organized with parents, and a computer literacy training for parents with specific assistance for ELL parents. There is a Parent Volunteer Organization in PS 43. These volunteers assist during lunch duty, recess, in the classroom, during the Fifth grade moving up ceremony, and in many other areas of the school. There is a separate room where the parent volunteers meet, plan, organize and conduct the various parent workshops.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Technology is widely used. All classroom teachers, AIS teachers, program teachers and service providers utilize a SMART Board to differentiate instruction for this particular group. All teachers use the "SMART Exchange Lesson Plans" program to create lessons to meet the needs of the students. Technology is also incorporated through the use of computer programs such as "Imagine Learning English", and websites such as starfall.com and Brainpop.com. Many classes are equipped with laptop carts

and students consistently utilize the laptops. Classes without laptops can borrow several for an activity or for the day. Some Special Education classes also incorporate iPads into daily instruction. Other classes can sign out 5-7 iPads for the day from the Computer Lab. There are several Applications available that address reading, writing, speaking and listening skills. The use of technology provides visual aides, visual cues, and visual modeling. The SMART Board and the websites are interactive which gives a "hands on" learning opportunity. Each class also has a document camera. Teachers can also borrow Student Response handsets to respond to multiple choice tests on the Smart Board. Students in grades 2-5 receive technology instruction in the computer lab twice a week by the computer teacher. At this time, students use Microsoft Word and various instructional websites. Students in grades 2,3, and 4 also use "ST Math". The Computer teacher, Ms. Colon, teaches keyboarding to the students in grades 2 and 3. She teaches students poetry composition and essay writing. All educators in P.S. 43 use the website Brainpop.com, which provides instruction in subject areas such as Math, Science, Social Studies, and Music. A multisensory approach is also incorporated. All classroom teachers, cluster teachers, and service providers were provided with mini or regular iPads. These have been utilized for note taking regarding student progress. The iPads have been used to provide small group and/or large group instruction through various Applications. The students also use manipulatives (playdough, cubes, alphabet tiles) and visuals (word walls, illustrations, modeling, peer modeling, graphic organizers). The students are provided with one to one instruction when possible, and are usually instructed in small groups to address specific skills. The students also engage in frequent "partner work" where they work on an activity or task with one other student. Teachers allows ELL students with disabilities extra time to complete all activities and tasks.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Students receive native language support in content area in Spanish by one certified licensed bilingual teachers. (This teacher, Ms. Rosado-Lopez also provides AIS (Academic Intervention Services) to ELLs in grades 3-5 who have difficulty with reading and writing in English but have received ESL for 2-3 years already). To enhance native language support, we consult and discuss the results of the formal native language assessment with parents. The Native Language Support teacher works with students in small groups in content area (math, science, and social studies). The native language resources (libraries, texts, technology, primary resource materials) are maintained and available in the classroom, in the school library, and in the teachers' resource room to assist teacher planning and to accelerate learning. Materials are provided to teachers and students in low incidence languages, such as Arabic and French, also. Teachers use the Application "Google translate" on their iPads to communicate with students and provide native language support.

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

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

Literacy instruction in our ESL groups is based on the same guiding principles of literacy instruction for our general education classes. P.S. 43 are using the ReadyGen Curriculum and GO Math to align instruction to the Core Curriculum. Students will be supported through differentiated instruction and scaffolding. ELL students are developing oral language skills, vocabulary, comprehension, and fluency in reading. Teaching these strategies in context makes the comprehension process more concrete and the text more accessible. By teaching students the comprehension strategies and not just skills, students learn both the content material and corresponding language and the academic language associated with each subject. Prior knowledge and building connections is used to scaffold instruction in various ways in our ESL groups. To supplement usage of English, particularly to enhance communication between students for clarification purposes we build vocabulary through authentic and meaningful experiences with words and also the use of computer technology. The Spanish native language support teacher clarifies and reinforces the content area instruction as per students needs. There is ongoing collaboration between the ESL teacher, the NLA teacher, AIS teachers, and classroom teachers to align content area instruction.

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.

New ELLs who enroll throughout the school year receive special attention. If the student is a native Spanish speaker, he/she is placed in a class with a bilingual teacher to provide some Native Language support (if the parent has selected a "Freestanding ESL

Program" on the program selection form). Teachers use the Application "Google Translate" on their iPADS to provide native language support. (The Application is free!) One can select the language of instruction (i.e. English) and the desired language (i.e. Arabic). Simply type the command and press "Go". The written language will appear. If you touch the microphone, it will actually say the command in the desired language. The same can be done by touching the microphone, talking in English, hit the appropriate space and have that command stated in the student's native language. If possible, teachers pair up all new ELLS with a partner who speaks their native language. Teachers pair up ELLs with a partner to assist them with tasks and assignments, even if the partner doesn't speak that native language. PS 43 uses the "Imagine Learning English" program to assist ELLs at all levels. There are computers available in all classrooms. In addition, all classrooms have access to laptops. The computers and laptops have "Imagine Learning English" in place. The students may use the program throughout the day. The classroom teacher and ESL teacher can easily monitor progress, print reports, and print out assignments created by the program.

Parents of newly arrived ELLs are informed of community agencies providing summer programs where they can participate and enrich their oral language and listening skills. These agencies provide various trips and activities which enhance background knowledge. Students who pre-register in June are invited to take a tour of the school with their families. They are provided the opportunity to visit the ESL classroom while a group is in session. The family also has an opportunity to visit various classrooms, the gym, and view the music programs at work.

18. What language electives are offered to ELLs?

There are no language electives available at P.S. 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)?

Paste response to questions here:

## 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.

In addition to our circular six school professional development, our staff has trained in areas pertinent to the education of ELLs. Our AIS/NLA teacher attended Q-TEL Building the Base workshop. In the past, she also participated in America's Choice ELLs Institute, which aligned literacy instruction with ESL strategies and differentiated SIFE Professional Development. P. S. 43 staff participated in Good Habits, Great Readers professional development on Balanced Literacy which includes a component to support the need of the ESL/ELL students. At present, all classroom teachers and all AIS teachers, including the AIS/NLA teacher, are currently receiving training on the new ReadyGen and GO Math curriculum. This curriculum already has differentiation built into the lessons for students with disabilities and English Language Learners. However, the professional development given by ReadyGen and GO Math will provide increased support to the teachers of ELLs. All teachers, guidance counselors, occupational therapists, physical therapists, speech therapists, psychologists and social workers are encouraged to participate in ongoing staff development in the recently established UFT Teacher Center at P.S. 43. Ongoing training will be provided in the UFT Center about ReadyGen, GO Math, and other topics during frequent "Lunch and Learn" workshops. Teacher/Parent workshops will be on-going and presented in accordance with the LAP's academic principles for the high quality instruction of ELL students. The information from all of these workshops and conferences is presented to all staff members in our professional development sessions. Other materials for professional development relating to ELL education include books and Internet resources available in the teacher's resource room. Intra and Inter visitation to middle schools are ongoing to expose the ELL students with the programs available for them in Middle School. Parents are notified of Middle School Open House in the community. The ESL teachers take the students on class trips to various middle schools in the community to prepare students for their new environment.

In our endeavor to continue to provide high quality teaching for our ELLs, we will continue to increase awareness of the needs of ELLs in general education. Our teachers, guidance counselors, assistant principals, social workers, psychologists, occupational therapists, physical therapists, speech therapists, parent coordinator, secretaries and paraprofessionals will attend workshops and participate in on-going professional development to keep our staff informed of strategies to make content accessible for all students. We will continue to develop teaching skills in metacognition and scaffolding instruction, as these two strategies present the most difficulty for our staff and parents to acquire. Additionally, the ESL teacher and Assistant Principal will provide professional development during common preps to support classroom teachers. On October, 2011, the ESL teacher attended the Language Allocation Policy (LAP) Professional Development. On November 2011, the ESL teacher attended a training on completing the BESIS. On April and June 2010, the ESL teacher attended a literacy workshop on strategies to improve ELL's writing skills and another professional development that focused on the cognitive development of ELLs, and how to use their background knowledge when planning instruction. The ESL teacher attended 3 day workshops during the 2011/2012 and 2012/2013 school year. Both sets of workshops presented teaching strategies to teach literacy with non-fiction to ELLs at the beginner, Intermediate, and Advanced levels. The workshops provided materials (a binder with activities) and websites to use with students at all levels. The workshops also focused on aligning all activities to the Core Curriculum, and incorporating the Danielson Framework. Future workshops are planned for November 4, 2013 for the NYSAA training. Further professional development includes a four day workshop session: "Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success" are scheduled for 10/4/13, 12/3/13, 2/7/14, and 3/25/14.

Records of professional development completed by the educational staff are maintained independently by each staff member. Teachers keep a copy of the agenda of each workshop and/or training attended by placing it in their own file to monitor 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?

In addition to the mandated Parent Orientation Meetings (Fall and Spring), we will hold meetings as necessary to discuss the program framework and ELL assessments. We specifically address ways parents can assist their children in acquiring the language and literacy skills necessary to succeed as an English language learner. In the Spring, in addition to reviewing the ESL program framework and mandates, we will review the New York State English as a Second Language Achievement Test and inform the parents about the ELA eligibility due to the No Child Let Behind Law. The parent coordinator, Ms. Lourdes Rodriguez, works with the PTA president and the parents of ELLs and all parents to organize a parent volunteer service in the school. The parent volunteers assist with the book fair, attendance celebrations, lunch, recess, and they assist teachers in various ways in the classroom. The parent volunteers also assist by acting as translators at parent- teacher conferences.

The needs of the parents will be evaluated by distributing parent surveys during Parent Teacher Meetings and open school nights. In addition, we will provide information about community resources available to both parents and students, including adult literacy and ESL classes, homework help, library resources, GED programs, and educational workshops provided by the school and community agencies throughout the year. The P.S. 43 Parent Coordinator provides parent professional development in a variety of areas. For example, last September, there was a guest speaker present at the P.T.A. from the "Safe Surfing Program". The speaker instructed parents on how to monitor their child's use of the internet (how to prevent exposure to inappropriate material).

We partner with Eastside House to provide Literacy Workshops afterschool to parents. The local public library, The Mott Haven branch, come to P.S. 43 to talk to the parents about literacy. District 7 provides literacy and content workshops for parents about the Common Core Curriculum. These workshops take place at the District 7 Office located at 501 Cordlandt Avenue in the Bronx.

The Parent Coordinator, Ms. Rodriguez, has instituted an attendance incentives program. At the beginning of the year at a special assembly, students were instructed to write about what they miss the most about school when they are absent. The written work was transferred to an apple drawing and "hung" up on an apple tree constructed in the area where students line up for lunch. The purpose of this activity is to remind students as to why they want to come to school every day. Students with perfect attendance receive special recognition. They receive a special sticker at the end of the month. Then there is a special activity held for them the following month (for example, "Special Treat Day") to recognize and reward their perfect attendance. This encourages students with frequent absences to have perfect attendance and improve academic performance.

The school uses the Home Language Survey, ATS and blue emergency cards on file for all our children, as well as feedback received at the time of over-the-counter one-to-one registration, to assess the schools needs for written translation and interpretation to ensure that all of our parents are provided with appropriate and timely information in their language. We also gather feedback provided by parents at PTA meetings and other parent involvement to ensure that we are meeting their interpretation needs adequately. All written communication to parents are translated from English to Spanish. Translators are available for parent meetings.

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

### **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:** \_\_\_\_\_

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 07x043 School Name: Jonas Bronck

Cluster: 4 Network: 401

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

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

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

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

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

Spanish is the predominant language of our school.

\* Parents are satisfied with the translation/interpretation services available to them at the school.

\* A small percentage (less than 2%) of our parents speak another language, other than Spanish.

\* Most parents who speak another language, other than Spanish, (French, Arabic) come with a person who is able to translate for them.

\*DOE translation/interpretation services are utilized, if needed.

## Part B: Strategies and Activities

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

All written communication is distributed in English and Spanish. Several teachers and staff members are available to translate written documents in Spanish. The school also utilizes a computer program to assist with the Spanish translation of written documents, if needed.

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

- \* Staff members fluent in both Spanish and English are always available for oral translation services when needed.
- \* The school utilizes the DOE's phone-in translation and interpretation unit for other languages the school does not have translation services available for parents needing oral interpretation services.
- \*

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

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

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

\* A school representative will then contact the Translation and Interpretation Unit at 718-752-7373 to request translation services via the phone.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

- \* 92% of the advanced students with more than 3 years of services are having difficulty with providing relevant and meaningful details to enhance their writing. They are in need of more conceptual/academic language. They require increased content vocabulary and grammar development to advance their writing skills.
- \* The intermediate students demonstrate difficulty with reading comprehension in regard to fiction and non-fiction passages. They need scaffolding in content vocabulary. These students also demonstrate difficulty with their writing skills. Increased exposure to the writing process and the proper sequencing in English are required.
- \* The beginner students need more reading readiness. They need to acquire the correct sounds of English. They also need beginning writing skills and vocabulary.
- \* The recently proficient ELL students (two years or less) need additional support in ELA test taking practices.

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

### Part B: Direct Instruction Supplemental Program Information

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

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

### Part C: Professional Development

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

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

Begin description here:

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

## Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

**Part E: Budget**

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

Allocation Amount: \$0

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