

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

07X043

School Name:

JONAS BRONCK

Principal:

GIOVANNA DELUCCHI

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 07X043
School Type: Community School Grades Served: PreK-5
School Address: 165 Brown Place, Bronx, New York 10454
Phone Number: 718-292-4502 Fax: 718-292-4504
School Contact Person: Robyn Feliu Email Address: Rfeliu@schools.nyc.gov
Principal: Giovanna Delucchi
UFT Chapter Leader: Nathaniel Waye
Parents' Association President: LaQuesha Coleman
SLT Chairperson: Peter Kalkau
Student Representative(s): N/A

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Courtlandt Avenue, Bronx, NY 10454
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: 718-742-6500 Fax: 718-742-6548

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 401 Network Leader: Shenean Lindsay

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Giovanna Delucchi	*Principal or Designee	
Nathaniel Waye	*UFT Chapter Leader or Designee	
La-Quesha Coleman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Peter Kalkau	Member/ Teacher	
Angela Robinson	Member/ Teacher	
Brenda Griffin McDonald	Member/ Teacher	
Doris White	Member/ Teacher	
Joyce Starke	Member/Parent	
Marzetta Staton	Member/ Parent	
Isa Quinones	Member/ Parent	
Jillian Lee Melendez	Member/ Parent	
Valerie Moody	Member/Parent	
	Member/	
	Member/	

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

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

At P.S. 43, our vision is to create a supportive educational and emotionally intelligent environment that is conducive to a school community of learners where all members, inclusive of students, staff, parents and community organizations, become engaged in the educational process. This community of learners will develop important decision-making, critical thinking and technological skills, as well as skills that will enable them to communicate and thrive in the 21st century. Furthermore, our school community members will be active, responsible, contributing members of society who will share accountability for achieving successful student outcomes.

P.S. 43 is located in the poorest congressional district in the nation. The majority of students are from low-income families and 95% of students qualify for free or reduced lunch. The Pre-Kindergarten through 5th grade school serves a population of approximately 525 students from culturally diverse backgrounds. The neighboring community is home to many new immigrants from Mexico, Central America, and Africa. According to the most recent data, 73% of our population is Hispanic, 26% of our population is Black and less than 1% is Native American/Asian and White. Approximately 26% of our population is Students with Special Needs. Students with IEPs receive the full continuum of services including Special Education Teacher Support Services (SETTS), Collaborative Team Teaching (CTT); instruction in self contained class, and related services such as speech and language, counseling and occupational and physical therapy. Additionally, 10% of the students are English Language Learners (ELLs) with Spanish as the predominant language.

At P.S. 43 there is a free-standing ESL program for grades K-5, which serves ELLs. Our Academic Intervention Service (AIS) providers help to reduce student-teacher ratios during the literacy blocks. We are focused on improving student achievement for all students in all subgroups and categories, and we strive to implement the standards based curriculum.

Our teachers are fully licensed and permanently assigned to our school. We have social workers/guidance counselors and an Alternative Learning environment (ALE) room as well as a School Based Support Team (SBST) to respond to crisis intervention situations; to address discipline problems; to engage in proactive counseling with students; and to refer parents to community agencies for additional support. Due to our ongoing commitment to our students we have adopted a school-wide program to address their social, emotional intelligence needs by utilizing a Positive Behavior Intervention Strategies (PBIS) program as well as other school-wide programs.

Our school has collaborations and strong partnerships with outside organizations such as the United Way and the Chris Canty Foundation, PRIME Leaders (through Inwood House), the Anne Frank Center, Lehman College, New York City College, CARE for Teachers NYC, and Grow NYC provide a myriad of services to students as well as to teachers to ensure the academic and emotional well-being of all.

Some of our strengths include: a collaborative supportive learning environment where staff members work well together; high expectations are communicated throughout the school community, the social-emotional well being of all students is at the core of the school-wide beliefs on educating the whole child and classroom teachers know their students well and care about them.

Some of our accomplishments include: a significant increase in student progress in core curriculum areas, including the NYC and NYS exams. Student teachers learn with us and are then hired to replace retired teachers and teachers on leaves. We also maintain a culture of respect, mutual trust and positive attitude that supports academic and personal growth of students and adults. In addition, we have formed strong partnerships with various organizations to support

our students.

Some of the challenges we are facing include: Students on or above grade level are moving to Charter schools (48 students since September 2014), new admits replacing them are functioning 1-2 years below grade level expectations, overaged students and low student achievement on New York State exams.

Last year, based on informal and formal observations, teacher practice improved from ineffective and developing in the area of questioning and discussion techniques (Danielson 3b). This was an area of growth for the previous year. Teachers are now using more open-ended questions designed to promote student thinking and understanding, inviting students to think and offer multiple possible answers, giving adequate wait time for students to respond to questions asked by their teachers and/or peers, challenging students to justify their thinking and engaging most students in discussions. While this continues to be an area of focus for us, another key area of focus this school year is Using Assessment in instruction (Danielson 3d). Teachers are using formative assessment strategies in order to learn the most effective ways to check for student understanding.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school’s strength is that we work together to provide our students with a challenging curriculum that is vertically aligned across all grade levels, and is well-defined with clear expectations for student success. We are dedicated to the advancement of each and every student. As reported on the School Quality Snapshot, all students demonstrated progress on the 2014 state ELA and Math exams.

Our priority needs are to improve the rigor of our English Language Arts instruction in an effort to increase student achievement in ELA. A low percentage of our students in the testing grades met the state standards on the state 2014 English Language Arts test. Based on this evidence, one factor to consider is that students in the testing grades, as well as students entering the testing grades are not achieving grade level ELA benchmarks, thus extending our ELA focus school-wide for grades K-5.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be an increase in student reading performance demonstrating that 75% of students have met their reading goals. The goals are as follows, a minimum of:

- 3 Fountas & Pinnell reading levels in Grade K
- 5 Fountas & Pinnell reading levels in Grade 1
- 4 Fountas & Pinnell reading levels in Grades 2-3
- 3 Fountas & Pinnell reading levels in Grades 4-5

The students will be aware of their current reading level as well as their end of year goal because they will have their reading level/goal posted in a place where they can refer to it daily. Students will continue working towards reaching this goal using specific strategies we have discussed during guided reading and reading conferences.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element 			

of Trust			
Student proficiency levels in literacy will be measured by the collection and interpretation of data on a 8 week cycle. Flexible guided reading groups will be established to target students' needs. Specific strategies will be taught to strengthen students' reading skills and comprehension. The number of levels increased will be based on a baseline reading assessment given to each student in September of 2014 by their classroom teacher. Classroom teachers will then assess another class' final reading assessment in June to maintain that reading levels are fair, accurate and valid.	All students	September 2014 - June 2015	Teachers
Students will take part in accountable talk and team talk routines in order to develop rich conversations and to allow opportunity for every student to share his or her own thoughts and opinions. This technique results in active intellectual engagement that will support students' writing. Teachers will use at least 2 different formative assessment strategies to make sure that all students are being accountable throughout the lesson. Formative assessments should be used once every 15 minutes to provide teachers with feedback and to allow them to keep their finger on the pulse of the lesson	All students	September 2014 - June 2015	Teachers
The extension of the literacy block in grades K-5 will include guided reading through the use of Good Habits Great Readers leveled text. Students will participate in a minimum of 2 guided reading sessions per week. All students are required to read independently for 20-30 minutes daily to increase reading stamina. Parents are required to sign students' daily reading logs that are included in their daily homework assignments.	All students	October 2014- June 2015	Teachers
Students who are at risk of not meeting their reading goals will receive Academic Intervention Services for a 45 minute period daily.	At risk students	October 2014 - June 2015	AIS teachers
Integration of Great Leaps and Learning A-Z during the instructional and extended day.	At risk students	Dec. 2014 – June 2015	Teachers
At risk students in grades 2-5 will be invited to attend an 8 week Saturday Academy program. In addition, Level 1 students in grades 1-5 are strongly recommended to attend the PS 43 After-school tutoring program.	At risk students	January 2015 – April 2015	Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development on Formative Assessment, Accountable Talk, Questioning and Discussion Techniques. Professional books, journals, Independent reading books, Good Habits Great Readers – guided reading books, Good Habits Great Writers, Ready Gen, Rally and Kaplan Reading Strategies, Fountas & Pinnell Benchmark System, Great Leaps, Learning A-Z, AIS Teachers, Per session – Teachers and supervisor

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
---	----------	---	---------------	---	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Fountas & Pinnell running records will be used to monitor progress toward meeting the goal. It is anticipated that 50% of students would have increased 2 reading levels by February 2015

Part 6b. Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
----	--	--	-----	--	----

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- | | |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Educators have long recognized the critical importance of providing a healthy, safe and supportive classroom and school environment. When students feel safe and supported, they tend to be more involved in their learning process. Based on data from OORS for the school year 2013-2014, there were 109 discipline referrals. When students are removed from the classroom environment, quality instruction is being lost.

We have implemented Positive Behavior Intervention Strategies (PBIS) as our school-wide positive behavior support system. PBIS encompasses a broad range of systemic and individual strategies for achieving social and academic success for all students. Our school has a PBIS committee that collects and analyzes data to help improve social behaviors within the school. Our PBIS store offers a variety of incentives for students who demonstrate positive behaviors. We have a full-time ALE teacher who conducts character education lessons with children who have been referred to the ALE room

Our priority need is to encourage students to improve behavior so that they will remain in the classroom and participate in learning/activities.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, by developing and instituting school-wide initiatives which are interrelated to positive behaviors, there will be a 10% decrease in student referrals to in-house suspensions as measured by OORS.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Teachers will use the 4Rs program to teach character building strategies. The Diary of Anne Frank in grades 3-5 is used in the arts program as a vehicle to teach self-discipline, respect and anti-	All students	October 2014 - June 2015	Instructional staff

<p>bullying.</p> <p>Our students voted on Oliver the Owl as our school mascot. We have developed the school beliefs (Owls Have Big Eyes) and our school pledge (HOOT) to get students invested in our beliefs and motivated to be part of a safe community. Students take turns reciting our beliefs and pledge to the entire school community each morning.</p>	All students	October 2014- June 2015	Principal and Assistant Principal
<p>Students demonstrating positive behaviors will receive individual PBIS tickets that can be redeemed at the PBIS store for incentives.</p> <p>The class that obtains the most PBIS class tickets at the end of the month receives a class incentive (i.e., pizza party, popcorn and a movie, special field trip, etc.).</p>	All students	November 2014 - June 2015	Principal, AP and PBIS committee
<p>If/when students engage in behavior that causes them to be removed from the classroom, they will receive 1-1 or small group instruction on character building in the ALE room. ALE teacher will complete appropriate OORS reports.</p> <p>After a conflict, students will be asked to reflect on the inappropriate behavior(s) by writing, drawing or explaining how they felt before, during and after the interaction and how the other person.</p>	Students removed from classroom or engaged in inappropriate behavior(s).	September 2014 - June 2015	ALE teacher
<p>Parental involvement workshops for teachers to help facilitate partnerships between schools and families.</p> <p>On Tuesdays, teacher will share information with parents regarding student performance and home strategies to support classroom learning.</p> <p>Monthly newsletters are distributed that provide parents information about what their children are learning, school curricular, and other important events taking place within the school.</p>	Students involved in conflicts	November 2014 - June 2015	ALE teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Incentives, PD Committee, Anne Frank books and art program, Professional books and magazines, Scholarly journals, School staff, Parents

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
---	-----------------	---	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 there will be a 10% decrease in student referrals to in-house suspensions as measured by OORS as compared to February 2014 data.

Part 6b. Complete in February 2015.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The 2003-14 Quality Review (QR) identified the need to strengthen teacher pedagogy and effective practices to ensure high levels of student thinking and participation are consistent from classroom to classroom. The establishment of ongoing professional learning communities (PLCs) will build a culture of collaboration and success as well as provide teachers with a voice, increase engagement and a forum for teachers to share best practices through intervisitations and teacher designed presentations to ensure students learn at high levels.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers and paraprofessionals will actively participate in four, six-week, ongoing cycles of targeted professional learning by reading, implementing new strategies in their classrooms and sharing best practices and constructive feedback to improve student performance.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers and paraprofessionals will engage in four PLCs on: Growth Mindset, Formative Assessment, Question Formulation Technique (QFT) and Behavior Management. Teachers will explore strategies to address students’ individual needs, including SWD and ELLs.	All teachers and paras	Dec. 2014- June 2015	Principal and Assistant Principal
At the end of each Professional Learning Community Cycle, members will collaborate and share best practices with the larger school community to improve teaching and learning.	All teachers and paras	Dec. 2014- June 2015	PD committee
The PD committee members will facilitate the PLCs.	All teachers and paras	Dec. 2014- June 2015	PD committee
Protocols will be implemented to ensure effective guidance in PLCs.	All teachers and paras	Dec. 2014- June 2015	PD committee

Teachers will share with parents their learnings, implementation in the classroom and the effect on students	All teachers	March2015- June 2015	Teachers
--	--------------	-------------------------	----------

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PD Committee meetings, Professional books and magazines, Reflective journals

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 all teachers and paraprofessionals will actively participate in one, six-week, ongoing cycles of targeted professional learning by reading, implementing new strategies in their classrooms and sharing best practices and constructive feedback to improve student performance. The PD committee will review teacher reflections to inform subsequent cycles.

Part 6b. Complete in February 2015.

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Our school’s strength is the willingness of administrators, teachers and paraprofessionals to work and learn together. Teachers seek out opportunities to attend Professional Development and seek feedback from peers and administrators.

Due to the retirement of a long-term Assistant Principal, the need is to develop school leaders who would be able to take on additional responsibilities to improve teaching and learning practices to advance student performance. Based on observations both in and out of the classroom as well as interest expressed by staff members, some who hold supervisory credentials and all on the Professional Development Committee, four teachers will be supported to grow professionally.

Our priority is to support teachers’ professional growth, when teachers learn new strategies/ways of teaching, they teach differently and this will positively affect students’ learning and academic and social outcomes.

Part 2 – Annual Goal

- | | |
|--|--|
| | List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| | By June 2015, Principal will support and supervise 400 hours of professional advancement for a cohort of four teachers who will build capacity by utilizing the Danielson Framework to improve teacher practices that drive student instruction. |

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Four Teachers will be part of the extended administrative cabinet, attend cohort meetings, professional development which they will turnkey and maintain logs of activities.	Four teachers	Nov. 2014- June 2015	Principal
Cohort will assist in monitoring impact of Professional Learning in the classrooms through observations, classroom visits and teacher/para collaborative reflective conversations.	All teachers and paras	Dec. 2014- June 2015	Principal, AP and cohort

Principal will supervise 100 hours for 4 teachers of professional advancement geared towards meeting school and individual professional goals.	4 Teachers (cohort)	Dec. 2014- June 2015	Principal
Administrators will articulate to cohort needs based on observation cycles and data. Action plans will be discussed and implemented to meet individuals' needs to strengthen teaching practices to support all students including SWD and ELLs.	All Teachers	Dec. 2014- June 2015	Principal and Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

PD Committee meetings – Some Tuesday afternoons and some per-session time, Appropriate schedule adjustments for 4 teachers in the cohort, CITE Professional Development, Professional books, magazines, ReadyGen and Go Math PD (per session)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015 review of hours will show 150 hours of professional learning completed by cohort.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

One of P.S. 43’s strengths is that we build collaboration and strong partnerships with outside organizations such as United Way, the Chris Canty Foundation, PRIME Leaders/Inwood House, the Anne Frank Center, Care For Teachers, Grow NYC, Lehman College, CCNY and a number of other organizations. These partnerships are created to ensure the academic as well as the emotional well-being of students and staff members.

Our priority need is to expand our efforts to include more parent engagement activities to build the home/school connection.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will strengthen our home/school connection with assistance from external community resources by collaborating with families as full partners in the learning and development of their children by increasing parent/family engagement and involvement as evidenced by at least 75% of the parents attending at least one parent/teacher conference and 50% of the parents attending at least 2 school-based events as evidenced by attendance rosters.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Offer parents workshops designed to address various educational issues encountered by the educational community, including strategies for SWD and ELLs. Have parents complete a needs assessment to determine the workshops they are interested in, and an evaluation at the end of the workshops for feedback.	Parents	Oct. 2014- June 2015	Principal and AP

Encourage parents to participate in special programs, holiday functions and special initiatives at the school and offered through United Way.	Parents	Sept. 2014- June 2015	Principal and AP
Invite parents to attend the Chris Canty Literacy Foundation project where the CEO will discuss the importance of reading, college and career readiness and doing well in school. Mr. Canty will distribute books and recruit parents to join him and their children at the Canty Summer camp in June 2015	Parents	Nov. 2014- June 2014	Principal and AP
Foster in families the importance of supporting service projects throughout the school year that enrich the civic life of the school and its effect on the lives of others in the world. (Socks for soldiers, toothbrushes for needy children, and a can food drive).	Families	Sept. 2014- June 2015	Parent Coordinator and Social Worker

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
CITE PD sessions, Parent engagement time on Tuesdays, Flyers, Phone Master (mass calling system), Parent needs assessment, Books (In kind donations from Canty Literacy Foundation), Clothing/goods donations

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, at least 50% of the parents will have attended at least one parent/teacher conference and 50% of the parents will have attended at least 1 school-based event as evidenced by attendance rosters.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students are identified based on results from the following: <ul style="list-style-type: none"> • Fountas & Pinnell testing • NYS ELA CCLS Test 2014 • NYC ELA CCLS Benchmark Assessments • Literacy classwork • Performance-Based assessments • End of Unit Assessments 	Good Habits Great Readers (Guided Reading) Sadlier Phonics Vocabulary Workshop Starfall Kaplan & Rally Reading Time for Kids Good Habits Great Writers Reading Rescue Great Leaps	Small Group One-to-One tutoring	During the school day After school Saturday Academy
Mathematics	Students are selected based on performance in <ul style="list-style-type: none"> • NYS Math CCLS test 2014 • NYC Math CCLS Baseline and Benchmark assessments • Go Math Prerequisite Skills Inventory • Go Math Mid-Chapter test & Chapter Review • Go Math End of Chapter exam • Go Math Performance Task Assessment 	Go Math ST Math Kaplan & Rally Math	Small group Tutoring Lab work	During the school day After school Saturday Academy
Science	Students are placed in small groups for	Harcourt Science Use of nonfiction text	Small group Tutoring	During the school day

	<p>additional instruction to improve skills, vocabulary, and concepts in science based on performance on:</p> <ul style="list-style-type: none"> • Class assignments • Quizzes • Exams • Projects • Classwork 	Kaplan Science	Lab work	
Social Studies	<p>Small groups are established for students who require additional support in social studies based on performance on:</p> <ul style="list-style-type: none"> • Chapter Test • Quizzes • Classwork • Projects 	<p>Houghton Mifflin Harcourt Use of nonfiction text DBQ's</p>	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students are identified based on needs	<p>At-risk counseling Crisis Intervention PBIS</p>	<p>Small group One-to-One</p>	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
----------	---------------------------------	--	---	--	--------------------

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Over 94% of our teachers are Highly Qualified.
 Teachers who are not already Highly Qualified are working to become Highly Qualified by taking appropriate coursework and exams.
 The Payroll secretary works closely with the network to follow up in ensuring that non-Highly Qualified teachers meet all required documentation and assessment deadlines.
 Any new hires are screened for these qualifications.
 Mentors and buddy teachers are assigned to teachers that are not Highly Qualified.
 Teachers receive ongoing Professional Development based on needs.
 The school periodically reimburses teachers for conference fees for Professional Development from outside providers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

All staff members attend Professional Development throughout the academic school year. Professional Development for teachers is scheduled during Professional Learning time, lunch and learns, Network training meetings and NYC meetings. Teachers also participate in Professional Learning Communities on areas of interest or need.
 Paraprofessionals and other staff members receive Professional Development on the CCLS on the scheduled Chancellor PD day, during the PD and Professional time allocated on Mondays and Tuesdays and by participating in Professional Learning Communities.
 School Leaders receive Professional Development on the CCLS during the monthly Network meetings, citywide meetings and participating in Professional Learning Communities.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Preschool children from early childhood centers are invited to come visit our PreK classrooms in June. They are given a tour of the school and exposed to our curriculum, rules and procedures. We participate in a District-wide Kindergarten fair where we share our vision, resources and activities with PreK families. School Leaders and our Parent Coordinator attend PD sessions with the Early childhood programs to ensure that our curriculum is aligned. The Parent Coordinator ensures that all records are received in a timely manner. School leaders review records to ensure students are provided with the appropriate intervention services.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A committee was formed consisting of School Leaders and teachers. The committee participated in Professional Development, discussed guidelines for the selection of appropriate multiple assessment measures and what would be appropriate for our staff and students. Teachers received Professional Development from our Data Specialist on how to use the assessment results to improve instruction. Teachers will participate in data talks with School Leaders to review student progress on an 8 week cycle. The committee meets periodically to review data and make adjustments to the curriculum.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.

		allocation amounts.)	Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$500,557	X	Section 5A, 5B, 5C, 5D, 5E, Section 7 & page # 26-32
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$214,048	X	Section 6
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$11,200	X	Section 5A, 5C, 5D, 5E
Tax Levy (FSF)	Local	\$2,467,579	X	Section 5A, 5B, 5C, 5D, 5E

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 43**, 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 43** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the 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, the 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 School 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 the school 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 the school's 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 will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, or Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter designed to keep parents informed about school activities and

student progress;

- providing school folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

[P.S. 43], 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.

Public School 43 School-Parent Compact:

Public School 43 the Jonas Bronck School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2015.

Required School-Parent Compact Provisions

School Responsibilities

Public School 43 will:

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's Common Core Learning Standards as follows:**
 - Implement 120 minute literacy block including reading, writing, word study, and vocabulary
 - Provide a comprehensive literacy and mathematics curriculum aligned to the Common Core Learning Standards with a focus on critical thinking, problem solving and writing.
 - Daily reading and writing workshop, mini-lessons, conferencing, guided reading and strategy lessons
 - Vocabulary and phonemic awareness activities
 - Follow NY City Scope and Sequence units of study in Science.
 - Follow the units of study in Social Studies outlined by our curriculum planning team
 - Improving instruction for ELL's to facilitate second language acquisition and assist in the transference of skills into English language learning.
 - Continued professional development
 - Implement the Instructional Shifts for the Common Core.
 - Provide differentiated staff development for teachers to address classroom management, differentiated instruction for at-risk students and students with special needs, as well as strategies related to mathematics, reading and writing.
 - Provide professional development in mathematics on identified areas that students require additional support including: patterns, functions, measurement, modeling, tables, charts, estimations, predictions and problem solving.
 - Use Kaplan and Rally test preparation for grades 3, 4 & 5 in ELA and Mathematics.
 - Use of Math exemplars.
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will**

be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Parent Conferences are held in September and May from 5:00 – 7:30 pm. In addition, the November and March conferences take place in the after-noon from 12:45-2:45 and in the evening from 5:00-7:30.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Periodic Assessment reports will be distributed to parents (grades 3, 4 & 5)
- Student Attendance Reports will distributed to parents (November & March for all students and ongoing for tardy and absent students)
- Letters mailed home to parents including an appointment for students with attendance below 90%.
- Inform parents in writing when children are at risk of not meeting promotional criteria and may be at risk of remaining in the grade. (By February)

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parent Coordinator will facilitate communications with staff
- Parent Coordinator/Secretary will schedule meetings and address concerns from parents.
- Parent can contact the teacher via telephone(leave message) or in writing in order to set up a meeting
- Individual appointments with parents will be scheduled on Tuesday afternoons from 2:40 -3:20pm, if necessary.

5. Provide parents opportunities to volunteer and participate in their child's school, and to observe classroom activities, as follows:

- Parents may volunteer in the school by contacting the main office or parent coordinator.
- Early in the school year training for volunteers is provided to parents through Learning Leaders
- Parent can contact the classroom teacher and assist with class activities or trips.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Parents, PTA Executive Board and the School Leadership Team will review the policy and make changes as needed.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

- Parent survey is distributed to all parents and results are shared with the community.
- Results of survey are used to plan activities and workshops for parents
- The Title I parent representative will serve as a liaison with parents and keep them informed.
- The School Leadership Team members share information with parents.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. **Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.**
 - All school letters, notices, calendars and other forms of written communication is provided in English and Spanish.

10. **Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.**
 - Conduct parent meeting during the start of the school year outlining grade expectations, promotional requirements, attendance policy and other curriculum related items
 - Conduct meetings on the content and format of all assessments including, NY State ELA, Math, Science, NYSESLAT and NYSAA exams.

11. **On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.**
 - Conduct meetings on school accountability status including the Annual School Report card, Quality Review, Progress Report
 - Provide opportunities for parents to comment and provide feedback for future activities.
 - Hold a meeting in June for parents to review school progress and brainstorm suggestions for next school year.

12. **Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.**
 - Periodic Assessments progress reports that provides information to parents on their child's progress
 - NYSESLAT report for English Language Learners (students in Bilingual classes or receiving ESL services)

13. **Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.**
 - In the event that a class is being taught by an uncertified teacher, the school will distribute to parents as required by NCLB unqualified letter that notifies the parent that their child is being taught by an uncertified teacher.

Parent Responsibilities

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

- Monitor attendance and ensure students maintain 95% attendance.
- Bring my child to school on time and pick my child up on time.
- Make sure that children read at home everyday and keep track of their reading with a Reading Log.
- Making sure that homework is completed.
- Monitor the amount of television their children watch daily.
- Volunteer in my child's school
- Participate, as appropriate, in decisions relating to my children's education.
- Promote positive use of my child's extracurricular time.
- Communicate my concerns first to the classroom teacher, then to the Parent Coordinator, then to the Guidance Counselor or Administration.
- Attend Parent/Teacher Conferences.
- Update contact information regularly (blue cards)
- Communicate with the school by promptly reading all notices from the school received by my child, mail or school messenger and responding, as appropriate.
- Stay informed about my child's education and communicate with the school by promptly reading all notices

- from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

- Come to school every day and maintain 95% attendance.
- Follow school rules; adhere to the NYC Discipline Code and School Code of Conduct.
- Adhere to the school's uniform policy by wearing my uniform every day.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time and keep a record of reading using a Reading Log.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 00	Borough Bronx	School Number 043
School Name PS 43 Jonas Bronck		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	2
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	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	458	Total number of ELLs	48	ELLs as share of total student population (%)	10.48%
--	------------	----------------------	-----------	---	---------------

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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	2	2	1	1	2	2								10
SELECT ONE														0
Total	2	2	1	1	2	2	0	10						

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	41	0	8	4	0	2	3	0	3	48

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	41	0	8	4	0	2	3	0	3	48
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

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	
	ELL	EP	ELL	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	
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	11	11	8	2	1	7								40
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2		1	1	1								5
TOTAL	11	13	8	3	4	9	0	48						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	3	1	0	1	1								14
Intermediate(I)	0	9	0	1	0	2								12
Advanced (A)	3	1	7	2	3	6								22
Total	11	13	8	3	4	9	0	48						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2	1	0	6
4	9	2	0	0	11
5	2	5	1	0	8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	0	2	0	0	0	0	0	6
4	10	0	2	0	0	0	0	0	12
5	6	1	2	0	0	0	0	0	9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	0	5	0	4	0	12
8	0								0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 P.S. 43 uses Fountas and Pinell to assess the literacy skills of the ELL students in Kindergarten - 5th grade. Fountas and Pinnell is a program used to evaluate the students' reading and comprehension ability with a universal screening that is aligned to Leveled Literacy Intervention. Each child's instructional level can be determined for guided reading according to the Fountas & Pinnell A-Z

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

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

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

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

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

The patterns across the NYSESLAT modalities—reading/writing and listening/speaking will be used to place the students into subgroups. The students who need to increase reading and writing skills will be grouped together to address specific skills. Many students in grades 3-5 group may also receive AIS (Academic Intervention Services) to assist with their reading and writing skills. Students who need to increase listening and speaking skills will be grouped together to address specific skills. At times, the groups will be integrated (students partnered up) to enhance cooperative learning. Most students who need to focus on listening and speaking skills are usually newcomers. The ELL students schedules are as follows: The Beginner and Intermediate Kindergarten students receive ESL 1 period a day on Thursday and Friday, and 2 periods on Monday, Tuesday, and Wednesday. The Advanced Kindergarten students receive ESL 1 period a day Monday, Wednesday, Thursday and Friday. The Beginner and Intermediate First grade students receive ESL Monday, Tuesday, Thursday, and Friday 2 periods a day. There are no First grade students on the Advanced level. The Advanced Second grade students receive ESL 1 period a day on Tuesday, Wednesday, Thursday, and Friday. There are no Second grade students on the Beginner or Intermediate level. The Advanced Third grade students receive ESL 1 period a day Tuesday, Wednesday, Thursday, and Friday. There are no Third grade students at present at the Beginner or Intermediate level. The Fourth grade Beginner students receive ESL 1 period on Monday and Tuesday, and 2 periods on Wednesday, Thursday, and Friday. Advanced Fourth grade students receive ESL 1 period per day on Tuesday, Wednesday, Thursday, and Friday. There is 1 Fifth grade

student at the Beginner level who receives services 1 period on Monday and Tuesday, and 2 periods on Wednesday, Thursday, and Friday. The Advanced Fifth grade students receive services during the tutoring period Monday through Friday for 35 minutes, and on extra full period on Monday per week. These students also receive NLA services to strengthen their native language skills, which they will then transfer to the second language. Some of the students who need to focus on listening/speaking skills and/or reading/writing skills may also present with learning difficulties. In such cases, these students may receive RTI. Other students may have an IEP and receive speech and languages services, SETSS, and/or be placed in a more restrictive environment (ICT class, 12:1:1 or a 12:1 classroom).

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

- and learning (oral, written, role play, and drawing).
6. How do you make sure that a child's second language development is considered in instructional decisions?
The classroom teachers, program teachers, AIS teachers and service providers collaborate and plan together to ensure that the students' second language development is considered in instruction. All staff use differentiated instruction for all students. The planning incorporates the needs for ELLs and students with disabilities. The new ReadyGen and GO Math curriculum also provides materials and strategies to differentiate instruction for ELLs. All teachers consistently assess student work and monitor progress. Instruction is organized accordingly.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

P.S. 43 does not have a dual language program.
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the programs for ELL students are evaluated by examining the results of the NYSESLAT, ELA and Math scores. The main focus is on the NYSESLAT. Students' scores are analyzed and compared to the scores obtained the previous year. For example, the results of the 2012/2013 NYSESLAT would be compared to the results of the 2011/2012 NYSESLAT scores. This data is used to place students into appropriate groups according to proficiency levels and needs. This information can be used to determine if a student requires AIS (Academic Intervention Services) as he/she demonstrates a score at the same level for two years in a row. If a student decreases by 1 level (for example, Beginner to Intermediate), he/she may require AIS, or this may be an indicator that the student has learning difficulties in this particular area. The student student may be recommended to the RTI team for further evaluation.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
The process by which students are assigned to the ELL program models is as follows: Ms. Lourdes Rodriguez, the Parent Coordinator, assists with student registration. Parents complete the Home Language Identification Survey (HLIS) with a pedagogue. If the parent indicates that a language other than English is spoken frequently at home, but not enough to meet LAB-R eligibility requirements, the student receives an informal oral interview in English and in their native language by the ESL teacher, Ms. Flanagan, and the Native Language Support teacher, Ms. Rosado- Lopez. The oral interview is used in conjunction with the assessment of the HLIS to determine the student's dominant language. There are also other certified licensed teachers available to conduct the oral interview in various languages. Ms. Zographou, an AIS teacher, is proficient in French and Ms. Annenberg, a cluster teacher is proficient in Arabic. Both are certified licensed teachers. This information is used to determine if students have been exposed to a language other than English and are eligible to be assessed for ESL and bilingual services using the Language Assessment Battery-Revised (LAB-R). The identification process and administration of the LAB-R occurs within 10 days of student enrollment. The eligible Spanish speaking students will also be administered the LAB-R in Spanish.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once a student is deemed eligible for the Language Assessment Battery- Revised test (LAB-R) as per parents responses on the Home Language Identification Survey (HLIS), placement in an ELL/Bilingual program is contingent on their test score. If the student is deemed eligible for placement, the parent is informed of program choices through the orientation meetings. At the meeting the Parent Survey and Program Selection forms are completed by the parents. The student is then enrolled in the parent-selected program. This occurs within 10 days of student's enrollment. The LAP Team and the School Leadership Team meet to review and evaluate data using the New York State English as a Second Language Assessment Test (NYSESLAT) and the LAB-R results. Based on the data analyzed, students are placed in groups according to language proficiency levels and mandated services are provided

by a New York State certified licensed ESL teacher. Services are provided according to state mandated units (Advanced students receive 1 Unit=180 minutes, Beginners and Intermediates receive 2 Units=360 minutes)

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The trend in program choices that parents have requested after reviewing the Program Selection forms are as follows: 83.3% (2008 - 14 students, 2009-16 students, 2010 - 20 students and 100% (2011- 12 students) selected "Freestanding ESL" program for their first option. The remaining 16.7% 2008 - 1 student, 2009 - 1 student, 2010 - 8 students, 0 students - 2011) selected the "Transitional Bilingual Education" program as the first option. These parents were offered the choice to transfer their children to a school that offers the other two program choices (Transitional Bilingual or Dual Language). In 2012 (11/11 students) and 2013(9/9 students), 100% of parents chose the "Freestanding ESL" program. On occasions when the parents declined to transfer their child, they were given the option to complete another program selection form.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

At P.S 43 ESL instruction is delivered using a heterogeneous and/or homogeneous pull-out model. Students are organized into homogeneous levels where students may be from various grades. Students are also organized, when possible, in the same grade and proficiency level. This is done to ensure that their social and academic needs are met. At times, students are organized in heterogeneous groups where proficiency levels and grade levels are mixed. In such groups, the subgroups constantly shift to meet specific needs of the students throughout the school year.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The level of proficiency based on the LAB-R and NYSESLAT scores structure our program. The ESL program provides students with varying amounts of service determined by their English language proficiency levels. Beginning and Intermediate level students are entitled to 360 minutes of ESL per week, and advanced level students are entitled to 180 minute of ESL instruction with 135 minutes of ELA per day. In accordance with these mandates, beginning and intermediate level students are provided with eight 45- minute periods of pull-out instruction per week. Advanced level students receive four 45-minute periods of push-in or pull-out instruction per week. NLA support to make content comprehensible is provided to all ELL students as per NYS CR Part 154 mandates, a minimum of 25% of usage and support are provided. NLA is provided to students in small groups according to age appropriate level by Ms. Rosado-Lopez, a certified licensed bilingual teacher. The students receive Native Language Support 4-5 days a week in Math, Science, Social Studies and literacy skills. The classroom teachers use technology (laptops, computers, iPads, Applications, such as Google Translate, and the SMART board) to access websites that can translate instructions and directions to the student's native language. Native language (Spanish) assessment is maintained through the LAB-R. The certified bilingual teacher, Ms. Rosado-Lopez, documents an ongoing reading inventory in the students' native language.

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Students are administered the Math periodic assessments in Spanish. Arrangements are made at the beginning of the school year to secure bilingual translators to administer the Math and Science test to students in grades 3-5 in the low incidence languages (i.e. Hausa).
Ms. Rosado-Lopez, provides native language instruction in content area in Spanish to native Spanish speaking students. She administers various assessment to those students throughout the school year to monitor progress and plan instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Teacher made tests based on the format of the NYSESLAT are utilized to test the skill levels of all four modalities. In addition, the students are introduced to the rubrics from the NYSESLAT and use it for both self-assessment and peer assessment. Teachers modify the rubric as necessary to meet the needs of individual students.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Subgroups of ELLs

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

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

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

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

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

Our special needs students are mainstreamed with our ELLs in general education classes with additional AIS support and are

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

P.S. 43 also schedules A Literacy Block in grades K-5 each morning. The teachers employ small group instruction, one to one conferencing, small group conferencing, partner work, and literacy centers during this time. There is a Child Study Team at P.S. 43 that meets once a week to focus on the needs of students who appear to have learning difficulties. Classroom teachers recommend such students to the team to develop a RTI (Response to Intervention) plan. At risk interventions that are offered immediately include AIS (Academic Intervention Services) in Math and Literacy. There are three AIS teachers in the school: Ms. Rosado-Lopez, Ms. Robinson, and Ms. Zographou. (Ms. Rosado-Lopez also provides NLA and AIS to the ELLs). There are three social workers available to provide at risk and mandated counseling services to the students. Ms. Freytes, provides counseling to the students 5 days a week. A. Guerrero, a bilingual social worker provides services and support to ELL students with disabilities in addition to providing support to their families. Ms. Rosado, a bilingual social worker, counsels students one day a week in Pre- k. However, she is also available to work with students up to the third grade. Other support services available to ELLs include occupational therapy and speech therapy. Ms. Duboz, the occupational therapist, is present at the school five days a week. There are two speech therapists present in P.S. 43. Ms. Maldonado is a bilingual speech therapist who works with ELLs at the "Beginner" and/or "Intermediate" level. Ms. Powell, the other speech therapist, works with students who are more proficient in English. There is also a hearing teacher, Ms. Del Gaizo, who works at P.S. 43 on a part-time basis. There is a SETSS teacher, Ms. J. Rivera, who provides services to students in grades K-5 using a pull-out model. Other Special Education placements in P.S.43 includes: three ICT (Integrated Co Teaching) classes in grades Kindergarten, 4 and 5, a K-2 12:1:1 class, a 12:1:1 2nd grade class, and two 3rd - 5th grade 12:1 classes. There is a Bilingual Alternate Placement paraprofessional working with 4 students in the K-2 12:1:1 class. The

Bilingual paraprofessional provides native language instruction to the students in all content area throughout the day. Classroom teachers, AIS teachers, and all service providers meet consistently to evaluate and plan for the needs of the students.

Courses Taught in Languages Other than English 

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

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

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

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

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

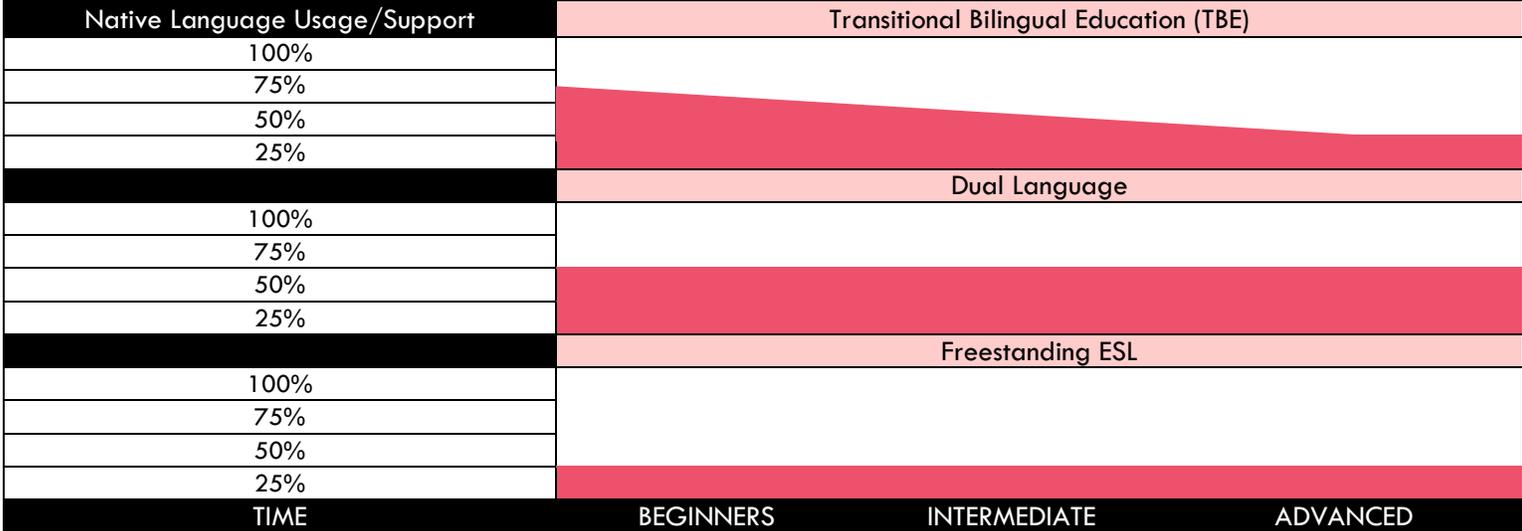
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

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

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

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

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

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

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

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

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

The Education Through Music program incorporates many activities that are aligned to the Core Curriculum. These activities address the needs of the ELL students across all grade levels. For example, all students in K-5 must read poems (choral reading) while

clapping out the rhythm. The teacher, Ms. O'Brien, provides visuals such as pictures, written words, and word walls. She conducts Read Alouds using books with pictures or diagrams. The students in grades 3-5 must respond to complex questions regarding the musical piece focused on (following the Danielson Framework). For example, students in grades 3-5 are currently collecting data where they write their favorite type of music (R&B, Country, Jazz, etc.) and will later graph the findings. Students will develop and respond to questions regarding the graph. Students in grades 3-5 must also provide a written response to 1-2 questions composed on the White Board in response to the topic studied in Music class. All students must sing, write, and perform the music or pieces presented in class.

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

Native languages and cultures are evidenced throughout the school in a number of ways. Classroom libraries, the school library, and the teacher resource room all provide a large selection of books written or translated in Spanish. Students are serviced via the push-in and pull-out models where the ESL and Spanish NLA teachers collaborate with the content area teachers to infuse ESL methodology and strategies in lessons throughout the content areas. In the pull-out NLA class students receive individualized support in their native language focusing on student's needs. Students are provided with supplementary materials (spanish dictionaries, spanish text, novels) in their native language when necessary. The Native Language Arts teacher uses the "Modern Curriculum Press Little Book Collection", National Geographic Big Books in Spanish, and a leveled Spanish library (Rigby collection). The Native Language Arts teacher provides all instruction in Spanish to the ELLs. Targeted students participate in differentiated instruction using the "Imagine Learning English" literacy computer technology program. Services support and resources correspond to ELL ages and grade levels Parents of newly enrolled ELLs are informed of community agencies providing summer programs where they can participate and enrich their oral language and listening skills. These agencies provide various trips and activities which enhance background knowledge. Students who pre-register in June are invited to take a tour of the school with their families. They are

provided the opportunity to visit the ESL classroom while a group is in session. The family also has an opportunity to visit various classrooms, the gym, and view the music program and other programs at work. There are no language electives offered at this school.

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

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

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

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

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

Technology is widely used. All classroom teachers, AIS teachers, program teachers and service providers utilize a SMART Board to differentiate instruction for this particular group. All teachers use the "SMART Exchange Lesson Plans" program to create lessons to meet the needs of the students. Technology is also incorporated through the use of computer programs such as "Imagine Learning English", and websites such as starfall.com and Brainpop.com. Many classes are equipped with laptop carts and students consistently utilize the laptops. Classes without laptops can borrow several for an activity or for the day. Some Special Education classes also incorporate iPads into daily instruction. Other classes can sign out 5-7 iPADS for the day from the Computer Lab. There are several Applications available that address reading, writing, speaking and listening skills. The use of technology provides visual aides, visual cues, and visual modeling. The SMART Board and the websites are interactive which gives a "hands on" learning opportunity. Each class also has a document camera. Teachers can also borrow Student Response handsets to respond to multiple choice tests on the Smart Board. Students in grades 2-5 receive technology instruction in the computer lab twice a week by the computer teacher. At this time, students use Microsoft Word and various instructional websites. Students in grades 2,3, and 4 also use "ST Math". The Computer teacher, Ms. Colon, teaches keyboarding to the students in grades 2 and 3. She teaches students poetry composition and essay writing. All educators in P.S. 43 use the website Brainpop.com, which provides instruction in subject areas such as Math, Science, Social Studies, and Music. A multisensory approach is also incorporated. All classroom

teachers, cluster teachers, and service providers were provided with mini or regular iPADS. These have been utilized for note taking regarding student progress. The iPADS have been used to provide small group and/or large group instruction through various Applications. The students also use manipulatives (playdough, cubes, alphabet tiles) and visuals (word walls, illustrations, modeling, peer modeling, graphic organizers). The students are provided with one to one instruction when possible, and are usually instructed in small groups to address specific skills. The students also engage in frequent "partner work" where they work on an activity or task with one other student. Teachers allows ELL students with disabilities extra time to complete all activities and tasks.

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

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

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

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

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

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

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

Parents of newly arrived ELLs are informed of community agencies providing summer programs where they can participate and enrich their oral language and listening skills. These agencies provide various trips and activities which enhance background knowledge. Students who pre-register in June are invited to take a tour of the school with their families. They are provided the

opportunity to visit the ESL classroom while a group is in session. The family also has an opportunity to visit various classrooms, the gym, and view the music programs at work.

18. What language electives are offered to ELLs?

There are no language electives available at P.S. 43.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

The needs of the parents will be evaluated by distributing parent surveys during Parent Teacher Meetings and open school nights. In addition, we will provide information about community resources available to both parents and students, including adult literacy and ESL classes, homework help, library resources, GED programs, and educational workshops provided by the school and community agencies throughout the year. The P.S. 43 Parent Coordinator provides parent professional development in a variety of areas. For example, last September, there was a guest speaker present at the P.T.A. from the "Safe Surfing Program". The speaker instructed parents on how to monitor their child's use of the internet (how to prevent exposure to inappropriate material). We partner with Eastside House to provide Literacy Workshops afterschool to parents. The local public library, The Mott Haven branch, come to P.S. 43 to talk to the parents about literacy. District 7 provides literacy and content workshops for parents about the Common Core Curriculum. These workshops take place at the District 7 Office located at 501 Cordlandt Avenue in the Bronx. The Parent Coordinator, Ms. Rodriguez, has instituted an attendance incentives program. At the beginning of the year at a special assembly, students were instructed to write about what they miss the most about school when they are absent. The written work was transferred to an apple drawing and "hung" up on an apple tree constructed in the area where students line up for lunch. The purpose of this activity is to remind students as to why they want to come to school every day. Students with perfect attendance receive special recognition. They receive a special sticker at the end of the month. Then there is a special activity held for them the following month (for example, "Special Treat Day") to recognize and reward their perfect attendance. This encourages students with frequent absences to have perfect attendance and improve academic performance.

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01

	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Jonas Bronck	DBN: 07X043
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 2
of content area teachers: 6

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In our constant effort for removing obstacles that impede our ELL students to move to a proficient level, the LAP team and the SLT analyzed the NYS ELA, NYS Math, the NYSESLAT, and the NYSITELL results. These were the findings:

- * The Advanced students are having difficulty with providing relevant and meaningful details to enhance their writing. They require more conceptual/academic language. Increased content vocabulary and grammar development to advance their reading and writing skills are vital.
- * The Intermediate students demonstrate difficulty with reading comprehension in regard to fiction and non-fiction passages. They need scaffolding in content vocabulary. These students also demonstrate difficulty with their writing skills. Increased exposure to the writing process and the proper sequencing in English are required.
- * The Beginner students need more reading readiness. They need to acquire the correct sounds of English. In addition, these students need support in developing writing skills and vocabulary.
- * The recently proficient ELL students (two years or less) need additional support in ELA test taking practices.

Title III funding will be used to implement the Saturday Academy Program. The classes will be composed of ELL students from grades 2-5. This program will also be offered to former ELL students who passed the NYSESLAT within the past two years. Approximately 120 students will participate in the program. A total of 8 teachers will service the program: 2 of whom are certified ESL teachers and the other 6 are content area teachers with a common branch license. The ratio of students to teacher per class will be 15:1. The program will run for 8 weeks from 8:45am - 12:30 pm; breakfast and lunch will be provided to the students. Activities will include 45 minutes of direct instruction in English language development taught by a certified ESL teacher. The main focus of the program is to provide additional academic support in literacy addressing the specific needs of the ELL students as per the data obtained from assessments, as indicated above. Students will be grouped according to their needs and current functional abilities. Students will participate in meaningful and motivation activities that are relevant to their interest and life experiences. The teachers will provide a context that will motivate students to engage in natural communication giving them the opportunity to express their ideas and feelings. Reading buddies will be a component of the program. This will give the students the opportunity to develop their reading, writing, speaking and listening skills as they read their stories to each other in this

Part B: Direct Instruction Supplemental Program Information

partnership. To implement the aforementioned findings, students will be engaged in writing activities that include academic vocabulary, using a variety of graphic organizers, and non fictional resources will be used as instructional aides, in addition to the resources purchased from vendors. The materials we will use are Kaplan Advantage.

In classes taught by teachers holding common branch/content area certification, students will receive their language development period of instruction (45 minutes) from one of the ESL teachers through the use of technology using the Imagine Learning English Literacy Computer Program. ELL students use the "Imagine Learning" literacy computer program. This program develops reading skills through vocabulary, word attack, and comprehension skills. All classrooms have computers and students utilize websites, such as starfall.com and Brainpop.com to develop reading skills, vocabulary, grammar, and reading fluency. Each classroom has a SMART board which is used consistently. Teachers use "Safari Montage" and various programs installed in the SMART board to provide differentiated instruction. Teachers have computers and 5 laptops each in their classroom for student use. In addition, they may borrow laptops from laptop carts. There is one cart assigned to one classroom on each floor for teachers to borrow for student usage. Teachers also borrow iPADS every day from the Computer room or UFT Teacher Center. Many applications are available on these iPADS to teach the alphabet, phonics, basic sight words, grammar, reading and math skills. The hands-on learning opportunities provided by the technology present in each classroom assists the language development of the ELLs.

Part C: Professional Development

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

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

Begin description here:

Our school implements weekly Professional Learning time every Monday from 2:40pm to 3:55pm. During this time, teachers plan, discuss students' progress and participate in professional learning. Professional development is also provided during common preps and professional development days. Ms. Flanagan, the ESL teacher, will present a 3 part series of workshops during these periods. "Fundamentals of Second Language Acquisition. BICS/CALP :Overview of Concepts." will be the first part and will provide a description of what Basic Interperson Communication Skills and Cognitive Academic Language Proficiency actually is and how long it takes to achieve. Focus will be on the cognitive demands of learning CALP (Cognitive Academic Language Proficiency). The second Professional Development will target second language acquisition. A brief description of each will be offered (preproduction, early production, speech emergence, intermediate fluency, and advanced fluency), with suggested instructional activities given. The third Professional Development will target "Basic Classroom Techniques" to use with ELLs in the classroom. Examples of best practices will be provided, including verbal scaffolding (think aloud, paraphrasing), procedural scaffolding (grouping techniques, explicit teaching, modeling, practicing applying, and pairing and grouping of students), and Instruction Scaffolding, which are tools that support learning. For example, using graphic organizers, using visuals and imagery and using manipulatives. During this time, successful ESL strategies will be analyzed and

Part C: Professional Development

modeled for staff servicing the ELL population. By providing professional development opportunities during the aforementioned times, it allows us to use the funding more strategically to implement a host of activities for our ELL students and their parents that will enrich their language acquisition experiences.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parental Involvement is a critical factor in a child's achievement in school. The ability to draw in and engage a parent in a child's academic life can be challenging due to time constraints. With targeted and purposeful planning, we will reach out to all parents, but specifically those who are parents of our ELL population, to equip parents with extending strategies to support ELL learners at home. Parents will be reminded with flyers and phone calls of the upcoming workshop dates.

We will have a partnership with CITE who will be presenting Professional Development sessions to parents on various topics related to parent engagement and participation in their child's academic and social/emotional learning.

All letters that are sent home with the students throughout the school year are sent home in English and in the native language of the family. Ms. Rodriguez, the Parent Coordinator, calls parents on behalf of many teachers who are monolingual in English to share information or make requests. There are many staff at P.S. 43 who are bilingual in English/Spanish who perform similar tasks.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 07x043 School Name: Jonas Bronck

Cluster: 4 Network: 401

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

Part A: Needs Assessment Findings

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

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

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

Spanish is the predominant language of our school.

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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