



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ARCHER ELEMENTARY SCHOOL
DBN (i.e. 01M001): 12X531
Principal: ZAKARIAH HAVILAND
Principal Email: ZHAVILAND@SCHOOLS.NYC.GOV
Superintendent: MYRNA RODRIGUEZ
Network Leader: ELMER MYERS

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
Zakariah Haviland	*Principal or Designee	
Rachel Godlewicz	*UFT Chapter Leader or Designee	
Michael Mozon	*PA/PTA President or Designated Co-President	
Melissa Bowman	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Tara Brite	Member/ Teacher	
Eunice Kelly	Member/ Teacher	
Chenique Terry	Member/ Parent	
Alexia Esannason	Member/ Parent	
Zulay Jiminez	Member/ Parent	
Elizabeth De La Fuente	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

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

Comprehensive Needs Assessment

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

In 2011-2012 and 2012-2013, less than 5% of our Kindergarten students came to us with the ability to recognize or write more than 10 letters. None came in with full letter-sound correspondence. Our Kindergarten Team has implemented programming to address the Phonological Awareness and Phonics and Word Recognition (Foundational Skills in the CCLS) in response to this data.

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. Beginning in October, Kindergarten students will have one "rotation" period per day. Teachers will use data from the Phonemic Awareness portion of the ECLAS II Literacy Assessment to group all students in the grade homogeneously. The ESL teacher will join rotations, which will result in each teacher having a reduced instructional group. All teachers will instruct using Foundations, a research-validated DOE core curriculum program. Groups will be adjusted based on progress as measured by the ECLAS II three times (October, February, May) over the course of the year.
2. Creating consistent phonics take-home work across the grade. The Foundations program does not include any take-home elements. Last year, this led to inconsistent homework; individual teachers used different worksheets, and parents had no way to "work ahead" or see what was coming next if they wanted to practice beyond the work assigned. After conferring with parents and teachers, we purchased take-home phonics books for each Kindergarten student. Each classroom teacher discussed how to use the books at parent-teacher conferences, and parents have reported the books allow them to practice phonemic awareness skills more with their children at home.

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

1. Classroom teachers, out-of-class ESL teacher, and Data Manager (to review data and help with creation of and shifts in instructional groups)
2. Classroom Teachers, Parent Coordinator

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

1. Teachers will use periodic assessment data provided by the ECLAS II to evaluate progress in letter recognition, letter/sound correspondence, blending, segmenting, and decoding. Unit tests will be used to measure progress within the Foundations Program.

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

1. The initial ECLAS II Literacy Assessment will be administered in September and October. Rotations will begin the week of October 21st. Teachers will re-evaluate groups based on data in February and May.
2. Phonics books will be sent home in September and discussed with parents at both Back to School night (September) and Parent Teacher Conferences (November).

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

1. It will be necessary for our data manager to program around a 45-minute "Rotations" block into the schedule each day and ensure that Kindergarten teachers do not have prep periods during that time. In terms of resources, we will use Core Curriculum money to purchase the Foundations program and individual resources for each student. Additionally, we will use FSF money to fund a Data Manager and FSF/Title III money to fund an out-of-class ESL position.
2. Title I Funding to purchase take-home books.

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).

We will use two of our Principal's Tea and Talks (September and February) to review the Foundations program with parents. At these meetings, the principal will discuss

the basics of the program, strategies we use to teach phonemic awareness that they might see their children using at home, and provide parents with resources they can use with their children. Kindergarten teachers will review the Phonics Books with parents as a larger group at Back to School Night and answer any individual questions at Parent-Teacher Conferences.

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.

Core Curriculum

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.

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

Comprehensive Needs Assessment

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.

Error analysis of end of year running records from 2012-2013 showed two major reasons why students were not passing to the next reading level. For below-grade level students, the dominant issue was not reaching the reading accuracy benchmark. For grade-level and above students, the dominant issue was the comprehension benchmarks. Creating homogenous reading groups (in addition to standards-based classroom reading instruction) will allow us to focus on the specific areas that keeping students from growing as readers.

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. "Rotation Periods" for First Grade and Second Grade. Students on each grade will be placed in homogenous groups for one period per day. These groups will be based on the results of the ECLAS II Reading Assessment and Fountas-Pinnell Records. During this period, student instruction will be based on identified need; students who still need to work on decoding and phonemic awareness will receive instruction in those areas using the Foundations reading system, while those who have been identified as needing help with comprehension will receive a majority of guided reading instruction using materials from the Scholastic Guided Reading System. Groups will be adjusted after data is collected in January. Group size will be lowered during rotation periods by including the out-of-class ESL and AIS teachers.
2. Students who have been identified as "at-risk" of not making one year of progress will receive additional small-group guided reading instruction twice a week for 50 minutes during Extended Day. First and Second Grade teachers will work with groups of five to eight students using the Fountas-Pinnell Leveled Literacy Intervention, a research-based reading comprehension program. Students will be invited based on their reading progress during the 2012-2013 school year, as well as their performance on the initial round of ECLAS and Running Record assessment in September. Changes to the initial cohort may take place after mid-year data is gathered in February.

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

1. Classroom Teachers, ESL Teacher, AIS Teacher, Data Manager
2. Classroom Teachers, Data Manager

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

1. Teachers will use the appropriate measurement tool (ECLAS II for phonemic awareness, Fountas-Pinnell for comprehension) as periodic assessments to gauge whether learning from the programs is being applied when students are reading independently. Student growth on these measures will be used to measure effectiveness of the instruction. Additionally, teachers will administer program-specific assessments as in interim measure of student growth.
2. Students receiving Extended Day instruction will be assessed on a more frequent running record cycle. Our data tracker is built to show years of growth based on running record progress. We will evaluate students' progress toward their final goals based on whether the amount of progress they have made at a given point puts

them on target to meet or exceed a year of reading growth.

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

1. Rotations for First and Second Grade will begin the week of October 14th and continue through the end of the year. Data will be used to adjust groups two times over the course of the year.
2. Extended Day will begin in Mid-October. The first cohort will receive services until February, at which point students' participation in the program will be reevaluated based on progress.

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

1. Our Data Manager will program two 45-minute "Rotations" block into the schedule each day and ensure that First and Second Grade teachers do not have prep periods during that time (3rd Period for First Grade, 6th Period for Second Grade). We will use Core Curriculum money to purchase the Foundations program and individual resources for each student. We will use Title I money to purchase Wilson Reading materials, which complement Foundations instruction. We will also use Title I to purchase the necessary guided reading materials. Additionally, we will use FSF money to fund a Data Manager and an out-of-class AIS position and FSF/Title III money to fund an out-of-class ESL position.
2. Teachers will meet with the Data Manager during Grade Team Meetings the week of October 14th to look at initial data and previous year's growth for students. This meeting will result in creation of the first cohort of Extended Day students. Teachers and the Data Manager will meet again the week of February 14th to review mid-year data and discuss students who will be added or removed from the program.

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).

Parents will be informed of their child's group before rotations begin. If any parent wants to meet with the rotations teacher, additional prep coverage will be provided. Parents of children who are participating in the Extended Day Program will have the same opportunity. Additionally, the principal will discuss literacy skills acquisition at 3 monthly Tea and Talks.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

Third and Fourth Grade students will improve the structure of their writing in accordance with grade-level language standards. Growth will be measured by improvement on performance in Trait 5 (Structure) on the Measures of Student Learning ELA Performance Task between September and June. We will have met the goal if 80% of students improve their score by at least one level on the rubric between the initial and final assessment

Comprehensive Needs Assessment

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

In evaluation of on-demand writing pieces, including last year's portfolio writing task for third grade and the MOSL ELA Baseline Performance Task administered this fall, we determined that our students are not demonstrating a mastery of grade level language standards when writing independently.

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. Our school-wide inquiry focus beginning in January 2014 will be to create grade specific writing continuums (with student work pieces demonstrating what writing looks like at each level) based on the Common Core language standards. The continuums will be a visual guide for students to self-assess their writing and identify next steps toward improvement.
2. Grade Team Meeting and Inquiry time will be devoted to development of performance targets for each level of the continuum (based on analyzing student work and the

CCLS Language Standards) and discussion of best practices around implementation and providing actionable feedback.

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

1. The Principal and Assistant Principal have designed professional development for the initial stages of the inquiry process. We will work with our instructional coach from a community based organization, Turn Around for Children, to facilitate inquiry sessions and grade team meetings. Our ESL, AIS and Special Educations Coordinators will collaborate on the universal design of the writing continuum to ensure that it is accessible to all students. They will coach teachers on scaffolding instruction in the language standards for ELL students and students with special needs. The Data Manager will analyze the Baseline ELA performance task and the final performance task to measure student growth. He will also develop a tool for teachers to monitor progress in writing on our school-wide data tracker.
2. Grade Team leaders will take a leadership role in the creation and implementation of the writing continuums during grade team meetings, common preps, peer observations and during afterschool planning sessions

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

1. Teachers will periodically administer on-demand writing activities to monitor student progress.
2. We will determine the impact of the writing continuum and student mastery of the language standards based on the MOSL ELA Performance Task administered in the spring of 2014.

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

1. January 2014 to June 2014: The writing continuum inquiry project will begin the second week of January with professional development led by the Principal and Assistant Principal. Each grade team will create their writing continuum during inquiry sessions and grade team meetings throughout the month of January. Teachers will begin using the continuums with their students by the end of January. Teachers will administer on-demand writing tasks in February and March. They will work with the instructional coach and data manager to set student performance goals. They will meet as grade teams and cross grade teams to look at student writing and monitor student progress.

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

1. We have scheduled weekly grade team meetings and two common preps a week, during which teachers will focus on developing their writing continuum and improving instruction in writing conventions. The Assistant Principal will continue to order books and other resources to support grammar instruction.
2. Grade Team Leaders have a common prep period each week

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Principal will inform parents about the writing continuum and the language standards at his monthly Tea and Talk Workshop. He will give the parents strategies and resources to work with their children on developing their writing at home. Parents will receive updates on the school's customized report card detailing their child's progress toward mastery of the language standards. The report card will include specific comments about their child's writing and strategies, tips and games to practice at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

Third and Fourth Grade students will improve math problem-solving skills and increase their knowledge of and ability to apply math vocabulary (tier 3 content area). Improvement will be measured by performance on a standards-based, multi-step problem which will be graded according to a research-based five-trait rubric. We will have met our goal if 80% of students improve by at least one level in four of the five measured traits.

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.

Our students took state tests for the first time in 2012-2013. When we looked at analysis of results, we saw that the area the majority of our students struggled with was explaining their approach and solving multi-step math problems. Their limited math vocabulary negatively impacted their comprehension of the problems and their ability to write about their solutions. We had noted a similar issue with Unit Test data and attempted to address it by incorporating math journaling into our curriculum, but this alone did not produce the gains we hoped for.

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. Switching to a DOE-endorsed, Common Core Learning Standards-based math curriculum. Last year, we used the Envision Math Program. A DOE study determined this program was not aligned to the Common Core. We investigated programs endorsed by the DOE as CCLS-aligned and made the switch to Go Math, which best aligned with student need at our school.
2. Implementation of Exemplars Math, a research-based program specifically designed to teach problem solving skills. We will employ a consultant to work closely with pedagogues to build their repertoire of problem-solving strategies to use with students.
3. Inquiry project and professional development for teachers on development of a Tier 3 Content Area Math Word Wall and instruction to build academic and domain-specific vocabulary.

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

1. Classroom teachers, ESL, AIS, and SETSS teachers, Principal, Assistant Principal, Go Math trainers. Tax-Levy Fair Student Funding was used to pay per-session for teachers to attend a workshop with a Go Math trainer during the summer to provide support on implementing the program, as well as to pay for in-house summer professional development around the program. Additional FSF money set aside for after-school grade team meetings to evaluate students' progress within the program and make necessary adjustments. Core Curriculum money was used to purchase student and teacher supplies.
2. Teachers, administrators, Exemplars coach. Title I funds will be used to purchase Exemplars materials and the services of the consultant. Additionally, FSF will be used to pay for per diem teachers to come in on days with the coach to allow all classroom teachers to observe demonstration lessons.
3. Administrators, Exemplars coach, ESL coordinator. The consultant for exemplars recommended a resource for an extensive list of essential K-4 math vocabulary words. Administration will provide each teacher with the set of math words for their word wall, in addition to purchasing resources to implement vocabulary instruction. The ESL coordinator will work with ESL teachers to adapt math vocabulary instruction and math word walls to increase accessibility and effectiveness for ELL students. Teachers will be paid per session to work in grade teams afterschool to align math vocabulary instruction with the common core aligned Go Math curriculum.

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

1. Student performance on Go Math Unit Tests and Mid-Year assessments will be used to measure effectiveness of the program and any adjustments that must be made to pacing and/or delivery.
2. Each Exemplars problem can be graded according to a five trait rubric. We will score problems monthly to assess areas of growth and deficit and adjust instruction accordingly.
3. Growth in math vocabulary will be determined by an increase of at least one level for trait 3, Communication, which is based on students ability to use formal or precise math language to communicate and clarify ideas.

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

1. Year-long. Teachers will be a part of professional development around implementation of the program over the summer. We will begin using the program with students in mid-September and continue through June.
2. We will begin working with the Exemplars coach in November, when she will do demonstration lessons and de-briefs with teachers on each grade. We expect to start teaching the problem solving strategies in December. The consultant will come for three days in December to observe and provide feedback to teachers as they implement the program. The consultant will come back to continue working with teachers during half-days on a monthly basis from January to April. The program should be fully implemented by January and continue through June.
3. In November and December, the focus of our Inquiry Time will be vocabulary instruction. The first week will focus on the 3-Tiered system for vocabulary—how to identify and display high frequency, academic and domain-specific language. There will be a school-wide method of displaying and using word walls, including having a separate word wall to emphasize math vocabulary. During the second and third week of the inquiry process we will concentrate on Marzano's six-step process for teaching new vocabulary. Inquiry will continue with differentiating vocabulary instruction and activities to add to understanding.

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

1. Teachers will be scheduled for two common preps per week, during which they can discuss
2. A calendar change request has been placed for four half-days to take place monthly between January and April to provide additional professional development time

for the consultant to work with teachers on problem solving strategies and incorporating Exemplars into the fabric of the Go Math curriculum. On regularly scheduled days the consultant works with the school, the Data Manager will program per-diem teachers to cover classroom teachers to allow for maximum time spent either observing the consultant or de-briefing with the consultant after being observed.

3. Inquiry time will be used for professional development and exploration into vocabulary instruction.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The Exemplars Coach will present the strategies she is working on with teachers to parents at the Principal's Tea and Talk in November. During this meeting, she will also demonstrate ways parents can improve their children's number sense and problem skills at home.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS for phonics using FUNDATIONS AIS for ELA curriculum (reading and writing standards-based skills) using shared reading and multiple doses of differentiated lessons. Extended Day Intervention: Guided Reading using F&P Intervention Program Classroom Interventions include technology based programs(Imagine Learning) and re-teaching strategies by the classroom teacher or paraprofessional	AIS: Small group pull-out or push-in instruction Extended Day: Small group instruction Classroom Interventions: independent computer time, small group and one-to-one	AIS: 2-3 times a week during the school day Extended Day: 50 min twice a week during the school day Classroom Interventions: daily during the school day
Mathematics	AIS: differentiated, guided instruction and re-teach using the Go Math! Curriculum Extended Day Intervention: Exemplars Math Program Classroom Interventions: Soar to Success and iReady Programs	AIS: Small group pull-out or push-in instruction Extended Day: Small group instruction Classroom Interventions: small group, one-to-one with paraprofessional or student teacher and independent computer time	AIS: 2-3 times a week during the school day Extended Day: 50 min twice a week during the school day Classroom Interventions: daily during the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and social skill building with social worker and school psychologists. Focus areas vary depending on student need, but generally include: socialization skills, safe transitions between activities and areas of the school, self-monitoring, and appropriate responses to frustration.	Small group and one-to-one	The services are provided during the school day or during the 50 minute Extended Day period

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

PS 531 had a 90% teacher retention rate between the 2012-2013 and 2013-2014 school years. Teachers and parents rated the school "above average" in every category on the School Environmental Survey. We mention this when recruiting and believe that these ratings help us get a high number of responses to our postings on the Open Market Transfer System. In addition to posting on this system, the principal attended four teacher recruitment fairs looking for highly qualified applicants. PS 531 has also created a student-teaching partnership with Columbia University, which allows us to see potential hires working directly with our students in our classrooms before considering them for positions within the school.

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

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).

We used surveys and observation data to assess the needs of our staff and found we had a need for professional development in math; specifically, in teaching problem solving strategies and number sense. We made the decision to partner with a consultant from Exemplars Math. The consultant has conducted professional development on the topics, presented demonstration lessons in classrooms, and will observe and provide feedback to teachers throughout the year. We are also in our third year of working with Turnaround For Children, a Community-Based Organization. For the past two years, Turnaround has provided professional development on incorporating cooperative learning structures into lessons to increase student engagement in our classrooms. This year, Turnaround has been working closely with our Grade Team Leaders. The aim of this collaboration is for our Turnaround Consultant to coach the Grade Team Leaders, who try structures in their classrooms before presenting them to the group.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We set aside \$100 per student in temporary housing. This money has been used to provide these students with supplies, including multiple sets of school uniforms, backpacks, notebooks, and pencils. Our STH liaison coordinates with the Office of Pupil Transportation to insure that students in shelters are able to get to school (either through busing or Metrocard programs)

and that busing is set up for students who leave their homes and enter the shelter system while they are already attending the school.

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.).

Our Pre-K uses the same math problem solving program (Exemplars) as our Kindergarten. All Pre-K parents are invited to the same workshops and events as the rest of our parent population (Principal's Tea and Talk, parent PD, consultant presentations). Additionally, the principal goes to a local off-site Pre-K center (St. Anthony's) to present to parents about the school and invites all parents to an open house before registration. Finally, there is an open house for all parents accepted to our Kindergarten program during the summer at which they meet the K teachers, learn about our programming, and receive information about things they can do at home to prepare their children for the upcoming school year.

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.

All teachers at PS 531 participated in MOSL decision making process during the September professional development days before the start of the school year. Administrators and teachers who attended DOE PD on MOSL and ADVANCE implementation presented the different MOSL options to the full staff. Teachers then met in grade teams to decide which local measures would provide data that could be used to inform practice and make curricular adjustments where necessary. Each grade team's choice became their local measure for the 2013-2014 school year.

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.

PS 531 Parent Involvement Policy

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting a monthly "Tea and Talk" with the Principal about what is happening in the school and ways parents can help their children at home
- hosting monthly Cookshop For Families Healthy Cooking events;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- encouraging more parents to become trained school volunteers through the Learning Leaders Program;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
 - further developing the PS 531 website, designed to keep parents informed about school activities and student progress;
 - providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages **that parents can understand**
-

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

PS 531, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 12	Borough Bronx	School Number 531
School Name Archer Elementary		

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 Zak Haviland	Assistant Principal Amy Door I.A.
Coach type here	Coach
ESL Teacher Eunice Kelly	Guidance Counselor
Teacher/Subject Area Yanira Gomez	Parent Michael Mozon
Teacher/Subject Area Andrea Nogales / ESL	Parent Coordinator Pearl Francis
Related Service Provider	Other type here
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	5
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	425	Total number of ELLs	81	ELLs as share of total student population (%)	19.06%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	4	3	10	8	8									33
self-contained	7	16	8	7	10									48
Total	11	19	18	15	18	0	81							

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	60	ELL Students with Disabilities	13
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	60	0	12	8	0	1	0	0	0	68
Total	60	0	12	8	0	1	0	0	0	68

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
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	9	14	12	14	11									60
Chinese														0
Russian														0
Bengali	1	3	2		2									8
Urdu														0
Arabic			2	1	3									6
Haitian	1													1
French		2			1									3
Korean														0
Punjabi														0
Polish			0											0
Albanian														0
Other	1		2											3
TOTAL	12	19	18	15	17	0	0	0	0	0	0	0	0	81

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)	6	8	0	0	6									20

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)	1	9	7	4	4									25
Advanced (A)	5	2	8	9	7									31
Total	12	19	15	13	17	0	0	0	0	0	0	0	0	76

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	8	3	1		12
4					0
5					0
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	13		2		0		0		15
4									0
5									0
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									0
8									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.

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

the children need to improve to meet reading grade level expectations. Such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This data helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
For the NYSESLAT and LAB-R, the data patterns across proficiency levels shows that there were more beginners and more intermediate level students in the First grade. Third grade had the most advanced students and in the Fourth grade, we have the same amount of beginners as in Kindergarten.
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](#))

After reviewing and analyzing the assessment data: State RNMR report is not available as of today 11/14/2013.

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?

ELLs are currently assessed in the same manner as their peers. Assessments such as running records, standardized state tests, and teacher generated assessments provide the teachers with valuable feedback to student monitor progress.

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](#).)

We use the State Test, Go Math assessments, ECLAS, and, Fountas and Pinnel every other month and informative assessments to begin screening the Ells and determine the best possible materials and instruction for the students. Then using the scores we make decisions based on the data, and provide a multi-level intervention system. Teachers really focus on the things they don't know, and identify, especially with struggling students, students who are not accessing grade level content well, teachers identify where those gaps or wholes are in their needs, and target those specific skills to help them better access grade-level content. When using ECLAS for example, we noticed that as of October, about thirty percent of our ELLs cannot recognize the alphabet, and about fifteen percent cannot identify the sounds. The teachers provide instruction based on the needs of each individual student and monitor their progress. Using the assessment scores, teachers plan how the content is taught, how to group children together, and how to differentiate instruction to reach all levels of learners. ELL students who are on grade level in reading, teachers focus on developing their tier 3 vocabulary words and writing skills. Students, who are below, receive instruction in phonics, with other peers who are on the same level with an ESL teacher, which will strengthen their areas in language and phonemic deficiency. In grade 4, based on the Math State Test, eighty-six percent of ELLs scored a level one on the state test, and about the rest scored a two. Teachers began breaking down the standard and assessing the skills that students must have to master that standards, to identify and target gaps in order to close them. This was the first year, we took the state test, as a new school, we are currently in the process of implementing the RTI-framework in order to provide intruction following the three tier framework. The Go Math curriculum, does have a RTI-intervention kit, that teachers are using for the ELLs. Throughout the year they review the goals to make sure they have been met, which will enable the teacher to continually focus on areas the student needs to master. In order to accomplish this, the AIS teacher, classroom teacher, and SETTTS teacher are involved in this process.

6. How do you make sure that a child's second language development is considered in instructional decisions?
During instruction there is a lot of direct teaching of new words along with chances to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with grade level and motivating texts. Teachers provide student's with many ways of reaching vocabulary development and their second language. Teachers use various scaffolding strategies, to ensure

students are able to understand the content and reach their language objectives such as: the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include: establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to talk with teachers, speaking slowly, using clear repetition, and paraphrasing which supports oral communication. Teachers also incorporate Keagan learning structures to develop oral language proficiency which allows students to participate in academic discussions, understand instruction, and build literacy skills.

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?

We do 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.).

Archer Elementary believes that data and test scores for each student is a way to evaluate if a program is successful. We also believe that professional development, teacher training and solid instruction all help to determine or drive the “data”. Therefore, since this is the first year we are received ELA and Math State Scores, we are currently developing an accountability plan to put in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

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 following procedures take place within the first ten days after registration:
When the parents comes in to a register a child, a pedagogue will assist the parent in filling out the Home Language Identification Survey (HLIS). The HLIS is provided to the parent. If the parent prefers to speak in a language other than English, a pedagogue who speaks that language is called in to interview that parent. If there is no one present who can speak the language of that parent, then the translation and interpretation unit is called and a translator is provided. The Lab-R is then administered the ESL Coordinator, if it is deemed appropriate by the adults involved with the meeting of the parent.
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.

After it is determined that the student qualifies for services, the parent is given a written invitation in the home language of the parent (parent entitlement letter) for a parent orientation. At the parent orientation, parents view the orientation video in their preferred language and have the opportunity to ask questions. Translators are present to facilitate communication. The parents are informed about the program available at our school and of the different bilingual/ESL programs that are available in the NYC public schools. The parents are informed of their right to place their child in any of these programs. The parent then fills out the parent survey/selection form with the help of the ESL teacher or translator. If the parent wishes to place their child in a program not available at our school, the ESL Coordinator researches and provide the parent with the contact information of the schools in the area that provide that particular 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](#)].)

The following Parents of children who are to receive ESL services as dictated by the HLIS and parent interview, are invited to a parent orientation via a parent orientation letter in their preferred language.
The parents view the orientation video in their preferred language and fill out the parent survey/program selection in their preferred language and under the guidance of the ESL teacher. Parents can choose from the following 3 programs: Tranistional

Bilingual Education, Dual Language Program, or English as a Second Language. In addition to the video, the parents are given a pamphlet in their preferred language that describes the different program options. If the parents wish to place their child in a program not available at the school, the ESL teacher will research and provide the parent with the contact information of the schools in the area that provide the desired program. Every effort is made to secure parent contact and all forms which are then placed in our school's compliance binder. Entitlement letters are distributed once it is determined that the student is entitled to ESL services. The parent is given a written parent orientation letter in their preferred language (as per the HLIS). At the parent orientation, the parent receives a pamphlet in their preferred language that describes the various programs available in the NYC public school system. Accompanying the pamphlet is the parent orientation video; watched in their preferred language. An ESL teacher with an accompanying translator if the ESL teacher does not speak that language, help the parent fill out the program survey/selection form. The parent has multiple opportunities to ask questions and clarify meaning.

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.

The parents are informed about the program available at our school and of the different bilingual/ESL programs that are available in the NYC public schools. The parents are informed of their right to place their child in any of these programs. The parent then fills out the parent survey/selection form with the help of the ESL teacher or translator. If the parent wishes to place their child in a program not available at our school, the ESL Coordinator researches and provide the parent with the contact information of the schools in the area that provide that particular program.

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.

Each spring the NYSESLAT is administered by the ESL teachers to measure student progress in the areas of speaking, listening, reading, and writing. We use the ATS reports to ensure that the given students are required to take the NYSESLAT. The level reached on this exam indicates progress in each of the strands and determines the amount of services required

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. 

After reviewing the parent survey and program selection form forms for the past years, it is shown that parents have opted for the Freestanding ESL program. If the parent chooses to have their child placed in a program not available at our school, then the ESL teacher researches and provides that parent with the contact information of schools that provide the given program. Our program is aligned with the majority of our parents choice: Freestanding ESL.. We have not had enough parents requesting a TBE in a specific grade. This will be continued by making parents aware of their rights and by keeping an account of the number of families requesting ESL, Transitional Bilingual or Dual Language programs. If there are at least 15 parents who select a Dual Language or Transitional Bilingual Education program on two consecutive grades, every effort will be made to accommodate parents' request.

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])?

Our school provides free standing and both push-in and pull-out classes to serve the needs of ELLs.

The ELLs are grouped by proficiency level and serviced throughout the day, with various certified Bilingual or ESL teachers.

The classes are heterogeneous. Students in grades K-4 are in one class with one teacher most of the day.

Our ELLs are serviced by ESL teachers in their general classrooms. Ms. Kelly services our kindergarten through our fourth grade students who are not in a classroom with a certified ESL Teacher. We currently, have a second grade teacher in the process of being certified as an ESL teacher

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)?

We currently have 81 ELLs in our school. The beginner and intermediate population who have teachers that are certified in ESL/Bilingual are scheduled to receive 360 minutes per week of instruction while our advanced students are scheduled to receive 180 minutes of instruction. Ms. Kelly is our only out of classroom teacher, who services students who are not with a certified ESL Teacher. She pushes in to the 3rd and 4th grade classes, to provide 45 minutes of instruction per day, during the ELA and Math Block. She also services during the foundations block to service K and 2nd grade students phonics and reading strategies.

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.

ESL teachers maintain a collaborative communication with the classroom teachers in order to provide support. Students are instructed in all content areas, using realia, manipulatives, visuals, audio and video to make content comprehensible and provide a common experience based on which to build and develop further knowledge. Vocabulary is explicitly taught, the Go-Math has an ESL component which teachers use to assist ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in terms of their second language acquisition. We evaluate Spanish Speaking ELLs using the Spanish LAB-R, during the initial registration process.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers incorporate learning structures to ensure students are appropriately evaluated in all four modalities. They ensure students talk to each other, make presentations in class, and other forms of cooperative structures to ensure students are speaking and listening to each other. For the reading and writing, teachers incorporate those modalities throughout the day. Through instruction, informal and formal assessments, they evaluate students progress.

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).

We do not have students beyond, 3 years of service. For our proficient students, the ESL teacher provides instructional support and continues to scaffold strategies, provides students with extra time and ensures students are strengthening their second language.

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?
 ELL-SWDs are served according to the specifications in their IEPs, and are taught by a certified special education teacher. The ESL Specialist pushes in to special education classes as well as pulls-out to provide language support. Teachers of ELL-SWD use visuals, realia, media and many other materials such as math tools, flash cards, RAZ-KIDS, Imagine Learning, and Foundations to support students and provide access to academic and content areas. Students are provided with flashcards, manipulatives and other tools necessary in each subject.
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?
 Our school ensures that all students are able to reach academic success, within their IEP goals. Teachers provide support to students by scaffolding the curriculum; providing linguistic sentence structures, using videos, and adding pictures to words as a way to reach students visually. They also provide students with graphic organizers to assist in the organization of the text, and pre-teach any vocabulary to connect to background or build background knowledge.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The ESL teacher provides students with intervention based on the data taken from the NYSELAT and F & P. Students are grouped homogenously and heterogenously throughout the day. The ESL teacher provides students with phonics intervention based on the data taken from the NYSELAT and F & P. Students are grouped homogenously and heterogeneously throughout the day. Students in kindergarten and second grade at the intermediate and advanced level of language proficiency are grouped by reading levels and are given instruction to meet their language goals build their English language. For math we are using a consultant from Exemplars where she is assisting and provides professional development to our teachers.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program is currently in stages of development. Ms. Kelly is our new ESL Coodinator and this year, she is taking steps to design the program, together with the ESL Team of teachers to better meet the needs of the ESL students. Currently, the use of Imagine Learning, Foundations Block and Extended Day, have been able to meet the Reading and Language needs of our students.
11. What new programs or improvements will be considered for the upcoming school year?
- This upcoming school year, we will be working in teams to inquire on best ESL materials that provide support and can improve student's progress.
12. What programs/services for ELLs will be discontinued and why?
- Since Ms. Kelly is new this year, along with her ESL team, we are in the process of developing and structuring our programs and services.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our Ells rotate throughout the school, with groups that are within their levels and interest. Every Friday we have Enrichment, where they chose a club and participate in small groups such as, Math through Art, Chess, Board Game Mania, and many others with assist with the second language acquisition. We are currently in the process of also developing a afterschool success academy for our ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The Go Math program, which focuses on interactive and visual learning, is used to enhance students 'mathematical skills. It also provides Spanish materials for students. Hands-on lessons are used to teach students science. These areas are integrated with literacy whenever possible—math stories and science experiences often become fodder for language experience writes. Students experience whole-class instruction, shared and guided reading and writing, and reader's and writer's workshops, in addition to completing individual work. Both fiction and non-fiction literature and topics are treated. Before, during, and after-reading activities and strategies help prepare students for work, actively engage them, and solidify and process their understanding. Foundations, a comprehensive phonics program, coupled with the computer program Imagine Learning, is also used to assist students in literacy.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Teachers who are native in the student's language provide native language support. Students also receive native language support for home, students receive books in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- In all classes, questions and response options are differentiated for students according to their proficiency level. Students requiring additional aid are serviced during two extended school days in which they are instructed, in small groups, by ESL teachers.
- We are currently serving grades Pre-K -4, Archer elementary has no SIFE groups or long-term ELLs.
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.
- We focus on making sure newcomers are building their academic and environmental vocabualry, using visuals and other scaffolding strategies. We also use Imagine learning for Newcomers and are currently researching programs that will provide Ells with second language acquisition during extended time.
18. What language electives are offered to ELLs?
- We do not offer language Electives.
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)?

C. Professional Development and Support for School Staff

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

1 and 4. ESL staff and all teachers will participate in professional development involving new ELL strategies. We are currently meeting once a month as an ESL team for 2 hours, to discuss needs and analyze student data. The ESL Specialist is also part of the ongoing, OELL institute for math and writing in order to turn-key with the other ESL teachers. Teachers, will receive an agenda and sign-in and out. This will keep track of the 7.5 hours of ELL training required. Then, the ESL Coordinator turns-key on the ESL Professional Development she has attended, offered from the OELL department. We also provide time during inquiry, to meet cross grades and analyze student data. As a school, we are giving professional development of how to teach vocabulary instruction using Marzano Strategies.

2. On campus workshops will include the following:

- Differentiated Instruction and Understanding ELL data reports
- Standardized Testing for ELLs
- Scaffolding techniques in content instruction -
Math Problem Solving Strategies and Vocabulary Development

All staff will be invited to attend various workshops that discuss how to address the special needs of ELLs in their classroom. Attendance will be taken at all school wide ELL training.

3. Archer Elementary has not reached the fifth grade. Within the next couple years, we will be developing our program to assist students transition.

D. Parental Involvement

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

1. Ms. Pearl Francis makes every effort to include parents in the school culture. The parent coordinator, regularly schedules parent workshops on methods of ensuring their child's success at school: Tea and Talk with the principal, Cookshop, Jewelry Making, CyberBulling, Safety, Health, and Job Readiness.

2. The school also has partner ships with Healthplus, MetLife, and Parkchester Library to provide parents support in the community.

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

Closer to spring, Ms. Kelly, the ESL Specialist, will host parent workshops on ways parents can assist their child with the State Exams.

Translation services are available to all the parents. Parents are invited to school concerts, publishing parties, and science fairs. All parents are encouraged to share in these celebrations.

The school will provide workshops on a variety of topics: standardized testing, reading research and balanced literacy, and open house (where parents meet with classroom teachers and get information on all aspects of the curriculum. Parents are also invited to celebrations of academic work (i.e. writing celebrations, family reading night) held at various times of the day to maximize parent participation. Parent workshops are facilitated by Administration and the Parent Coordinator, and are presented in English and Spanish for our large Spanish speaking population. One aim of the ELA workshops will be to provide a context for understanding reading progress. Parents will also be provided with strategies for helping their children pick "Just Right Books". Familiarizing parents with school policy for homework communicates the school's high expectations for each student and how that is related to homework.

3. SLT meetings are also held once a month in the evenings for the parents to attend. In addition, our parent coordinator is always available to speak to the parents. There is an active parent association that meets monthly. In addition, workshops are given to engage parents in the process of exploring and articulating their own reading habits. Presenters share multiple strategies and ideas to help parents support children's reading. During these meeting, parent leaders address needs of parents and discuss ways Archer Elementary can provide workshops to address their needs. During parent teacher conferences parents also discuss needs they may have with the teachers. We also review parental involvement surveys to determine needs of parents and ways to address them.

4. Parental involvement activities address the needs of parents by trying to reach and assist them with their social, academic and emotional needs through internal and external resources.

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: Archer Elementary School

School DBN: 12x531

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zakariah Haviland	Principal		1/1/01
Amy Door	Assistant Principal		1/1/01
Pearl Francis	Parent Coordinator		1/1/01
Eunice Kelly	ESL Teacher		1/1/01
Michael Mozon	Parent		1/1/01
Andrea Nogales/ESL Bilingual	Teacher/Subject Area		1/1/01
Yanira Gomez	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: 12x531 School Name: Archer Elementary School

Cluster: 607 Network: 6

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

Part A: Needs Assessment Findings

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

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. An ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff, that are fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized. In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. This year the ESL Coordinator will use data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL Coordinator will then begin to update the record of parent language preferences, which is maintained and continually updated by the ESL coordinator throughout the school year. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL Coordinator will be responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required with the office of translations for face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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

Spanish is the most represented language at our school, with minor incidences of Arabic, Bengali, and French. These findings are shared with all school members, and the Parent Coordinator informs parents of all the translated services available and how to reach them. Official information about assessment is communicated in home languages available through the DOE system, and translators available through the in house staff.

Part B: Strategies and Activities

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

Our monthly newsletter, parent handbook, flyers, parent survey, and other home-school communications are translated on-site into Spanish. Official communications such as report cards, letters regarding promotions, attendance, and other official matters are provided to parents in Spanish, Bengali and French from the DOE websites.

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.

Oral translation in Spanish, Bengali and French can be provided on-site by in house staff. Other languages are provided by the Translation Unit of the Department of Education.

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>.

A copy of the notice informing parents about their rights regarding translation and interpretation services in covered languages and instructions on how to obtain such services is sent to all non-English and non-Spanish speaking parents who are now in the school during open house and during the parent orientation. A sign in each of the covered languages is posted in the Main Office and posted in the entryway of the school.

Parents will also be informed that their child may need a translator in their home language for the standardized exams. Translators are then provided.

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

Application for Immigrant Funding

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

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

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

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

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

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

TitleIIIImmigrantPlans@schools.nyc.gov.

2012-13
 Title III Immigrant Funds Supplemental Program for Immigrant Students
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Part A: School Information	
Name of School: Archer Elementary School	DBN: 12x531
Cluster Leader: Jose Ruiz	Network Leader: Elmer Myers
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:	
Total # of immigrant students (including ELLs) to be served: 78 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 1	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
Begin description here: Our school Pre-K – 3 rd Grade school utilizes a combination of free-standing ESL classrooms and a push-in model to meet the needs of our English Language Learners. We have hired at least one (and generally two) ESL-certified teachers per grade to allow students to receive services in their classroom setting to avoid loss of instructional time during pull-out transitions. This, in theory, allow us to hire a part-time out of classroom ESL teacher to meet our minimum required periods of ESL instruction for every child. We have, however, chosen to use our Title III funds to supplement the hiring of a full-time out of classroom ESL teacher. With her non-mandated periods, this teacher will create and implement a science curriculum in classrooms with ESL students. She will teach five 50-minute science periods per week in English, which will allow her to work with 45 ELL students in grades 1-3 to supplement their regularly scheduled ESL instruction. We chose science because it involves subjects (ecosystems, the human body, various components of nature) that involve very hands-on teaching. This allows the ESL teacher the opportunity to incorporate a variety of best practices in ESL instruction into her non-mandated periods. We also believe that science instruction provided by an ESL-certified teacher will accelerate every-day vocabulary acquisition for our ELLs.	

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

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

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