

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: ARCHER ELEMENTARY SCHOOL
DBN (i.e. 01M001): 12X531
Principal: ZAKARIAH HAVILAND
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Superintendent: JOSE RUIZ
Network Leader: STEVEN CHERNIGOFF

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Zakariah Haviland	*Principal or Designee	
Rachel Godlewicz	*UFT Chapter Leader or Designee	
Michael Mozon	*PA/PTA President or Designated Co-President	
Melissa Bowman	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Patrick Wells	Member/ Teacher	
Lawrence Bowman	Member/ Teacher	
Alexia Esannason	Member/ Parent	
Paulette Lynn	Member/ Parent	
Sharilyn Antonio	Member/ Parent	
Zulay Jiminez	Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

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

Comprehensive Needs Assessment

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

In 2012-2013 and 2013-2014, less than 5% of our Kindergarten students came to us with the ability to recognize or write more than 10 letters. None came in with full letter-sound correspondence. Our Kindergarten Team has implemented programming to address the Phonological Awareness and Phonics and Word Recognition (Foundational Skills in the CCLS) in response to this data.

Instructional Strategies/Activities

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

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

1. Beginning in December, Kindergarten students will have one "phonics center" period per day. Teachers will use data from the Phonemic Awareness portion of the ECLAS II Literacy Assessment to group students homogeneously. All teachers will instruct using Foundations, a research-validated DOE core curriculum program. We have also purchased decodable readers aligned with the phonics skills students are learning and I-pads which we loaded with the Starfall program for students to use during center time. The aim of these resources is to ensure students have a chance to practice the sounds they are learning in isolation through Foundations in context. Groups will be adjusted based on progress as measured by the ECLAS II three times (October, January, May) over the course of the year.
2. Creating consistent phonics take-home work across the grade. The Foundations program does not include any take-home elements. Last year, this led to inconsistent homework; individual teachers used different worksheets, and parents had no way to "work ahead" or see what was coming next if they wanted to practice beyond the work assigned. After conferring with parents and teachers, we purchased take-home phonics books for each Kindergarten student in March. Each classroom teacher discussed how to use the books at parent-teacher conferences, and parents reported the books allow them to practice phonemic awareness skills more with their children at home. We will begin the program in September, rather than March, this year.
3. Starting in December, Kindergarten teachers will host monthly workshops for parents during Tuesday afternoon parent involvement time. Every other workshop will focus on showing parents elements of the Foundations program and teaching them ways they can reinforce phonemic awareness acquisition at home.
4. Hiring of a K-1 dedicated AIS teacher to provide direct small group instruction to students who are identified by January's ECLAS testing as not acquiring phonemic awareness skills at the same rate as their peers. This teacher will be provided with common prep periods with each of the Kindergarten teachers to allow time for planning and sharing student progress.

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

1. Classroom teachers, technology teacher (Ipad support)
2. Classroom Teachers, Parent Coordinator
3. Classroom Teachers, Principal, Parent Coordinator
4. Classroom Teachers, Principal, AIS Provider

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

- 1+2. Teachers will use periodic assessment data provided by the ECLAS II and STAR Early Literacy Inventory to evaluate progress in letter recognition, letter/sound correspondence, blending, segmenting, and decoding. Unit tests will be used to measure progress within the Foundations Program.
3. Teachers will create parent surveys to evaluate each workshop. Additionally, teachers will track the parents who attend the workshops to compare the progress of those students to other students in the grade.
4. AIS cycles will be 6-7 weeks long. Each student will have goals for the cycle based on their initial levels. Students' progress toward their goals will be assessed at the end of each cycle to determine whether or not the instruction has produced positive outcomes and decide if students will continue to receive services

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

1. The initial ECLAS II Literacy Assessment will be administered in September and October. Phonics centers will begin in December. Teachers will re-evaluate groups based on data in January and April.
2. Phonics books will be sent home in September and discussed with parents at both Back to School night (September) and Parent Teacher Conferences (November).

3. The first phonics-oriented parent workshop will be held by teachers on December 16th. Additional phonics workshops will be held in February, April, and June.
4. The AIS teacher will begin working with Kindergarten students after the first collection of ECLAS decoding and blending/segmenting data in December. We will wait until that date to give the students time to adjust to a school environment and demonstrate progress, as a large majority of students started at the same level

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

1. All teachers will program a daily 45 minute phonics block into their schedule. Title I Funds will be used to purchase Ipads and decodable readers to supplement center instruction.
2. Title I Funding will be used to purchase take-home books.
3. Teachers, administrators, the parent coordinator, and safety agents will coordinate the organization and logistics of inviting a large group of parents into the school.

Strategies to Increase Parental Involvement

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

Parents will receive two flyers (backpacked home) inviting them to Tuesday workshops with their child's teacher. We will use two of our Principal's Tea and Talks (September and February) to review the Foundations program with parents. At these meetings, the principal will discuss the basics of the program, strategies we use to teach phonemic awareness that they might see their children using at home, and provide parents with resources they can use with their children. Kindergarten teachers will review the Phonics Books with parents as a larger group at Back to School Night and answer any individual questions at Parent-Teacher Conferences.

Budget and Resource Alignment

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

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

Core Curriculum

Goal and Action Plan #2

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

Annual Goal #2

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

ELLs will increase their ability to communicate in English. We will have met this goal if 40% of our students who receive ESL services move up one overall proficiency level on the NYSELAT exam administered in April and May.

Comprehensive Needs Assessment

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

PS 531's Quality Guide, which details proficiency and progress of subgroups on state testing, shows that ELLs were our lowest achieving group of students in terms of percentages of students in the 75th growth percentile or higher in both ELA (22.7th% of population percentage) and Math (27.5th% of population percentage). During the 2013-2014 school year, 33% of our ELLs moved up a proficiency level on the NYSELAT exam. Our goal this year is to improve on our structures and practices around serving this population, which should result in improvement of all of these measures.

Instructional Strategies/Activities

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

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

1. We will expand our push-in ESL service model (to include, when possible, students in freestanding ESL classes). In the past, a majority of our ELLs were serviced solely through instruction via the free-standing ESL classroom model. We have increased the number of out of class ESL teachers to provide increased support for ELL students across the school. To provide additional direct language instruction time, we will provide the Imagine Learning English Online Intervention for lower-grade and beginner ELLs and English in a Flash as an at-home electronic practice resource for all ESL students.
2. Creation of a full-time ESL coordinator position to create and implement a course of professional development for all teachers who work with ESL students. Professional development topics will include formative assessment and progress monitoring to monitor language acquisition and effectiveness of interventions, clarity in terms of explaining all of the language of the learning target of a lesson, and "give and take teaching," a process which includes scaffolding for a gradual release of responsibility from the teacher to the student.
3. Creation of a Saturday School program specifically for ELLs to provide additional targeted small-group language instruction. Parents will be invited to participate in Saturday School to either work in groups with their children or participate in a "parents" English group, depending on the parent's level of English.

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

1. ESL coordinator, ESL push-in teachers (two), and general education teachers with ELLs in their classes. Additionally, we will seek support from the network ESL liaison in terms of organizational structures around push in learning
2. ESL coordinator with support from network staff and all teachers who service ELL students.
3. Any interested classroom teacher, with preference given to those with ESL licenses and/or who are bilingual in the language of the group of parents.

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

1. 1+2 – Students' progress will be measured in a number of ways. First, all students will be assessed via Running Record 4 times year to test reading accuracy and comprehension progress. More specific language acquisition progress will be measured by progress toward goals, which will be set and evaluated every six weeks by out of classroom ESL providers. Classroom teachers will be asked to provide work samples that relate to target goals to allow providers to see if the skills they are teaching in small-group instruction are translating into the work students do independently.
2. Students in Saturday School will be grouped homogenously by NYSELAT level. Saturday School will be broken into two 5-week cycles. Teachers will be asked to set and monitor goals for each cycle

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

1. September 2014 through June 2015
2. September 2014 through June 2015
3. The first Saturday School will be held on January 10th and the last will be held on April 18th. There will not be sessions over mid-winter or spring recess.

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

1. A monthly ESL department meeting will be planned during Tuesday's professional learning time to discuss data in relation to classroom practices. Weekly common prep periods will be built into out of class and classroom teacher schedules to allow for common planning and sharing learning objectives and progress. Additionally, FSF funds will be used to pay for per-session ESL team meetings and professional development, which will be run by the ESL coordinator with support from network staff. Title III funds will be used to purchase Imagine Learning Licenses and Title I funds will be used to purchase I pads.
2. FSF funds to create ESL coordinator position
3. FSF funds will be used to pay Saturday Per Session hours

Strategies to Increase Parental Involvement

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

All parents of ESL students will be sent information about the Saturday program in their native language. We currently have staff members who speak Spanish, French, Urdu, Bengali, and Arabic. If parents have questions about any of the programs, they will be able to speak to someone in their native language. We will make every effort to accommodate any parent who is interested in participating in the program, regardless of language.

Budget and Resource Alignment

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

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

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Goal and Action Plan #3

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

Annual Goal #3

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

Third, Fourth Grade, and Fifth Grade students will improve their ability to apply math problem-solving skills across all standards. Improvement will be measured by pre and post-testing using STAR math, an online assessment which encompasses all Common Core Learning Standards. We will have met our goal if at least 80% of students make the equivalent of one grade level of growth from the pre-test in September to the post-test in June.

Comprehensive Needs Assessment

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

In December of 2013, we began using Exemplars Math to supplement Go Math. Exemplars offers explicit instruction to students in terms of problem-solving strategies and ways to approach word problems. The program was successful in terms of improving student achievement (4% to 13% pass rate on the state math test), but analysis of solutions from students' actual state tests showed that students were not consistently applying the approaches they learned to problems that were not "Exemplars." This highlighted a need to continue using the problem-solving approaches from Exemplars, but to focus on teaching students to apply them across a variety of formats.

Instructional Strategies/Activities

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

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

1. Continued implementation of Exemplars Math, a research-based program specifically designed to teach problem solving skills. We will employ a consultant to introduce the program to pedagogues who are new to the school or were not classroom teachers last year. Additionally, a classroom teacher who received additional training in implementation of the program last year will serve as a "model classroom" for other teachers to observe
2. Creation of a half-time math coach position. The math coach will provide support to teachers based on feedback from principal and AP observations, as well as being available for teachers who have specific questions or concerns. The position is half-time, so the coach will create a model classroom for teachers to observe both Exemplars and GoMath. Finally, the coach will engage in more intensive 4-6 week coaching cycles with teachers who have been identified as in need of additional support.
3. "Departmentalizing" our 3rd, 4th, and 5th Grades. Teachers will focus on math/science or ELA/social studies and see two groups of students a day. The aim of this change in structure is to allow teachers to focus deeply on their practice in a more specific area and teach subjects in which they have historically had better success in moving student achievement.

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

1. Classroom teachers, math coach, Principal, Assistant Principal, Go Math trainers. Tax-Levy Fair Student Funding was used to pay per-session for teachers to attend a workshop with a Go Math trainer during the summer to provide support on implementing the program, as well as to pay for in-house summer professional development around the program. Additional FSF money set aside for after-school grade team meetings to evaluate students' progress within the program and make necessary adjustments. Core Curriculum money was used to purchase student and teacher supplies.
2. Math coach, Principal, Assistant Principal. Additionally, FSF will be used to pay for per diem teachers to come in monthly to allow classroom teachers to observe demonstration lessons by the coach.
3. Administrators, Math Teachers.

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

1. Student performance on Go Math Unit Tests and Mid-Year assessments will be used to measure effectiveness of the program and any adjustments that must be made to pacing and/or delivery. Additionally, the STAR test will be administered 4 times to check student progress toward one year of growth. This assessment will help determine students' potential eligibility for AIS and highlight standards in which students are universally scoring at a low level which may need to be targeted through additional classroom instruction.
2. The effectiveness of coaching will be evaluated by teacher progress as measured by the Danielson rubric in areas in which the coach has been asked to provide supports to teachers.
3. Student performance on Go Math Unit Tests and Mid-Year assessments will be used to measure effectiveness of the program and any adjustments that must be made to pacing and/or delivery. Student interim progress will be compared between the 2013-14 and 14-15 school years to see if the structure is producing results. Standardized test results will also help us determine the effectiveness of the change.

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

1. Teachers should begin Exemplars in October and continue the program on a weekly basis through June.
2. The math coach will begin offering observation-based support in October after administrators have begun formal and informal observations. Coaching cycles will begin in November and continue through the end of the school year.

3. Students will start the school year in departmentalized classrooms and, barring negative trends in student achievement, continue with departmentalization through June.

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

- 1. FSF money for the Exemplars consultant to introduce the program and for summer per session
- 2. FSF money to pay for a part-time coaching position. The math coach will see students for three periods a day for math/science instruction (an AIS provider will see the class for ELA/SS). When not in the classroom, the coach will have a flexible schedule that includes demonstration lessons in classrooms, observation, and feedback sessions around observations/practice
- 3. A prep schedule will be created to allow for some common preps for meeting times and some staggered preps to allow math teachers to observe one another. Additionally, FSF will be used to provide per-session opportunities for planning and professional development.

Strategies to Increase Parental Involvement

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

The Exemplars Coach will present the strategies she is working on with teachers to parents at the Principal's Tea and Talk in October. During this meeting, she will also demonstrate ways parents can improve their children's number sense and problem solving skills at home. Starting in December, each grade will host monthly parent meetings during Tuesday Parent Involvement time. Every other meeting will be dedicated to discussing specific strategies that are being taught in school and ways parents can support those strategies from home.

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

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

Comprehensive Needs Assessment

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

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

Instructional Strategies/Activities

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

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

1. "Rotation Periods" for First Grade and Second Grade. Students on each grade will be placed in homogenous groups for one period per day. These groups will be based on the results of the ECLAS II Reading Assessment and Fountas-Pinnell Records. During this period, student instruction will be based on identified need; students who still need to work on decoding and phonemic awareness will receive instruction in those areas using the Foundations reading system, while those who have been identified as needing help with comprehension will receive a majority of guided reading instruction using materials from the Scholastic Guided Reading System. Groups will be adjusted after data is collected in January. Group size will be lowered during rotation periods by including the out-of-class ESL and AIS teachers.
2. Hiring of K-1 and a 2-3 AIS teachers. These teachers will push into classrooms or pull out small groups of students, depending on the group and need identified through running record and ECLAS assessment. The teachers will provide either Wilson Fluency (fluency-related issues), Wilson Decoding (decoding issues), or Fountas-Pinnel Literacy Intervention (comprehension) depending on student need.

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

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

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

1. Teachers will use the appropriate measurement tool (ECLAS II for phonemic awareness, Fountas-Pinnell for comprehension) as periodic assessments to gauge whether learning from the programs is being applied when students are reading independently. Student growth on these measures will be used to measure effectiveness of the instruction. Additionally, teachers will administer program-specific assessments as in interim measure of student growth
2. AIS cycles will be 6-7 weeks long. Each student will have goals for the cycle based on their initial levels. Students' progress toward their goals will be assessed at the end of each cycle to determine whether or not the instruction has produced positive outcomes and decide if students will continue to receive services

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

1. Rotations for First and Second Grade will begin the week of October 13th and continue through the end of the year. Data will be used to adjust groups two times over the course of the year
2. The first AIS cycle for 1st and 2nd Grade students will begin the week of September 29th. There will be five 6-7 week long cycles continuing through the end of the school year. AIS teachers will set specific goals for students and measure progress toward those goals at the end of each cycle. Progress will determine whether or not students will continue receiving AIS services and determine the specific intervention that will be used in the next round.

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

1. Our Data Manager will program two 45-minute "Rotations" block into the schedule each day and ensure that First and Second Grade teachers do not have prep periods during that time (3rd Period for First Grade, 4th Period for Second Grade). We will use Core Curriculum money to purchase the Foundations program and individual resources for each student. We will use Title I money to purchase Wilson Reading materials, which complement Foundations instruction. We will also use Title I to purchase the necessary guided reading materials. Additionally, we will use FSF money to fund an out-of-class AIS position and FSF/Title III money to fund an out-of-class ESL position
2. Scheduling of weekly common prep periods for AIS teacher and teachers of students being serviced. Additionally, FSF money will be used to both pay for the AIS teacher and to provide per-session funding for planning

Strategies to Increase Parental Involvement

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

Parents of students receiving AIS services will receive a letter informing them of the student's inclusion in AIS, the student's goals for the cycle, available internet resources, and strategies that can be used at home when working with the student. Parents will receive a letter at the end of each cycle informing them of their child's progress toward goals.

Budget and Resource Alignment

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

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	AIS for phonics using FUNDATIONS and Wilson Reading Programs AIS for comprehension using the Fountas-Pinnell Guided Reading Intervention Program AIS for fluency using the Wilson Fluency Intervention Classroom Interventions include technology based programs(Imagine Learning) and re-teaching strategies by the classroom teacher or paraprofessional	AIS: Small group pull-out or push-in instruction Classroom Interventions: independent computer time using a research-based program, small group and one-to-one	AIS: Daily for 45 minutes in 6-7 week cycles Classroom Interventions: daily during the school day
Mathematics	AIS: differentiated, guided instruction and re-teach using the Go Math! Curriculum Classroom Interventions: Soar to Success and iReady Programs	AIS: Small group pull-out or push-in instruction one-to-one with paraprofessional or student teacher and independent computer time	AIS: 2-3 times a week during the school day Extended Day: 37.5 min twice a week during the school day Classroom Interventions: daily during the school day
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling and social skill building with social worker and school psychologists. Focus areas vary depending on student need, but generally include: socialization skills, safe transitions between activities and areas of the school, self-monitoring, and appropriate responses to frustration.	Small group and one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

PS 531 is a new public school that has joined a phase-out campus. As an expanding school, we add one grade and four to six new teachers each year. We follow the hiring protocols outlined by section 18-D of the UFT contract. Two union representatives, the principal, and two network-level employees scored over 250 applicants on strength of resume, interview, and personal alignment to mission and vision of the school. We look for applicants licensed in areas that meet the needs of our student population (ESL and Special Education, in addition to Early Childhood and Common Branch). All chosen applicants are considered highly qualified as defined by NCLB. This year, we are reaching capacity and will have grades Pre-K-5.

PS 531 had a 80% teacher retention rate between the 2013-2014 and 2014-2015 school years. Teachers and parents rated the school "above average" in every category on the School Environmental Survey. We mention this when recruiting and believe that these ratings help us get a high number of responses to our postings on the Open Market Transfer System. In addition to posting on this system, the principal attended four teacher recruitment fairs looking for highly qualified applicants. PS 531 has also created a student-teaching partnership with Columbia University, which allows us to see potential hires working directly with our students in our classrooms before considering them for positions within the school.

To ensure our staff stays highly qualified, we use part of our Title I 5% set-aside to help teachers pay for classes that allow them to be certified in multiple subject areas. We encourage all staff members to become leaders. This year, we have one staff member in an administrative program at Bank Street and another in the LEAP program. Over the past two years, 2 of our teachers have left to become principals of other schools, one left to become an AP, one left to become a college professor, and another became a curriculum developer in Westchester. While it was difficult to "lose" those people to leadership positions at other schools, knowing that we are actively promoting leadership development has helped create a positive culture that is attractive to both current staff members and highly qualified teachers looking for a school in which they will have leadership opportunities.

High Quality and Ongoing Professional Development

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

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

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We set aside \$100 per student in temporary housing. This money has been used to provide these students with supplies, including multiple sets of school uniforms, backpacks, notebooks, and pencils. Our STH liaison coordinates with the Office of

Pupil Transportation to insure that students in shelters are able to get to school (either through busing or Metrocard programs) and that busing is set up for students who leave their homes and enter the shelter system while they are already attending the school.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

Measures to Include Teachers in Decisions Regarding Assessments

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

All teachers at PS 531 participated in MOSL decision making process during the September professional development days before the start of the school year. Administrators and teachers who attended DOE PD on MOSL and ADVANCE implementation presented the different MOSL options to the full staff. Teachers then met in grade teams to decide which local measures would provide data that could be used to inform practice and make curricular adjustments where necessary. Each grade team's choice became their local measure for the 2014-2015 school year.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting a monthly "Tea and Talk" with the Principal about what is happening in the school and ways parents can help their children at home
- hosting monthly Cookshop For Families Healthy Cooking events;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area; instructional materials for parents;
- encouraging more parents to become trained school volunteers through the Learning Leaders Program;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- further developing the PS 531 website, designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages **that parents can understand**

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 (SCEP) 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 allocation amounts.)	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.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$439,501.59	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,830,702.00	X	See action plan

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:

- 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.
- 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:

- **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).
- **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.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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.
- **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.
- **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:

- **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.
- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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.

**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 12	Borough Bronx	School Number 531
School Name Archer Elementary		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	425	Total number of ELLs	81	ELLs as share of total student population (%)	19.06%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-In	4	3	10	8	8									33
self-contained	7	16	8	7	10									48
Total	11	19	18	15	18	0	81							

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	60	0	12	8	0	1	0	0	0	68

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	60	0	12	8	0	1	0	0	0	68
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	9	14	12	14	11									60
Chinese														0
Russian														0
Bengali	1	3	2		2									8
Urdu														0
Arabic			2	1	3									6
Haitian	1													1
French		2			1									3
Korean														0
Punjabi														0
Polish			0											0
Albanian														0
Other	1		2											3
TOTAL	12	19	18	15	17	0	81							

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	6	8	0	0	6									20
Intermediate(I)	1	9	7	4	4									25
Advanced (A)	5	2	8	9	7									31
Total	12	19	15	13	17	0	76							

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	8	3	1		12
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	13		2		0		0		15
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
Archer Elementary uses two methods to assess student proficiency in literacy. The first assessment tool is ECLAS, which measures a student's command of phonics as well as their degree of phonemic awareness. In addition, students are assessed through running records to ascertain their Fountas and Pinnell reading level. The results of these assessments allow the school to tailor reading materials

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
For the NYSESLAT and LAB-R, the data patterns across proficiency levels shows that there were more beginners and more intermediate level students in the First grade. Third grade had the most advanced students and in the Fourth grade, we have the same amount of beginners as in Kindergarten.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
During instruction there is a lot of direct teaching of new words along with chances to learn new words in context through hearing, seeing, and saying them as well as during indirect encounters with grade level and motivating texts. Teachers provide student's with many ways of reaching vocabulary development and their second language. Teachers use various scaffolding strategies, to ensure students are able to understand the content and reach their language objectives such as: the use of nonverbal cues, visual aids, gestures, and multisensory hands-on methods. Other strategies include: establishing routines, extended talk on a single topic, providing students with immediate feedback, opportunities to talk with teachers, speaking slowly, using clear repetition, and paraphrasing which supports oral communication. Teachers also incorporate Keagan learning structures to develop oral language proficiency which allows students to participate in academic discussions, understand instruction, and build literacy skills.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have a Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The following procedures take place within the first ten days after registration:

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

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

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

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

The following Parents of children who are to receive ESL services as dictated by the HLIS and parent interview, are invited to a parent orientation via a parent orientation letter in their preferred language.

The parents view the orientation video in their preferred language and fill out the parent survey/program selection in their preferred language and under the guidance of the ESL teacher. Parents can choose from the following 3 programs: Transitional Bilingual Education, Dual Language Program, or English as a Second Language. In addition to the video, the parents are given a pamphlet in their preferred language that describes the different program options. If the parents wish to place their child in a program not available at the school, the ESL teacher will research and provide the parent with the contact information of the schools in the area that provide the desired program. Every effort is made to secure parent contact and all forms which are then placed in our school's compliance binder. Entitlement letters are distributed once it is determined that the student is entitled to ESL services. The parent is given a written parent orientation letter in their preferred language (as per the HLIS). At the parent orientation, the parent receives a pamphlet in their preferred language that describes the various programs available in the NYC public school system. Accompanying the pamphlet is the parent orientation video; watched in their preferred language. An ESL teacher with an accompanying translator if the ESL teacher does not speak that language, help the parent fill out the program survey/selection form. The parent has multiple opportunities to ask questions and clarify meaning.

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

The parents are informed about the program available at our school and of the different bilingual/ESL programs that are available in the NYC public schools. The parents are informed of their right to place their child in any of these programs. The parent

then fills out the parent survey/selection form with the help of the ESL teacher or translator. If the parent wishes to place their child in a program not available at our school, the ESL Coordinator researches and provide the parent with the contact information of the schools in the area that provide that particular program.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

Part V: ELL Programming

A. Programming and Scheduling Information

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

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

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

The ELLs are grouped by proficiency level and serviced throughout the day, with various certified Bilingual or ESL teachers. The classes are heterogeneous. Students in grades K-4 are in one class with one teacher most of the day.

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

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

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

ELL-SWDs are served according to the specifications in their IEPs, and are taught by a certified special education teacher. The ESL Specialist pushes in to special education classes as well as pulls-out to provide language support. Teachers of ELL-SWD use visuals, realia, media and many other materials such as math tools, flash cards, RAZ-KIDS, Imagine Learning, and Foundations to support students and provide access to academic and content areas. Students are provided with flashcards, manipulatives and other tools necessary in each subject.

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

Our school ensures that all students are able to reach academic success, within their IEP goals. Teachers provide support to students by scaffolding the curriculum; providing linguistic sentence structures, using videos, and adding pictures to words as a way to reach

students visually. They also provide students with graphic organizers to assist in the organization of the text, and pre-teach any vocabulary to connect to background or build background knowledge.

Courses Taught in Languages Other than English 

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

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

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

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

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

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

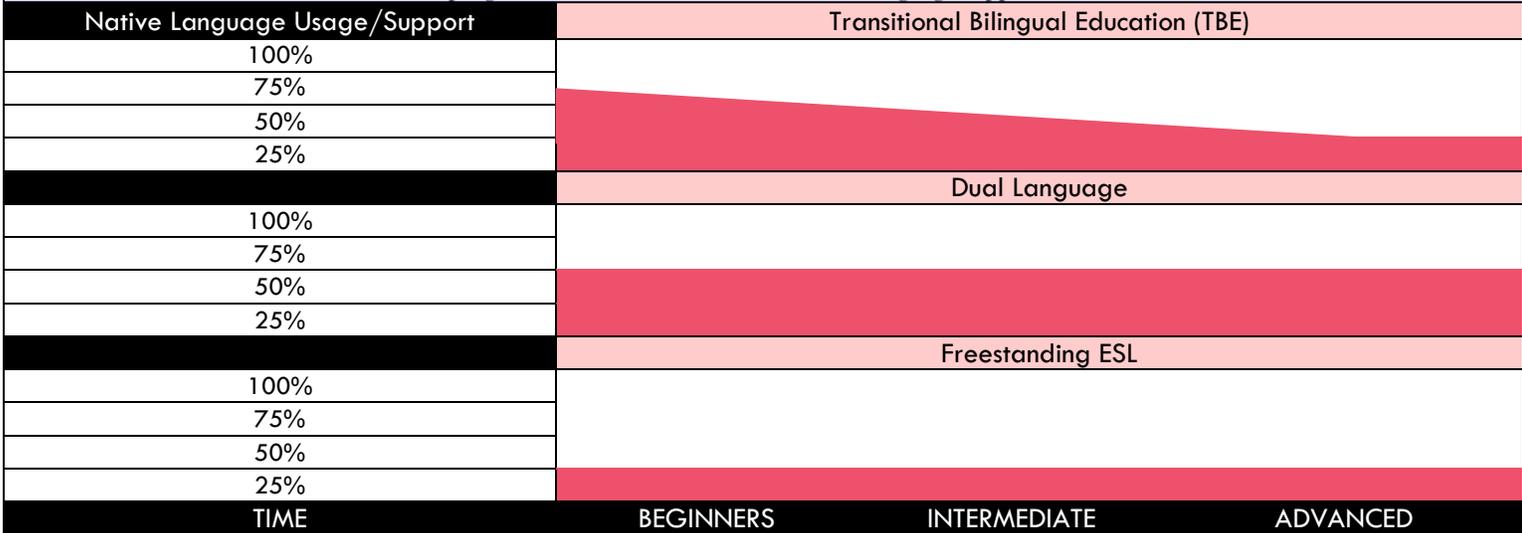
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

C. Professional Development and Support for School Staff

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

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

2. On campus workshops will include the following:

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Ms. Pearl Francis makes every effort to include parents in the school culture. The parent coordinator, regularly schedules parent workshops on methods of ensuring their child's success at school: Tea and Talk with the principal, Cookshop, Jewelry Making, CyberBulling, Safety, Health, and Job Readiness.
 2. The school also has partner ships with Healthplus, MetLife, and Parkchester Library to provide parents support in the community. The Archer Elementary School website lists school events of note for parents, and also features a "Parents' Corner" where parents may find more detailed information regarding the content of their child's education at Archer Elementary school. Closer to spring, Ms. Kelly, the ESL Specialist, will host parent workshops on ways parents can assist their child with the State Exams. Translation services are available to all the parents. Parents are invited to school concerts, publishing parties, and science fairs. All parents are encouraged to share in these celebrations. The school will provide workshops on a variety of topics: standardized testing, reading research and balanced literacy, and open house (where parents meet with classroom teachers and get information on all aspects of the curriculum. Parents are also invited to celebrations of academic work (i.e. writing celebrations, family reading night) held at various times of the day to maximize parent participation. Parent workshops are facilitated by Administration and the Parent Coordinator, and are presented in English and Spanish for our large Spanish speaking population. One aim of the ELA workshops will be to provide a context for understanding reading progress. Parents will also be provided with strategies for helping their children pick "Just Right Books". Familiarizing parents with school policy for homework communicates the school's high expectations for each student and how that is related to homework.
 3. SLT meetings are also held once a month in the evenings for the parents to attend. In addition, our parent coordinator is always available to speak to the parents. There is an active parent association that meets monthly. In addition, workshops are given to engage parents in the process of exploring and articulating their own reading habits. Presenters share multiple strategies and ideas to help parents support children's reading. During these meeting, parent leaders address needs of parents and discuss ways Archer Elementary can provide workshops to address their needs. During parent teacher conferences parents also discuss needs they may have with the teachers. We also review parental involvement surveys to determine needs of parents and ways to address them.
 4. Parental involvement activities address the needs of parents by trying to reach and assist them with their social, academic and emotional needs through internal and external resources.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: <u>Archer Elementary School</u>		School DBN: <u>12x531</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zakariah Haviland	Principal		1/1/01
Amy Door	Assistant Principal		1/1/01
Pearl Francis	Parent Coordinator		1/1/01
Eunice Kelly	ESL Teacher		1/1/01
Michael Mozon	Parent		1/1/01
Andrea Nogales/ESL Bilingual	Teacher/Subject Area		1/1/01
Yanira Gomez	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01

	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12x531 School Name: Archer Elementary School

Cluster: 607 Network: 6

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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



Department of Education

Carmen Fariña, Chancellor

Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director

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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.
 - o The Title III supplemental instructional services must be based on student need
 - o These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - o Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - o 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.”
 - o 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.
 - o 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: P.S. 531	DBN: 12x531
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):

Before school After school X Saturday academy

Total # of ELLs to be served: 123

Grades to be served by this program (check all that apply):

K 1 x 2 x 3 x 4 x 5

6 7 8 9 10 11 12

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 4

of content area teachers: 3

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

Archer Elementary currently serves about 125 Ells from grades K-5. We have 16 beginners and about 45 Intermediates students. More than half the ELLs are not on their grade reading level and are struggling with their writing because of their language deficiency. As a result, we will be providing additional small group instruction for our English language learners in order to support their second language acquisition. Our group instruction will have a particular focus on academic language across all subjects. We will be instructing in English as we have a diverse array of language backgrounds. The teachers working using a coteaching model are: 4 ESL/Bilingual. The grades will be from 2-5, Saturdays, 9am-12:30pm from, January, 10, 2015-April 18th, 2015. We will be using Making Learning Comprehensible, Strategies for Writing, Scaffolding Reading Strategies for ELLs, and Targeted Phonics.

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

Part C: Professional Development

Archer Elementary English Language Learners are currently placed in Freestanding and in General/Special Education Classrooms. As a result teachers have been struggling with skills and strategies needed to reach all level of learners in all content areas especially in terms of ensuring students acquire Academic Language and Skills needed to increase their reading Levels to understand grade level content. These Professional developments will assist teachers in becoming effective within their teaching. We will also be looking at assessments every month and discuss corrective instruction needed to the curriculum to ensure students are making progress. We will be focusing on topics including making learning accessible for all students and how to actively engage students in all levels. These PD will be once a month Tuesdays 4:15-5:30pm and Wednesdays from 3:00pm-4:30pm till May, 2015. We will currently use in house ESL teachers and our Literacy Coach who is also Certified in Bilingual Education to lead the Professional Development.

We will be purchasing the books Making Content Comprehensible and Scaffolding Strategies for ELLs for classroom teachers who attend the workshops.

-Using Data to drive and plan for corrective instruction

- How to provide intervention for ELLs
- Making content Comprehensible for all Students.

The training will be open both days so teachers can choose.

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

During our parent teacher conferences parents have requested support to assist students academically. As a result, Title III Teachers will provide ongoing workshops for parents about how they can help their student's best access the curriculum across grade level. Workshops will include topics around the importance of practicing what is taught in school through homework and how parents can reinforce what teachers are doing with their students during class. Teachers leading these parent-workshops will send home monthly newsletters to inform parents of upcoming workshops as well as resources they can utilize in their homes. Teachers will notify parents during the parental engagement time. The workshops will be held 1-2 a month depending on the grade on Tuesdays during the 45 minute parental engagement time. We will also offer 2 hours of training on Saturdays from 9-12:30pm while students are in there program. The money will be allocated for Per-session time. We will have 2 ESL Certified teachers leading the workshop on Saturdays and 1 Gen Ed. Teacher to assist the parents during the training. Title III Teachers will provide training to the parents who need more support. The Saturday workshops will end April 2015 when the student program ends.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	11,200	