

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X043

School Name:

P.S. 043 JONAS BRONCK

Principal:

GIOVANNA DELUCCHI

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Jonas Bronck School Number (DBN): 07X043
Grades Served: PreK-5
School Address: 165 Brown Place, Bronx, NY 10454
Phone Number: 718-292-4502 Fax: 718-292-4504
School Contact Person: Giovanna Delucchi Email Address: gdelucc@schools.nyc.gov
Principal: Giovanna Delucchi
UFT Chapter Leader: Jessica Rivera
Parents' Association President: _____
SLT Chairperson: Peter Kalkau
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 7 Superintendent: Elisa Alvarez
Superintendent's Office Address: 501 Courtlandt Avenue, Bronx, NY 10451
Superintendent's Email Address: EAlvarez2@schools.nyc.gov
Phone Number: 718-742-6500 Fax: 718-742-6548

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462/One Fordham Plaza, Bronx,
Director's Office Address: NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/ 718-741-8895 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Giovanna Delucchi	*Principal or Designee	
Jessica Rivera	*UFT Chapter Leader or Designee	
Claudia Cipriano	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Lizette Concepcion	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Robinson	Member/Teacher	
Peter Kalkau	Member/ Teacher	
Doris White	Member/Teacher	
Lorraine Lehman-Harris	Member/ Teacher	
Mefelmary Baez	Member/Parent	
Nelly Bones	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Migdalia Little	Member/Parent	
Eloisa Lopez	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

P.S. 43 is located in the poorest congressional district in the nation. The majority of students are from low-income families and 96% of students qualify for free or reduced lunch. The Pre-Kindergarten through 5th grade school serves a population of approximately 525 students from culturally diverse backgrounds. The neighboring community is home to many new immigrants from Mexico, Central America, and Africa. According to the most recent data, 72% of our population is Hispanic, 27% of our population is Black and less than 1% is Native American/Asian and White. Approximately 25% of our population is Students with Special Needs. Students with IEPs receive the full continuum of services including Special Education Teacher Support Services (SETTS), Collaborative Team Teaching (CTT); instruction in self-contained class, and related services such as speech and language, counseling and occupational and physical therapy. Additionally, 10% of the students are English Language Learners (ELLs) with Spanish as the predominant language.

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

This year with the support of the United Way, our first grade students are participating in an Expanded Day program where their day ends at 5:45 daily. This allows students to receive additional direct instruction from classroom teachers as well as enrichment activities and homework help. Teachers in grades PreK - 2 will also receive support by a consultant from Generation Ready. In addition, Experience Corps will support/tutor students in grades K-5 in literacy.

Our teachers are fully licensed and permanently assigned to our school. We have social workers/guidance counselors and a School Based Support Team (SBST) to respond to crisis intervention situations; to address discipline problems; to engage in proactive counseling with students; and to refer parents to community agencies for additional support. Due to our ongoing commitment to our students we have adopted a school-wide program to address their social, emotional intelligence needs by utilizing a Positive Behavior Intervention Strategies (PBIS) program as well as other school-wide programs. We have adopted 'Oliver the Owl' as our mascot and students recite out "PS 43 Owls have Big Eyes" pledge daily as well as our "Hoot" salute!

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

We are especially proud of our Professional Learning Communities. This past year, teachers chose the topic they wanted to learn more about, worked cooperatively in groups (teachers and paraprofessionals) to research, try new strategies and provide each other with specific meaningful feedback to improve their practice.

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

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

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

Last year, based on informal and formal observations, teacher practice improved from ineffective and developing in the areas of questioning and discussion techniques (Danielson 3b) and Using Assessment in Instruction (Danielson 3D). This was an area of growth for the previous year. Teachers are now using more open-ended questions designed to promote student thinking and understanding, inviting students to think and offer multiple possible answers, giving adequate wait time for students to respond to questions asked by their teachers and/or peers, challenging students to justify their thinking and engaging most students in discussions. Teachers are using formative assessment strategies in order to monitor student learning, establish assessment criteria, give feedback to students and use effective ways to check for student understanding.

07X043 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	523	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	94.4%	% Attendance Rate		91.3%	
% Free Lunch	92.9%	% Reduced Lunch		4.5%	
% Limited English Proficient	9.1%	% Students with Disabilities		23.3%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		26.5%	
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	0.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.15	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.4%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.13	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	13.7%	Mathematics Performance at levels 3 & 4		23.8%	
Science Performance at levels 3 & 4 (4th Grade)	93.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	NO	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Within our mathematics curriculum we want to promote the idea that mathematics is about inquiry, visual ideas, communication and connections. This perspective embraces the instructional shifts as well as the demands of the Common Core Learning Standards (CCLS). Our school’s 2015 Framework for Great Schools Report encourages us to improve in the following areas of rigorous instruction: quality of student discussion, effective teaching and learning (“Developing” in 2013-2014 Quality Review) and assessing students. We intend to address these needs by integrating problem solving tasks into our math units of study and pacing calendar. Specifically, we will use Math Exemplars tasks, aligned to GO Math units and accessed through an on-line library of differentiated tasks, to build conceptual understanding and incorporate the Standards for Mathematical Practice.

Exemplars tasks are designed to be used as formative assessments and afford teachers the opportunity to teach math content, build students’ repertoires of strategies and check for understanding. The Exemplars rubric focuses on critical thinking, use of mathematical language and symbols, representing one’s thinking and making connections across mathematical content areas. The rubric’s criteria are consistent across the grade levels which adds to the coherence of our mathematics curriculum K-5.

The use of Exemplars tasks will provide teachers with student work products to analyze and discuss. Teachers will engage in collaborative discussions around these tasks. Using the data, we will be able to track trends in student performance across grades and see the progression of certain key standards in mathematics. This data will inform our instruction and aid us in developing more effective pedagogical practices in mathematics.

In Grades K-2 the impact of this curriculum enhancement will be to expose students to problem solving strategies and thinking – both integral pieces to understanding what it means to “do math,” while also laying a stronger foundation for proficiency in the upper grades. For grade 3-5 students, the impact will be demonstrated by improved NYS Mathematic exam scores, specifically on the constructed response questions which have, in the past, been particularly challenging to our grade 3-5 mathematicians.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers will increase the rigor of the GoMath program by supplementing it with formative and summative tasks from Math Exemplars in order to promote students' conceptual understanding through inquiry as well as their ability to visualize, communicate, and make mathematical connections. This will result in a 5% increase in the number of students receiving levels 3 and 4 on the New York State Mathematics assessment.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Purchase of license to access on-line Math Exemplars library; professional development on Math Exemplars resource; planning time for teachers; PD workshops on using the Exemplars tasks and rubrics.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Teachers will revise unit maps at the conclusion of each of the GO Math units to show where Exemplars tasks were integrated; school leaders will review maps as well as student work products. By February, teacher teams will provide a minimum of four revised units demonstrating use of Exemplars tasks.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

Based on the results of the ELA test scores in 2015, there is a need to support our students in reaching higher literacy levels. This is particularly important for our struggling students in the testing grades so that they can make the transition from “learning to read” to “reading to learn”. During the 2014-2015 school year, the preliminary scores from the English Language Arts exam show significant improvement in that the percentage of students underachieving (Level 1) were significantly lower than the two preceding years. (Our 2015 scores show the following percentages of students at Level 1: Grade 3 – 11.3%, Grade 4 – 16.4%, Grade 5 - 16.1%.) Our Fountas and Pinnell Running Records data for the 2014- 2015 school year show consistent progress in reading levels across grades K-5. In order to continue this trend and further support our struggling readers, we need to implement more targeted interventions and strategies aimed at supporting students in their goal to learn to read and understand a variety of texts.

In addition, given the challenge of supporting the literacy development of our students, we want to extend this support beyond the physical borders of our school by inviting the parents to fully participate in their children’s literacy education and achievement. We want our parents to know that there is tremendous value in reading to or with a child and by doing so, they share in their child’s success.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of the students entering K-5 at proficiency levels (F&P Benchmark Levels) will meet or exceed grade level expectations. Additionally, 40% of students in grades K-2 not meeting expected proficiency levels will move 3 levels, and those entering grades 3-5 will move 2 levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will utilize the Ready Gen program as their primary literacy curriculum and supplement the writing component with units from Good Habits, Great Writers in order to boost achievement in writing for all grades.</p>	<p>Teachers, students</p>	<p>Sept. 2015 – June 2016</p>	<p>Teachers, grade leaders and school leaders</p>
<p>Based on student outcomes for the five instructional periods as outlined in our school's assessment plan, teachers will tailor their instruction based on student needs to further their development and progress.</p>	<p>Students</p>	<p>Sept. 2015 - June 2016</p>	<p>Teachers, school leaders</p>
<p>Teachers will supplement the Ready Gen program by supplementing it with Good Habits, Great readers and will provide students with guided reading instruction.</p>			
<p>Students in grades 2-5, identified as ELLs, Hold-overs or in need of improvement will attend the Saturday Academy to improve their literacy skills and strategies in order to meet grade level expectations.</p>	<p>Teachers, students</p>	<p>Sept 2015 - June 2016</p>	<p>Teachers, grade leaders and school leaders</p>
<p>School leaders will partner with community organizations to promote reading success. All first graders will participate in the United Way Expanded Day program. During the summer of 2015 over 50 first grade students attended the United Way, "Once Upon A Summer" program. Our grade 3-5 students participate in the Anne Frank Emotional Intelligence program to promote empathy and understanding through reading. All our students participate in activities sponsored by the Chris Canty Foundation which brings reading partners and donated books to our school community.</p>	<p>Students in grades 2-5</p>	<p>Jan. 20016 -June 2016</p> <p>Sept 2015 - June 2016</p>	<p>Teachers, school leaders</p>

	All students		Teachers and school leader
Two K teachers and two grade 1 teachers will pilot a new phonics program - Reading Reform to enhance phonics, phonemic awareness, and word solving strategies and in future years we will expand its use into the upper grades. This will help students in lower grades learn to read, so that in the upper grades they can focus on “reading to learn”.	Grade K & 1 students and teachers	Sept. 2015 – June 2016	Teachers and school leaders
There will be AIS targeted support across all grade levels for students that require literacy intervention in a smaller setting where skills and strategies can be reviewed and strengthened.	Teachers, AIS teachers, students	Sept. 2015 – June 2016	Teachers and school leaders
Teachers and Paraprofessionals will work with Reading Rescue program to provide support to struggling students. Several retired teachers work with small groups of early grade students to promote strong literacy skills.	Students in grades 1 & 2	Sept. 2015 - June 2016	Paraprofessionals, teachers, school leaders
A lending library will be created and managed by the parent coordinator and parent volunteers. Parents can borrow books from this library to read with their children at home. Parent usage of library will be recognized by teachers and school leaders. Teachers will lead Tuesday workshops for parents on how to develop reading skills in their children.	Parents and students; teachers	Sept. 2015 – June 2016	Parent Coordinator, teachers, school leaders
The school will track student attendance and behavior referrals because we understand that both of these can lead to a decrease in student performance due to less time on task.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Additions to classroom libraries, donations from Canty Foundation, funding from United Way, volunteer mentor readers, consumable materials from supplementary reading programs, F-status teacher funding											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
Teachers administer running record assessments multiple times during the academic year. The mid-point benchmark will be the second administration of Fountas and Pinnell assessments. School leaders will track the number of hours of F-status teachers and paraprofessionals working with struggling readers to provide additional support. By midpoint, it is expected that teachers will have provided multiple opportunities for parents to participate in Tuesday literacy workshops.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

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

On our 2015 Framework for Great Schools report, “Collaborative Teachers” is an area of demonstrated strength. Seven out of nine measures are noted as “strong” areas (more than 75 points) with the two remaining measures – “collective responsibility” (65 points) and “innovation” (72 points) both achieving scores exceeding the citywide averages. Our most recent Quality Review from 2013-2014 evaluated teachers “proficient” at working well with each other. In 2014-2015 we built on these strengths as well as our strong metrics in the Trust indicator (Teacher-principal trust – 97% (citywide average: 85%); teacher-teacher trust – 98% (citywide average 91%). During 2014- 2015 teachers engaged in four cycles of Professional Learning Communities (PLCs) that were selected and led by their colleagues.

In order to expand this success we want to continue with the structure of PLCs and focus more closely on teacher choice, a refinement of topics and coordination of this professional learning by a PD Committee of teachers and school leaders.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all PreK - grade 5 teams will have taken part in ongoing Professional Learning Communities (PLCs) focusing on literacy and math that will strengthen their ability to teach and revise their teaching based on exploration of new strategies and reflection on the practice of those strategies by sharing and exploring student work in areas of literacy and math. This will result in a 5% increase in the number of students receiving levels 3 and 4 on the NYS ELA and Mathematics assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>PD Committee and school leaders will plan PLCs based on teacher interest and needs determined by observations</p>	<p>Teachers, paraprofessionals</p>	<p>July 2015- June 2016</p>	<p>School leaders and teachers on PD Committee</p>
<p>Teachers and paraprofessionals will engage in two ongoing PLC cycles. Topics will include: Math Problem Solving (performance tasks) , CCLS Writing Units and Tasks (performance tasks).</p>	<p>All teachers and paraprofessionals</p>	<p>Nov.2015 – June 2016</p>	<p>School leaders, teachers, PD committee members.</p>
<p>Protocols will be implemented to ensure productive use of professional learning time</p> <p>Teachers will examine student work and based upon their findings will adjust their practice in order to improve their pedagogy and improve student performance on future tasks assigned during the four instructional periods outlined in our school's assessment plan (periods 2-5).</p>	<p>All participants</p> <p>Students and teachers</p>	<p>Nov 2015 – June 2016</p> <p>Nov. 2015 - June 2016</p>	<p>School leaders, Teachers, PD Committee</p> <p>Teachers, school leaders</p>
<p>Professional learning time will be built into school schedule.</p>	<p>All participants</p>	<p>Sept. 2015 – June 2016</p>	<p>School leaders</p>

Workshops for parents will be organized to address topics investigated in teachers' PLCs	Parents	November 2015 - June 2016	Teachers, PD Committee, school leaders
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Professional articles and instructional materials (books, etc.); in-house staff developers and PD Committee members to facilitate PLC launch sessions; DOE instructional leads; consultants from educational organizations											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February all participants will have participated two cycles of professional learning. During the share fair at the completion of each cycle, teachers and paraprofessionals will reflect on their learning and share the outcomes of their investigations with their colleagues.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students are identified based on results from the following: Fountas & Pinnell Running records; NYS ELA CCLS exam, NYC ELA benchmark assessments, Literacy Classwork, Performance-based assessments, End of unit assessments.	Good Habits Great Readers (Guided Reading) Sadler Phonics Vocabulary Workshop Starfall Kaplan and Rally Reading Time for Kids Reading Rescue Reading Reform Experience Corp Generation Ready	Small group, One-to-One tutoring	During the school day Expanded Day Saturday Academy
Mathematics	Students are selected based on performance in : NYS Math CCLS exam, NYC Math baseline and benchmark assessments, GO Math skills inventories,	GO Math ST Math Rally Math Kaplan Math Math Exemplars	Small group Tutoring Lab work – ST Math	During the school day Expanded Day Saturday Academy

	<p>GO Math mid-chapter tests and chapter reviews,</p> <p>GO Math end-of-unit Exams,</p> <p>GO Math performance-based assessments</p>			
Science	<p>Students are selected in small groups for additional instruction to improve skills, vocabulary and concepts in science based on their performance on:</p> <p>Class assignments,</p> <p>Quizzes,</p> <p>Exams,</p> <p>Projects</p>	<p>Harcourt Science</p> <p>Use of nonfiction text,</p> <p>Kaplan Science</p>	<p>Small group,</p> <p>Tutoring,</p> <p>Lab Work</p>	<p>During the school day</p>
Social Studies	<p>Small groups are established for students who require additional support in social studies based on performance on:</p> <p>Chapter tests,</p> <p>Quizzes,</p> <p>Classwork,</p> <p>Projects.</p>	<p>Houghton Mifflin Harcourt texts,</p> <p>Use of Nonfiction texts,</p> <p>DBQs</p>	<p>Small group</p>	<p>During the school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are identified based on needs</p>	<p>At-risk counseling,</p> <p>Crisis Intervention,</p> <p>PBIS</p>	<p>Small group</p> <p>One – on –one</p>	<p>During the school day.</p>

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Over 90% of our teachers are Highly Qualified.</p> <p>Teachers who are not already Highly Qualified are working to become Highly Qualified by taking appropriate coursework and exams.</p> <p>The Payroll Secretary works closely with the network and borough service centers to follow up and ensure that non-Highly Qualified teachers meet all required documentation and assessment deadlines.</p> <p>Any new hires are screened for these qualifications and certifications.</p> <p>Mentors and buddy teachers are assigned to teachers who are not Highly Qualified.</p> <p>Teachers receive ongoing professional development based on their needs.</p> <p>The school periodically reimburses teachers for conference fees for professional development from outside providers.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff members attend Professional Development workshops throughout the academic year. Professional development for teachers is scheduled during Professional Learning time, lunch and learns, borough wide training meetings and DOE meetings. Teachers also participate in professional learning communities (PLCs) based on areas of need and interest.</p> <p>Paraprofessionals and other staff members receive PD on the CCLS on the scheduled Chancellor's PD day, during the PD time allocated on Mondays and Tuesdays, any by participating in PLCs.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Preschool children from early childhood centers are invited to come visit our pre-K classrooms in June. They are given a tour of the school and exposed to our curriculum, rules, procedure and school culture.

We participate in a District-wide kindergarten fair where we share our vision, resources and activities with pre-K families. School Leaders and our Parent Coordinator attend PD sessions with the early childhood programs to ensure that our curriculum is aligned. The Parent Coordinator ensures that all records are received in a timely manner. School leaders review records to ensure students are provided with the appropriate intervention services.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

A committee was formed consisting of school leaders and teachers. The committee participated in professional development, discussed guidelines for the selection of appropriate multiple assessment measures and what would be appropriate for our staff and students. Teachers received professional development from our data specialist on how to use the assessment results to improve instruction. Teachers will participate in data talks with school leaders to review student progress on an 8-week cycle. The committee and teacher teams meet periodically to review data and make adjustments to the curriculum.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	405,690.00	X	5a, 5b, 5c
Title II, Part A	Federal	201,216.00	X	5a, 5b, 5c
Title III, Part A	Federal	11,200.00	X	5a, 5b
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,520,943.00	X	5a, 5b, 5c

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 43**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed

to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 43** will support parents and families of Title I students by:

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent 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, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent 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 the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

P.S. 43 , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>8</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>6</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

- * The Advanced students are having difficulty with providing relevant and meaningful details to enhance their writing. They require more conceptual/academic language. Increased content vocabulary and grammar development to advance their reading and writing skills are vital.
- * The Intermediate students demonstrate difficulty with reading comprehension in regard to fiction and non-fiction passages. They need scaffolding in content vocabulary. These students also demonstrate difficulty with their writing skills. Increased exposure to the writing process and the proper sequencing in English are required.
- * The Beginner students need more reading readiness. They need to acquire the correct sounds of English. In addition, these students need support in developing writing skills and vocabulary.
- * The recently proficient ELL students (two years or less) need additional support in ELA test taking practices.
- Title III funding will be used to implement the Saturday Academy Program. The classes will be composed of ELL students from grades 2-5. This program will also be offered to former ELL students who passed the NYSESLAT within the past two years. Approximately 120 students will participate in the program. A total of 8 teachers will service the program: 2 of whom are certified ESL teachers and the other 6 are content area teachers with a common branch license. The ratio of students to teacher per class will be 15:1. The program will run for 8 weeks from 8:45am - 12:30 pm; breakfast and lunch will be provided to the students. Activities will include 45 minutes of direct instruction in English language development taught by a certified ESL teacher. The main focus of the program is to provide additional academic support in literacy addressing the specific needs of the ELL students as per the data obtained from assessments, as indicated above. Students will be grouped according to their needs and current functional abilities. Students will participate in meaningful and motivation activities that are relevant to their interest and life experiences. The teachers will provide a context that will motivate students to engage in natural communication giving them the opportunity to express their ideas and feelings. Reading buddies will be a component of the program. This will give the students the opportunity to develop their reading, writing, speaking and listening skills as they read their stories to each other in this partnership. To implement the aforementioned findings, students will be engaged in writing activities that include academic vocabulary, using a variety of graphic organizers, and non fictional resources will be used as instructional aides, in addition to the resources purchased from vendors. The materials we will use are Kaplan Advantage.

-
In classes taught by teachers holding common branch/content area certification, students will receive their language development period of instruction (45 minutes) from one of the ESL teachers through the use of technology using the Imagine Learning English Literacy Computer Program. ELL students use the "Imagine Learning" literacy computer program. This program develops reading skills through

Part B: Direct Instruction Supplemental Program Information

vocabulary, word attack, and comprehension skills. All classrooms have computers and students utilize websites, such as starfall.com and Brainpop.com to develop reading skills, vocabulary, grammar, and reading fluency. Each classroom has a SMART board which is used consistently. Teachers use "Safari Montage" and various programs installed in the SMART board to provide differentiated instruction. Teachers have computers and 5 laptops each in their classroom for student use. In addition, they may borrow laptops from laptop carts. There is one cart assigned to one classroom on each floor for teachers to borrow for student usage. Teachers also borrow iPads every day from the Computer room or UFT Teacher Center. Many applications are available on these iPads to teach the alphabet, phonics, basic sight words, grammar, reading and math skills. The hands-on learning opportunities provided by the technology present in each classroom assists the language development of the ELLs.

Part C: Professional Development

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

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

Begin description here: _

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

-

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: _

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 00	Borough Bronx	School Number 043
School Name Jonas Bronck		

B. Language Allocation Policy Team Composition

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

Principal Dr. Giovanna Delucchi	Assistant Principal Dr. Nathaniel Waye
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Ms. Jacqueline Flanagan	School Counselor Mr. Ramses Norman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area SETTS/Ms. Jessica Rivera	Parent Coordinator Lourdes Rodriguez
Related-Service Provider Speech/Ms. Darlene Maldonado	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	2	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	458	Total number of ELLs	54	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	6
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	15	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL				0						0
ENL	31	0	3	15	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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

**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	0

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	12	10	3	7	4								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1	1		2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	2	0	1	0	2								0
Emerging (Low Intermediate)	1	1	0	1	0	1								0
Transitioning (High Intermediate)	3	2	1	0	2	2								0
Expanding (Advanced)	6	7	6	0	4	1								0
Commanding (Proficient)	5	0	4	1	2	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	2	0								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	4	1	2	0								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	3	1	0	0
4	3	1	0	0	0
5	5	0	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	2	0	5	1	0	0	0	0	0
4	3	1	1	0	0	0	0	0	0
5	5	0	1	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

P.S. 43 uses the Fountas and Pinell enckmark system to assess the literacy skills of the ELL students in Kindergarten - 5th grade. Fountas and Pinnell is a program used to evaluate the students' reading accuracy and comprehension. Each child's instructional level can be determined for guided reading according to the Fountas & Pinnell A-Z Text Level Gradient. It is also used to determine each child's independent reading level. The classroom teacher maintains a reading record that reflects the ability of the reader: by measuring reading accuracy, comprehension and fluency. ReadyGen by Pearson is used for literacy instruction. In addition, guided reading is provided by the classroom teacher to students in small groups who are on the same instructional reading level. Lessons progress across seven systems from level A (beginning reading in Kindergarten) through level Z (represents competencies at the middle and secondary school level) on the F&P Text Level Gradient. Skills that are covered throughout levels A - Z include: a combination of reading, writing, and phonics/word study, emphasis on teaching comprehension strategies, explicit attention to genre and to the features of fiction and nonfiction books, explicit teaching of effective and efficient strategies for expanding vocabulary, and use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies. When analyzing the F&P scores of the ELLs for the Fall 2015, it has been noted that the majority are not meeting benchmark. Specifically, 100% of the ELLs in Kindergarten and 1st grade are not meeting benchmark. 45% of the ELLs in 2nd grade are meeting benchmark, and 55% are not. 25% of the 3rd graders are meeting benchmark, while 75% are not. 37% 4th grade ELL students are meeting benchmark, where as 63% are not. 100% of the ELLs in 5th grade are not meeting benchmark. PS 43 has various programs to support the students at all grade levels. For Kindergarten, there is the Reading Reform program, which is a push in program where a Mentor works with the teacher and the whole class on phonics. The Experience Corps Team Specialist provides push in direct instruction 4 hours a day, 16 hours a week to the bottom third. The Generation Ready program provides instruction to all the Kindergarten classes for 30 days. 1st grade classes have an extended day until 5:30. The students work on instruction with their teacher until 4:30, and receive 1:1 tutoring and small group instruction in the evening. In addition, two 1st grade classes (one of the classes contains the ELLs for this grade) receive the Reading Reform program, which is a push in program where a Mentor works with the teacher and the whole class on phonics. Select 1st graders from all classes receive Reading Rescue daily. All 1st grade classes participate in the Generation Ready program, which

provides whole class instruction for 30 days. There is the Read Alliance program, which meet 2x a week November to May . 45 Students in 1st grade attend the PRIME LEADERS Afterschool program. Read Alliance is part of this program. Students in grades 3-5 receive AIS (Academic Intervention Services). Ms. Wells provides AIS to all the 3rd grade students. Selected students in grades 3, 4, and 5 identified in need of improvement attend Wednesday and Thursday evening tutoring January to April. We also have the Saturday Academy January to April for select students identified in need of improvement in grades 3,4, and 5. Ms. Robinson provides AIS services to 4th grade students identified in need of support. Ms. Zographou provides AIS to students in 5th grade who require support.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The data reveals that 16% of all the ELL students enrolled at PS 43 for the 2014/2015 school year tested at the Commanding on the NYSESLAT. 51% of the ELLs enrolled at PS 43 for the 2014/2015 school year tested at the Expanding level, 18% tested at the Transitional level, 4% at the Emerging level, and 11% at the Entering level. The breakdown per grade is as follows:

Kindergarten; Commanding 0%, Expanding 78%, Transitional 11%, Emerging 0%, Entering 11%.

1 st grade; Commanding 33%, Expanding 50%, Transitional 0%, Emerging 0%, Entering 17%.

2 nd grade; Commanding 17%, Expanding 33%, Transitional 50%, Emerging 0%, Entering 0%.

3 rd grade; Commanding 25%, Expanding 50%, Transitional 13%, Emerging 12%, Entering 0%.

4 th grade; Commanding 0%, Expanding 20%, Transitional 40%, Emerging 20%, Entering 20%.

5 th grade; Commanding 0%, Expanding 50%, Transitional 17%, Emerging 17%, Entering 16%.

Approximately 44% of the Kindergarten students increased by 1 level on the NYSESLAT and 66% remained on the same level. 80% of those that remained on the same level are at the Expanding level. Approximately 17% of the 1 st grade students increased by 2 levels on the NYSESLAT, 50% increased by 1 level, 25% remained on the same level and 8% decreased by 1 level. Approximately 50% of the 2 nd grade students increased by 1 level on the NYSESLAT and 50% remained on the same level. Approximately 12% of the 3 rd grade students increased by 2 levels on the NYSESLAT, 25% increased by 1 level, 38% remained on the same level, and 25% decreased by 1 level. 100% of the students that remained on the same level are at the Expanding level. 40% of the 4 th grade students increased on the NYSESLAT by 1 level, 40% remained on the same level, and 20% decreased by 1 level. Approximately 17% of the 5 th grade students increased by 2 levels on the NYSESLAT, 50% increased by 1 level, 17% decreased by 1 level and 16% decreased by 2 levels. When viewing the data for the whole school, 15% of last years ELLs are at the Commanding level, 48% are at the Expanding level, 20% are at the Transitional level, 6% are at the Emerging level, and 11% are at the Entering level. Approximately 13% of last years ELLs increased their score by 2 levels, 41% increased by 1 level, and 35% remained on the same level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Based on the data results of the AMAO tool, 7 students are categorized as at-risk level 3 or greater. Those students will receive RTI level 2 instruction by AIS teachers. There is 1 student who is at an at-risk level 6 who will receive RTI level 3 instruction. The data from the AMAO revealed that 9 students have been held over in past 3 years. Those students will receive RTI level 2 instruction and will be periodically assessed to monitor their progress. The kindergarten students, who are identified as at-risk level 3 or greater, will be part of the Reading Reform program. Students in grades K- 2 will receive direct or small group instruction by a reading specialist 30 minutes a day Monday through Friday. In addition, they will be part of the Reading Reform program in which a mentor works with the teacher to provide small group phonics instruction. Students in grades 3-5 will receive AIS (Academic Intervention Services). These students will take part in the Wednesday and Thursday after-school tutoring beginning in January 2016 and ending in April 2016. They will be invited to attend the Saturday Enrichment Academy starting in January 2016 until April 2016. The data for the AMAO shows that the majority of our ELL's are below at-risk level 3. These students will continue to receive RTI level 1 instruction. According to the AMAO, data is not available for AMAO1 students. The data from the AMAO2 shows that out of 46 ELLs, there are 31 AMAO 2 students have not attained proficiency and 8 students who have attained proficiency. There is no data reflected for the remaining 7 students. The 31 students who have not attained proficiency will continue to receive the instructional support as outlined above.

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

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

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

When examining the 3rd grade ELA results, the following information has been noted : 0% scored at level 4, 7% scored at level 3, 19% scored at level 2, and 65% scored at level 1. The 4th grade ELLs demonstrated the following results on the ELA : 0% scored at level 4, 0% scored at level 3, 25% scored at level 2, and 75% scored at level 1. The 5th grade ELLs demonstrated the following results on the ELA: 0% scored at level 4, 0% scored at level 3, 0% scored at level 2, and 100% scored at level 1. It appears that the majority of ELLs in 3rd, 4th, and 5th grade are performing "below grade level." The 3rd grade was much stronger. Out of 8 students 3 are "approaching grade standards" and 1 student is performing "at grade level." It appears that the general population are closer to grade level than the ELLs.

When examing the Math results, the 3rd grade ELLs demonstrated the following scores: 0% at level 4, 0% at level 3, 75% at level 2, and 25% at level 1. Only 1 student took the exam in their home language and scored a level 2. The 3rd grade general population demonstrated that more students are "approaching grade level" than the ELLs. An approximate similar number of students are "approaching grade level", and are "below grade level" in both groups. One ELL student was administered the Math test with a French translator and obtained a level 1 on the Math test. The 4th grade ELLs demonstrated the following scores on the NYS State Math exam: 0% scored at level 4, 0% scored at level 3, 20% scored at level 2, and 80 % scored at level 1. 2 students took the Math exam in their home language and 1 scored a level 2, and the other scored a level 1. The 5th grade ELLs demonstrated the following results on the New York State Math exam: 0% scored at level 4, 0% scored at level 3, 17% scored at level 2, and 83% scored at level 1. No student in the 5th grade opted to take the math exam in their home language. The data shows students in grades 4 and 5 are performing "below gradelevel" on the NYS Math exam.

The Science scores demonstrate that the 4th grade general population performed only slightly higher than the ELLs in Science in obtaining scores that are "above grade level" and "at grade level." 42% of the general population obtained a 4, and 30% of the ELLs obtained a level 4. 51% of the general population obtained a level 3, and 40% of the ELLs obtained a level 3. More ELLs demonstrate that they are "approaching grade level" at 20% than their peers. 10% of ELLs are "below grade level." Two ELL students took the Science test with a translator. One student obtained a 4 and the other obtained a level3.

We currently do not use the ELL periodic assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

Students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodically administered assessments. Screening assessments give clear indications of risks in specific domains through set benchmarks or criteria by detailing how a child performs relative to peers of the same age or grade level. The ELL identification process identifies students eligible for services, but the NYSITELL also serves as an assessment tool for all modalities. For Spanish dominant students, the LAB-R is administered in the native language. This is also an assessment as it provides data regarding the student's skills in the native language and is an indicator as to how these skills will transfer to the second language. Students with a native language of Spanish and French in grades 1-5 are given an informal written assessment in their native language and is assessed by teacher proficient in that language. If the student does not have grade level skills, he/she is provided with level 1 RtI support within the classroom by the both the classroom and ENL teacher. PS 43 uses the Founts & Pinnel for K-5 and the 3rd, 4th, and 5th grade periodic Math and ELA benchmark assessments to identify students that require intervention. Teachers of all students in K-5 also use classroom and/or teacher made assessments to monitor progress of students in literacy and math. The benchmark for the F&P is conducted in the fall. Ms. Feliu, one of the assistant principals, collects the data from each grade, reviews it and meets with the teachers at grade level meetings. Students who are not on grade level and who are struggling are identified through data analysis and teacher input. Some ELLs, especially those who have had little response to RtI level 1, may require Academic Intervention Services (AIS) or Reading Recovery. Ms. Feliu and the classroom teacher maintain consistent feedback with Ms. Flanagan, the ENL teacher regarding the progress of ELL students who are struggling. Supportive RtI strategies for ELLs are shared and implemented. If the ELL student demonstrates minimal or no progress, he/she is recommended to the Child Study Team. At this point, AIS may be recommended. Progress is monitored carefully by the AIS teacher and the classroom teacher. Formal and informal

assessment is conducted daily and/or weekly. This data is analyzed to determine if the student continues to require the support, or require level 3 support. The student may require Reading Recovery, or another 1:1 intervention. Assessment is conducted daily and data gathered to track progress.

At risk ELLs receive targeted instruction in the classroom through the classroom teacher and the ENL teacher. Key domains of literacy are developed to support competencies in reading, writing, speaking, and listening. Vocabulary, specifically Academic Language, is of utmost importance. Various strategies are used to promote oral language development: close, interactive reading aloud (frontload vocabulary, ask open-ended questions, engage in discussion about the big idea of the text), storytelling with wordless books, language frames for speaking and listening, and sentence transformations through guided dialogue. Strategies for promoting ELLs' written language development include: model writing activities using the Language Experience Approach, interact with students and have students interact with each other through written communications (i.e. dialogue journals), model language structures when jointly writing texts (i.e. scripts for readers theatre), teach the writing process, integrate oral language and vocabulary instruction into instruction by having students verbalize their thinking before putting it into writing and to use new vocabulary and language structures in their writing. Word reading and writing activities are taught in interactive ways. Phonemic Awareness is taught as students sing songs, recite rhymes, read and reread poems and books with rhythmic patterns. Phonics instruction is also provided and sight words instructed. Fluency is built by modeled fluent, expressive reading, shared reading of big books, reader's theater, partner reading, reading along with audio books, and recorded reading. Reading comprehension assists ELLs in building background knowledge. Students read thematically related texts, modified guided reading, reciprocal teaching, scaffold retelling and literature circles. It is important to connect to ELLs Home and Community Languages. Strategies utilized to connect home to school include: storytelling about family and neighborhoods, autobiographies and personal narratives, letters to family and friends, and research projects in the local community. Achievement is examined at the classroom. How are the ELLs performing in comparison to their peers? If several ELLs are struggling, then the classroom teacher should focus on improving core instruction to target student needs. The proficiency level of all ELLs must be considered when planning all instruction. If a student does not progress, then he/she may need to be recommended for an evaluation for Special Education services.

6. How do you make sure that a student's new language development is considered in instructional decisions?
The ENL teacher, classroom teachers, AIS teachers, SETSS teacher, all service providers and administration review the NYISTELL and NYSESLAT scores for the ELLs to monitor their progress in regard to English language acquisition. This information is used to drive curriculum and lesson plans. The classroom teachers, program teachers, AIS teachers and service providers collaborate and plan together to ensure that the students' second language development is considered in instruction. Data on student progress in Fountas & Pinell are maintained in the classroom and on MOSL. They are consistently reviewed throughout the year. ELLs are placed in groups according to their reading levels with their English proficient and/or ELL peers. Teachers maintain Data Binders in which various forms of informal assessments are held: writing samples, spelling tests, end of chapter tests, etc. This data is used to determine future planning for each grade and each class. This data is used to determine which specific areas students need to work on: sentence structure, grammar, punctuation, organization of a paragraph or an essay, etc. Baseline math exams and ELA baseline tests are administered throughout the year to students in grades 3,4, and 5. The data is analyzed and students provided with support in areas of need. In some cases, AIS (Academic Intervention Services) are provided to students who require Level 2 RTI support. All staff use differentiated instruction for all students. Students in K-2 who have been identified as "struggling readers" and/or "struggling writers" may receive reading recovery and/or AIS as Level 2 RTI support when an increase in scores is not demonstrated after RTI Level 1 strategies were employed. All curriculum planning incorporates the needs for ELLs and students with disabilities. The new ReadyGen and GO Math curriculum also provides materials and strategies to differentiate instruction for ELLs. All teachers consistently assess student work and monitor progress. Instruction is organized accordingly.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

P.S. 43 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the programs for ELL students are evaluated by examining the results of the NYSESLAT, ELA and Math scores. The main focus is on the NYSESLAT. Students' scores are analyzed and compared to the scores obtained the previous year. For example, the results of the 2014/2015 NYSESLAT would be compared to the results of the 2013/2014 NYSESLAT scores. This data is used to place students into appropriate groups according to proficiency levels and needs. This information can be used to determine if a student requires AIS (Academic Intervention Services) as he/she demonstrates a score at the same level for two years in a row. If a student decreases by 1 level (for example, Beginner to Intermediate), he/she may require AIS, or this may be an indicator that the student has learning difficulties in this particular area. The student student may be recommended to the RTI team for further evaluation.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

The process by which students are assigned to the ELL program models is as follows: Ms. Phyllis La Banca, the school secretary, conducts student registration. Parents complete the Home Language Identification Survey (HLIS) with a pedagogue. If the parent indicates that a language other than English is spoken frequently at home, but not enough to meet NYSITELL eligibility requirements, the student receives an informal oral interview in English by the ESL teacher, Ms. Flanagan. The oral interview is used in conjunction with the assessment of the HLIS to determine the student’s dominant language. There are also other certified licensed teachers available to conduct the oral interview in various languages. Ms. Zographou, an AIS teacher, is proficient in French. She is a certified licensed teacher. This information is used to determine if students have been exposed to a language other than English and are eligible to be assessed for ESL and bilingual services using the New York State Identification Test for English Language Learners (NYSITELL). The identification process and administration of the NYSITELL occurs within 10 days of student enrollment. The eligible Spanish speaking students are also administered the LAB-R in Spanish, by Ms. Rivera. Once it is determined which students have a home language other than English, the school administers a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility.

The student is interviewed in their native language and English. The student’s prior school work may be reviewed if available. In the absence of sufficient school work, age and grade appropriate informal, culturally sensitive, school-based assessments or formal/informal screeners are utilized. If it appears that the student does not have sufficient proficiency skills in English, he/she is administered the NYSITELL. When a student is identified as an ELL, the Entitlement Letter specifying the day, date and time of the ELL Parent Orientation, is sent home with the student. The ELL Parent Orientation is given by Ms. Flanagan, the ESL teacher, with a translator, Ms. Gonzalez. Parents view the ELL Parent Orientation video, read the program selection form and complete it. They are given the brochure in their native language too. Afterwards, they complete the questionnaire. If a parent chooses a Transitional Bilingual Education Program or a Dual Language Program, they are informed we don’t have one in this school but will keep their choice on file should enough parents also be interested in their first choice class. Parents are informed that the school will try to locate an available place for their child if they choose to have that 1st choice immediately.

If a student enters with an IEP and a Home Language other than English, then the Language Proficiency Team (LPT) form and review evidence of the student’s English Language Development. If the LPT recommends that the student takes the NYSITELL, then the assessment is administered to determine ELL status. ELL identification Process continues as with all students. If the LPT recommends the student NOT take the NYSITELL, the recommendation is sent to the principal for review. If the principal determines the student should NOT take the NYSITELL, the determination is sent to the superintendent or designee for review. The parent or guardian notification is within 3 days of the decision. Upon review, if the superintendent determines the student should take the NYSITELL, the assessment will be administered to determine ELL status. The ELL identification process continues as with all students. If the superintendent determines the student should NOT take the NYSITELL, the parent or guardian is notified. The ELL Identification Process terminates.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If a newcomer 3-5TH grade student, who is at the beginner/entering or low intermediate/emerging level of proficiency in the NYSITELL, presents with a two or more years delay with literacy and math skills in their native language, he/she is identified for assessment. The student is administered the oral interview questionnaire by a bilingual teacher who speaks their native language. The Literacy Evaluation for Newcomer SIFE (LENS) is also given to students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish. The results are analyzed by the ENL teacher, the Assistant Principal, the classroom teacher, and the Principal with the final SIFE decision made by the principal. Upon registration, the parents/guardians of Newcomer ELLs are asked by a teacher, the Assistant Principal, or by the guidance counselor, about the student’s educational history. This gives some insight into the students educational background.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The identification process is followed as described in Part: IV 3. If the student is a new admit to the NYCDOE, and has an IEP, the Language Proficiency Team (LPT) will meet and discuss if the student is eligible to take the NYSITELL. The LPT consists of Mr. Nathaniel Wayne (Assistant Principal), Ms. Jacqueline Flanagan (ENL teacher), Ms. Jessica Rivera (Special Education teacher), and the student’s parent or guardian. A qualified interpreter or translator of the language or mode of communication of that parent is present at all meetings. Based on the evidence gathered as part of the identification process, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If it is decided that he/she may have English language acquisition needs, the student must take the NYSITELL. If it is determined that the student does not have English language acquisition needs and should not

take the NYSITELL, the recommendation is sent to the principal for review. The principal decides to accept or reject the recommendation of the LPT. If the principal rejects the recommendation not to administer the NYSITELL, then the NYSITELL will be administered. If the principal agrees with the LPT's recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The parent or guardian must be notified within 3 school days of the decision in the parent/guardian's preferred language. The final decision is made by the superintendent or the designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL and to notify the parent/guardian. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher maintains a list of current ELLs by consistently analyzing NYSITELL scores in ATS. Entitlement notification letters in the parents preferred language will be sent home to students who are eligible to receive services. At the same time, non-entitlement notification letters in the parents preferred language will be sent home to students who are not eligible to receive ENL services. The ENL teacher also maintains a list of eligible students while administering the NYSITELL as the test can be hand scored. Copies and a dated list of the letters sent home are contained in a file by the ENL teacher.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

Parents are informed during the ELL Parent Orientation that they have the right to appeal the ELL status within 45 days of enrollment. A blank sample of the Home Language Identification form is presented to the parents with an explanation as to how this was the information used to determine that their child was eligible to be tested for ENL services. Further details are provided regarding the NYSITELL as the assessment tool to determine eligibility. Parents are informed that their child qualifies for services, and that they have 45 school calendar days (not including holidays) to appeal their child's ELL status and to contact Ms. Flanagan, the ENL teacher, or Mr. Wayne, one of the assistant principals, should they choose to do so. The ELL Parent Orientation is conducted in English and a translator is provided to translate in the parents preferred language. As mentioned in the ELL identification process, the Entitlement letters are sent home in the parents preferred language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

A list of newly entitled ELLs are generated while administering the NYSITELL. The letters that inform parents of "Initiation of Services" and the parent orientation are sent home promptly with the students in their home communication folders within the first 5 days of school. Each student has a home communication folder where all important notes and forms are sent home to the families. The home communication folder is checked daily by both parents and teachers. The letters contain a sign and return slip so that parents can inform Ms. Rodriguez and Mr. Wayne about their ability to attend/not attend the meeting. If there is no response, the Assistant Principal, Mr. Wayne, or the Parent Coordinator, Ms. Rodriguez, both bilingual in Spanish and English, contact the parents by phone. If necessary, another parent orientation is held at the beginning of the year to obtain the Parents' survey and Program Selection forms. Parent Orientations are also performed "on the spot", at the time when the parents of an ELL register their child. The Program Selection forms are stored in the same binder where all the other Program Selection forms are held for all the ELLs in P.S. 43. After the Parent Orientation, when the Program Selection forms have been collected, the parent choices are entered into the ELPC screen in ATS within 20 days of the students' first entering the school. The tear off slips from the letters to inform parents of "Initiation of Services" and of the parent orientation are kept with the parent surveys in a binder with the ESL teacher. If a TBE/DL program does become available within the school year, parents will be contacted in their preferred language and informed about the program. Parents will be invited to come into the school to discuss the program and determine if they are still interested in this program for their child. In cases when the parent does not return the parent survey and/or make a program selection, TBE becomes the default program for the student.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once a student is deemed eligible for the NYSITELL as per the updated identification requirements, the student is administered the assessment. If the student is deemed eligible for placement, the parent is informed of program choices through the orientation meetings. At the meeting the Parent Survey and Program Selection forms are completed by the parents. The student is then enrolled in the parent-selected program. This occurs within 10 days of student's enrollment. The LAP Team and the School Leadership Team meet to review and evaluate data using the New York State English as a Second Language Assessment Test (NYSESLAT) and the NYSITELL results. Based on the data analyzed, students are placed in groups according to language proficiency levels and mandated services are provided by a New York State certified licensed ESL teacher. Services are provided according to state mandated units (Entering/Beginning-180 minutes Stand-Alone ENL and 180 minutes Integrated ENL/ELA, Emerging/Low Intermediate-90 minutes Stand-Alone ENL and 180 minutes Integrated ENL, Transitioning/Intermediate-90 minutes Integrated ENL/ELA and 90

minutes Stand-Alone ENL OR Integrated ENL/ELA, Expanding/Advanced-180 minutes Integrated ENL/ELA, and Commanding/Proficient-90 minutes ENL/ELA/Content Area for two years.)

As mandated, we have our parent orientation in the Fall as parents register. This orientation is presented by Ms. Flanagan, a certified ESL teacher. At the meetings, parents watch a video and are given an informational pamphlet in their native language (if available in their native language) that explains the various ELL programs offered in the city. Parents will also complete the parent survey and Program Selection forms. This process is ongoing, repeated through the year as each new ELL student is admitted to P.S. 43. The Parent Coordinator, ESL teachers, and the assistant principals review the Program Selection Forms. The school will organize a program for ELL students based on the parents choice results and plan according to CR Part 154 as amended by the ASPIRA Consent Decree, which requires that schools form bilingual education classes in grades K - 8 when there are 15 or more ELLs of the same language in two contiguous grades. Parent Selection Forms will be tracked to determine when there are enough students available in one native language to guarantee parents selected choice. The LAP Team review the forms and inform parents that presently, P.S. 43 offers a Freestanding ESL Program only. P.S. 43 monitors the number of students whose parents chose to remain at the school's ESL program as a secondary option by retaining a copy of their primary choice on file. This is performed as students are registered throughout the school year and during monthly LAP team meetings. Parents will be informed by phone if there are 15 students in 2 contiguous grades in their particular native language to form a Transitional Bilingual Education program. If the parent chooses to place their child in a Transitional Bilingual Education Program immediately, the student is placed in the ENL program at PS43 until an available TBE program is located.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form, and outreach attempts are tracked and maintained at the school by the ENL teacher. The number of letters sent home in the native language and phone calls made to the parent in the native language are documented. On previous occasions when parents were non responsive, the Parent Coordinator has scheduled meetings with the parent and/or hand delivered the Parent Orientation letter to the parent at arrival/dismissal. At times, the Parent Coordinator, the Assistant Principal, or classroom teacher will ask the parent to stay upon arrival to watch the Parent Orientation Video and complete the Program Selection form and questionnaire. While waiting for a parent to complete the form, the student is placed in an ENL program as this is the only program available in the school. Completion of the Program Selection Forms and questionnaires in a timely manner have been very successful. We are very persistent!
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined based on the steps outlined above, schools send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. Each student in the school has a Home Communication Folder in which all important letters, documents, and permission slips go home. Parents are expected to check it daily. These letters are placed in the students' home communication folders to take home. A copy is made of all distributed letters to keep on file by the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The HLIS form remains in the students' cumulative folders and a copy of the entitlement letter/non-entitlement letter is also placed in the students' cumulative records. In addition, the ENL teacher maintains a file with copies of all letters.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All eligible ELLs take the NYSESLAT annually. To ensure that all ELL students are tested, various ATS reports are generated and reviewed (RLAT, RLER, REXH). The pedagogues who administer the NYSESLAT ensure the four components of the test are given by generating a checklist of ELLs based on the ATS reports. The checklist also displays the four components to be tested. When the pedagogue has administered each part of the test, the students' names are checked off and the date entered for that particular component (Reading, Writing, Speaking, Listening) for each student. The checklists are consistently monitored to guarantee each child completes all four components of the test. Make ups are ongoing throughout the NYSESLAT testing period. PS 43 follows all guidelines listed in the New York State Memorandum.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Various ATS reports are generated and reviewed to identify the students who are still entitled to ENL services as per the NYSESLAT. Letters are immediately produced and sent home with the students in their home communication folder. This is a folder that each student in the school owns in which all important letters, documents, etc. are sent home to the parents to check daily. Copies are made and maintained in a file by the ENL teacher.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices that parents have requested after reviewing the Program Selection forms are as follows: 83.3% (2008 - 14 students, 2009-16 students, 2010 - 20 students and 100% (2011- 12 students) selected "Freestanding ESL" program for their first option. The remaining 16.7% 2008 - 1 student, 2009 - 1 student, 2010 - 8 students, 0 students - 2011) selected the

"Transitional Bilingual Education" program as the first option. These parents were offered the choice to transfer their children to a school that offers the other two program choices (Transitional Bilingual or Dual Language). In 2012 (11/11 students) and 2013(9/9 students), 100% of parents chose the "Freestanding ESL" program. On occasions when the parents declined to transfer their child, they were given the option to complete another program selection form.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

The ELLs were all grouped into one classroom on each grade level to the greatest extent possible. This was somewhat difficult with Kindergarten as not all the ELLs in Kindergarten had been identified when the classes were formed. Three students are pulled from 1 class and one student is pulled from another class to push into K-214, where the majority of Kindergarten ELLs are to provide Integrated ENL services. Kindergarten Integrated ENL services are on Thursday, Period 1&2 and Friday, Period 3 & 4. The Kindergarten students receiving integrated services are at varied proficiency levels ranging from Entering to Expanding. ENL stand-alone services are provided for Kindergarten and 1st grade on Tuesday Period 3 & 4 and Thursday Period 6 & 7. The K-1 ENL stand-alone program is comprised of students at the Entering and Emerging level. The majority of 1st grade ELLs were placed in 1-109 and there is only one ELL in a different class. This particular student has an IEP and is in a 12:1:1 class. Integrated ENL services are provided to all 1st graders by bringing that particular student to 1-109 and pushing in. The majority of 1st grade ELLs are at the Expanding level, 1 student is at the Entering level, 1 at the Emerging level and 1 at the transitional level. It is a heterogeneous group. Again, the majority of ELLs in 2nd grade are in one class, 2-211. There is one student in 2-203, one in 2-104, and one with an IEP in a 12:1:1 class with a language para, who are pushed into 2-211 to receive integrated ENL services. The 2nd graders receiving integrated services are also a heterogeneous group: 4 students are at the Commanding level, 6 are at the Expanding level, and there is 1 at the Transitional level. The majority of ELLs in 3rd grade are in 3-301. The 3rd graders are at varied levels: 1 student is at the Commanding level, 1 student at the Expanding level, 1 student at the Emerging level, and 1 student at the Entering level. There is one student in 3-202 and he is brought to 3-301 for 4 periods a week to receive integrated ENL services. Integrated 3rd grade services are on Monday Period 4, Thursday Period 3 and 4, and Friday Period 8. Most of the 4th grade ELLs are placed in 4-208, and only 2 are in 4-206. Two of the students in 4-206 are brought to 4-208 for integrated ENL services on Mondays, Period 1 & 2. Two 4th graders tested at the Commanding level, and 1 tested at the Expanding level but scored a 3 on the 2015 3rd grade ELA test. Three of the 4th graders are at the Expanding level, and 2 are at the Transitional level. As there is only 1 ENL teacher at P.S. 43, scheduling services according to the precise New York State mandates is not possible. With a great deal of planning and assistance with the schedule, we strive to meet these mandates to the greatest extent within our means. Therefore, there are five 4th graders at the Expanding and Transitional level that are pulled out for 2 periods a week to receive stand-alone services with other upper grade students on Tuesday and Friday, Period 7. There are 5 ELL students in 5-101 who receive integrated services on Wednesdays, Period 3 & 4 and Fridays, Period 1 & 2. The ELL students in 5-101 demonstrate proficiency levels that range from Entering to Expanding. There is 1 student with an IEP (he is at the Transitional level) in a 12:1:1 class who receives integrated ENL services from his classroom teacher, who is a certified, licensed ENL teacher. Students in grades 2,3, and 5 at the Entering, Emerging or Transitional level receive stand-alone services on Mondays, Periods 7 & 8, Tuesdays and Fridays, Period 7.
 - b. TBE program. *If applicable.*

There is no TBE program in PS 43.
 - c. DL program. *If applicable.*

There is no DL program in PS 43.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Students at the Entering and Emerging level receive 360 minutes, or 2 units of study per week. Of that time, 180 minutes, or 1 unit, are Integrated ENL and the remaining 180 minutes, or 1 unit, is Stand- Alone ENL. Students at the Transitional level receive 180 minutes of services per week. 180 minutes are provided as Integrated ENL services, with the exception of one 2nd grader and two 4th grader who receive 90 minutes Integrated ENL and 90 minutes Stand-alone services. Students at the Expanding level receive 180 minutes, or 4 periods, of Integrated ENL services. However, there are three 4th graders at the Expanding level who are receiving ENL Stand-Alone services 2x a week. There is only 1 ENL teacher present at PS 43. We strive to provide services that address the New York State mandates, but it was not feasible to provide 180 minutes Integrated ENL services to the 4th grade students. Those 3 students will receive 180 minutes of ENL services a week with 90 minutes Integrated ENL services and 90 minutes of ENL Stand-Alone services. Students at the Expanding and Commanding level receive 90 minutes, or 2 periods, of Integrated ENL services per week. One 5th grade student at the Transitional level, in a 12:1 class, receives 180 minutes, or 4 periods, of Integrated ENL services from his classroom teacher who is also a certified, licensed ENL teacher.

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

Literacy instruction in our ENL groups is based on the same guiding principles of literacy instruction for our general education classes. PS 43 will be using the ReadyGen curriculum (which is alligned to the Core Curriculum) to teach reading and content instruction. GoMath is the chosen math curriculum this year. Teaching strategies presented in the curriculum in context makes the comprehension process more concrete and the text more accessible. By teaching students the comprehension strategies and not just skills, students learn both the content material and corresponding language and the academic language associated with each subject. Prior knowledge and building connections is used to scaffold instruction in various ways in our ENL groups. To supplement usage of English, particularly to enhance communication between students for clarification purposes we build vocabulary through authentic and meaningful experiences with words and also the use of computer technology. There is ongoing collaboration between the ENL teacher, the NLA teacher, AIS teachers, and classroom teachers to allign content area instruction. The ENL teacher carefully plans with the classroom teachers by meeting during Prep periods and by viewing the pacing map and curriculum map for the year. This helps to plan ENL Integrated and Stand-Alone services. The ENL teacher obtained copies of all the class schedules to ensure that content instruction would be provided even during ENL Stand-Alone services.

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

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

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

Teacher made tests based on the format of the NYSESLAT are utilized to test the skill levels of all four modalities. In addition, the students are introduced to the rubrics from the NYSESLAT and use it for both self-assessment and peer assessment. Teachers modify the rubric as necessary to meet the needs of individual students. The ENL teacher uses "Getting Ready for the NYSESLAT" for grades K-5 to assess progress with Speaking, Listening, Reading and writing skills approximately every 4-6 weeks. Also, the ENL teacher monitors the students' speaking skills by documenting responses to questions and later analyzing the language and sentence structure to plan instruction. Informal assessments include samples of written classroom assignments with a rubric, a reading and/or spelling test. This type of assessment is continuous throughout the school year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Subgroups of ELLs

Our student population is diverse and complex; therefore, we have developed various plans to help meet the identified needs of all of our ELL students. Differentiated instruction is provided through the use the Literacy Based Technology Program, called "Imagine Learning English." The Computer teacher uses ST Math with students in grades K-5. She teaches students in the lower grades how to use the keyboard. Ms. Colon, the Computer teacher, instructs the students how to use the internet to conduct research. She instructs the students on composing poetry, an essay and other skills that are aligned to the Common Core Standards.

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

Newcomers (zero to three years) [41 students] will be provided with 360 minutes of ESL and NLA support services. Students participate in differentiated instruction using the "Imagine Learning English" literacy computer program. The initial reading

component of the program develops early reading skill through vocabulary, word attack, and comprehension skills. Students will be invited to participate in the after school program and Saturday Academy to receive extra preparation for the ELA NYS exam. Students also utilize websites, such as www.starfall.com, and Brainpop.com to develop early reading skills, vocabulary, grammar, and reading fluency. Each classroom has been provided a SMART Board which is used consistently. All teachers use "Safari Montage" and various programs installed in the SMART Board to provide differentiated instruction. Newcomer students who are Advanced are placed in groups with other ELLs who at the Advanced and/or Commanding/Proficient level for instruction.

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

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

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

Students reaching Commanding/ Proficiency level are provided with content based ENL instruction for 90 minutes a week for two years after passing the NYSESLAT. In addition, they have the opportunity to receive ESL instruction through our after school ELL program. Additional support is provided through the use of technology. The students use various websites such as starfall.com and Brainpop.com.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The school conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English. The classroom teacher closely monitors student progress in reading and comprehension by administering the Fountas & Pinnel throughout the year. Teacher made reading, writing, speaking, listening, and content area tests are also used to track student progress. If the student presents with difficulty, support is provided (RTI level 1). For example, peer tutoring and response groups and Instructional Conversations and Literature Logs can be utilized to assist the student. There are also Academic Intervention Services (AIS) and after school tutoring programs in the school should the student require additional support.

Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

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

Teachers of ELL students with disabilities use a variety of strategies. Technology is widely used. All classroom teachers, AIS teachers, program teachers and service providers utilize a SMART Board to differentiate instruction for this particular group. All teachers use the "SMART Exchange Lesson Plans" program to create lessons to meet the needs of the students. Technology is also incorporated through the use of computer programs such as "Imagine Learning English", and websites such as starfall.com and Brainpop.com. All Special Education classes are equipped with laptop carts and students consistently utilize the laptops. Others classes may borrow laptops. Each class was assigned 5 laptops for student usage. All classes borrow and incorporate iPads into daily instruction. The use of technology provides visual aides, visual cues, and visual modeling. The SMART Board and the websites are interactive which gives a "hands on" learning opportunity. The website Brainpop.com provides instruction in subject areas such as Math, Science, Social Studies, and Music. The students use the ST Math program and all ELLs and SWDs use the Imagine Learning program. A multisensory approach is also incorporated. The students also use manipulatives (playdough, cubes, alphabet tiles) and visuals (word walls, illustrations, modeling, peer modeling, graphic organizers). The students are provided with one to one instruction when possible, and are usually instructed in small groups to address specific skills. The students also engage in frequent "partner work" where they work on an activity or task with one other student. Teachers allows ELL students with disabilities extra time to complete all activities and tasks.

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

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

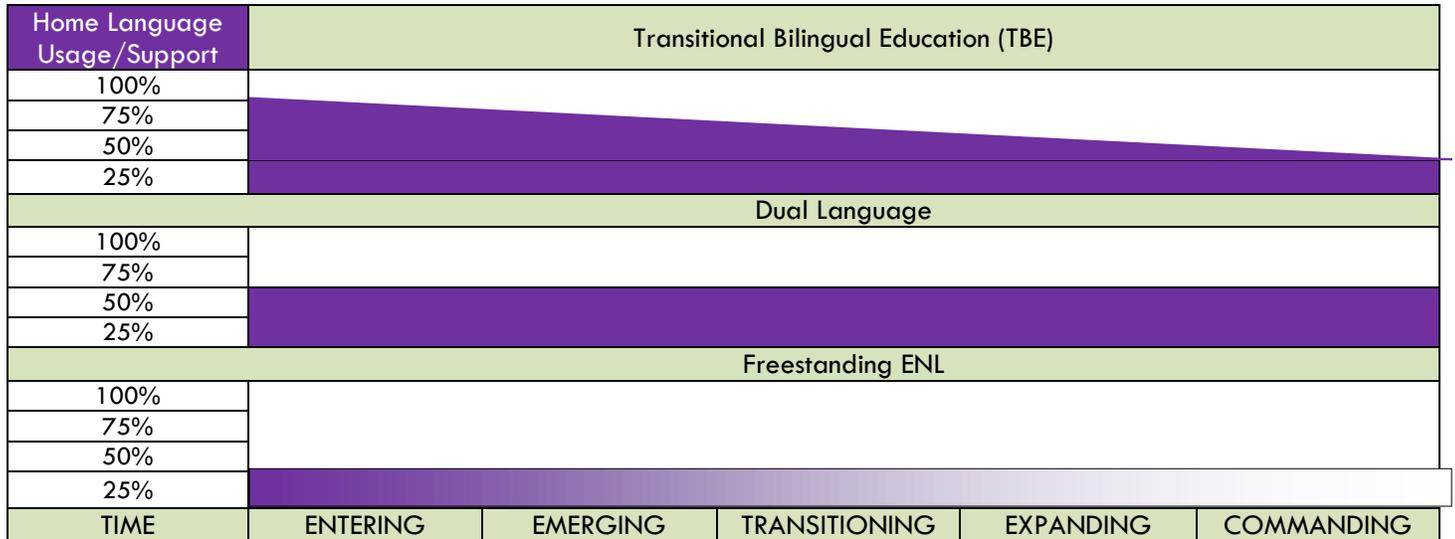


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Using the Data from the AMAO, ELA State Test Scores, ELA Teacher Assessments, ELA End-of-Unit Assessments, Math State Test Scores, Math End-of-Unit Assessments, Writing Assessments, Science and Social Studies End-of-Unit Assessments, teachers employ small group instruction, one to one conferencing, small group conferencing, partner work, and centers (when possible) throughout the day for low performing students. Classroom and AIS teachers plan differentiated instruction during grade level meetings. There is a Child Study Team at PS 43 that meets once a week to focus on the needs of students who appear to have learning difficulties. Classroom teachers recommend these students to the team to develop an RTI (Response to Intervention) plan. At risk interventions that are offered immediately include AIS (Academic Intervention Services) in all content areas. The AIS teachers incorporate Science and Social Studies curriculum while teaching literacy skills and reading strategies. These services are provided in English using ENL strategies. There is one social workers and one guidance counselor available to provide at-risk and mandated counseling services to the students. Mr. Norman the school social worker provides services and support to ELL students with disabilities and their families. Other support services available to ELL students with disabilities include occupational therapy, physical therapy, and speech therapy. There are two speech therapists present at the school: Ms. Maldonado is a bilingual speech teacher who works with ELLs at the "Beginner" and "Intermediate" level three days a week, and Ms. Powell, the other speech teacher, works with ELLs who are more proficient in English. There is also a hearing teacher, Ms. Del Gaizo, who works at P.S. 43 on a part-time basis. There is a SETSS teacher, Ms. J. Rivera, who provides pull-out support to students who have an IEP (Individualized Education Plan). Other Special Education placements in PS 43 includes three ICT (Integrated Co Teaching) classes in grades 1,2, and 4, a 12:1:1 K/1st/2nd grade class, a 12:1:1 2nd grade class, and a 12:1:1 3rd/4th/5th grade class and a 12:1 3rd/4th/5th grade class. There is also a Bilingual Alternate Placement paraprofessional working with 4 students in the 12:1:1 Kindergarten - 2nd grade class. The Bilingual paraprofessional provides native language instruction to the students in all content area throughout the day. Classroom teachers, AIS teachers, and all service providers meet consistently to evaluate and plan for the needs of the students. As mentioned before, the Kindergarten and 1st grade teachers and students receive a push-in mentor for phonics instruction 2 days a week. The Kindergarten classes receive 4 hours a day, 16 hours a week of push in direct instruction with students performing at the bottom third of the grade. The First grade classes have an extended program through the United Way. They receive Reading Rescue, Generation Ready, and the Read Alliance, which works with students from November to May on reading skills. The 2nd grade students receive the Experience Corps (pull out direct instruction) Team Specialist for 4 hours a day, 16 hours a week, from November to January for a total of 12 students. Support is provided through Generation Ready, The Read Alliance program and the Saturday Academy. Students in grades 3, 4, and 5 receive AIS, PM tutoring two days a week from January to April and students identified in need of improvement may attend the Saturday Academy from January to April. The AIS teachers provide services to address both ELA and Math skills. The AIS teachers use grade level appropriate materials to address the Science and Social Studies curriculum while teaching literacy skills. Unit tests are administered routinely to assess knowledge of subjects covered. Reading teaches who instruct on a 1:1 basis use various Science and Social Studies leveled texts with the students to practice reading strategies. The Saturday Academy addresses all content area instruction : English Language Arts, Math, Science, and Social Studies and administers all appropriate Unit assessments.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program in regards to meeting the needs of our ELLs in both content and language development is based off of our continual assessments and data trends that we encounter with the ELLs in our program. We strive to use programming that is both cohesive and scaffold so that ELLs can lucidly understand both the content and language objective required for their development. AIS and classroom teachers are provided with ESL strategies during staff development sessions that they can incorporate into their classrooms. The ENL program is aligned to the school's Common Core Curriculum in all content areas. Using Data from the Fountas and Pinell Benchmark System, AMAO, ELA State Test Scores, ELA Teacher Assessments, ELA End-of-Unit Assessments, Math State Test Scores, Math End-of-Unit Assessments, Writing Assessments, Science End-of-Unit Assessments, and Social Studies End-of-Unit Assessments, classroom teachers plan instruction to meet the language goals of the students in all core subjects. AIS teachers align their program to the Core Curriculum to address language development and content based instruction in all core areas. Classroom and AIS teachers analyze data every two weeks in order to provide quality instruction within their classrooms. The classroom teachers, ENL teacher, AIS teachers, Speech teachers and other service providers articulate frequently to monitor student progress and plan instruction. The combination of services have enabled 15% of students to become proficient last year in the NYSESLAT, 41% move up a level, and 13% move up 2 levels.
12. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming year, we are planning to integrate more technology through the use of smart boards, Imagine Learning, Raz-Kids, and ST Math. We will be adopting Ready Gen and Go Math programs with scaffolding to help support our ELLs. The new programs include: Reading Reform (Phonics for K & 1st grade), Expanded day for first grade students, Experience Corps, Generation Ready, Read Alliance, Saturday Academy, and After-School tutoring. These programs are designed to provide academic support in language development in all content areas. When analyzing the F&P scores of the ELLs for the Fall 2015, it has been noted that the majority are not meeting benchmark. 100% of the ELLs in Kindergarten and 1st grade are not meeting

benchmark. 55% of the ELLs in 2nd grade are not meeting benchmark. 75% of the ELLs in 3rd graders are not meeting benchmark. 63% 4th grade ELL students are not meeting benchmark, and 100% of the ELLs in 5th grade are not meeting benchmark. Based on our data patterns in the NYSITELL(2014-2015), we have noticed that our upper grade students tend to need more support in the reading and writing areas of this test. In the lower grades, we noticed that the students need help in language development. We noticed that new students to the country have limited vocabulary and basic reading/writing skills. We also noticed that on the NYSITELL test, students scored at the entering level but progressed to the emergent/transitioning levels later in the year. The programs above provide the appropriate skills the students need in order to develop language. These skills include: a combination of reading, writing, and phonics/word study, emphasis on teaching comprehension strategies, explicit attention to genre and to the features of fiction and nonfiction books, explicit teaching of effective and efficient strategies for expanding vocabulary, and use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.

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

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

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

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

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

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

during meetings before the trips. Students learn about citizenship by researching various organized charity groups. Each year, the students select one charity, such as "The Smile Train", and plan a schoolwide campaign to raise money. Participants have presented movies and/or slide shows regarding the chosen charity to the rest of the school. Money is raised by selling buttons (student made) or bracelets (with the charity name on it) during the lunch periods. The final amount of money raised is presented to that charity at a special event at the end of the school year.

Native languages and cultures are evidenced throughout the school in a number of ways. Classroom libraries, the school library, and the teacher resource room all provide a large selection of books written or translated in Spanish. Students are serviced via the push-in and pull-out models where the ESL and Spanish NLA teachers collaborate with the content area teachers to infuse ESL methodology and strategies in lessons throughout the content areas. In the pull-out NLA class students receive individualized support in their native language focusing on student's needs. Students are provided with supplementary materials (spanish dictionaries, spanish text, novels) in their native language when necessary. The Native Language Arts teacher uses the "Modern Curriculum Press Little Book Collection", National Geographic Big Books in Spanish, and a leveled Spanish library (Rigby collection). The Native Language Arts teacher provides all instruction in Spanish to the ELLs. Targeted students participate in differentiated instruction using the "Imagine Learning English" literacy computer technology program. Services support and resources correspond to ELL ages and grade levels Parents of newly enrolled ELLs are informed of community agencies providing summer programs where they can participate and enrich their oral language and listening skills. These agencies provide various trips and activities which enhance background knowledge. Students who pre-register in June are invited to take a tour of the school with their families. They are provided the opportunity to visit the ESL classroom while a group is in session. The family also has an opportunity to visit various classrooms, the gym, and view the music program and other programs at work. There are no language electives offered at this school.

Inwood House's P.R.I.M.E. (Productive, Resourceful, Innovative, Motivated & Empowered) LEADERS is held in PS 43 for students in K-5 from 2:35pm-5:45pm. The program description states that the focus is on "personal growth for the students, social responsibility and academic achievement using a service-learning approach. Students learn how to advocate, engage and organize their communities through media, business and civic literacy activities that are linked to their needs, concerns and interests." The program provides academic support, arts, sports, health education and career exploration activities as well as family engagement activities. Specifically, students are provided with one hour a day of homework help and academic support. 1:1 tutoring is provided as necessary. There is a 1:10 staff to student ratio in the program for all activities. Some of the activities include physical education (clubs that target physical fitness and teamwork), using digital and other media linked to state learning standards in English Language Arts, Science, Technology, Math and Social Studies. There is "Word Up!" (Enrichment Literacy) activity which is held twice a week. Students are engaged in interactive reading, writing, and/or public speaking activities to prepare for special events, such as, "Bi-annual Career Day", quarterly spelling bees, the "Youth Film Premiere" (a storytelling event). "Club Time" is an activity that occurs 2-3 times a week and incorporates art and culture. Students are engaged in visual and performing arts clubs, such as, music, dance, theatre, film, painting, cooking, photography, etc. Students then participate in quarterly projects, such as, presentations, performances, and competitions, to build skills and foster social-emotional competencies. There is time at the end of the day for "Reflection" where students discuss the things they learned, things that they liked/disliked, and offer suggestions for improvement.

There are field trips, generally designated for Fridays, that are based on the interests, social and educational needs of the students.

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

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

Ms. Rodriguez, the Parent Coordinator, provides many workshops for parents of ELLs and all parents. There are literacy, math, and science workshops during the year. There are several library trips organized with parents, and a computer literacy training for parents with specific assistance for ELL parents. There is a Parent Volunteer Organization in PS 43. These volunteers assist during

lunch duty, recess, in the classroom, during the Fifth grade moving up ceremony, and in many other areas of the school. There is a separate room where the parent volunteers meet, plan, organize and conduct the various parent workshops.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

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

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

Mondays and Tuesdays are extended days for the staff at PS 43. The time allotted for Professional Development has been utilized in various ways. The ENL teacher, Ms. Flanagan, has provided staff development on the various stages of second language development and appropriate instructional activities for each. A representative from CITE, Ms. Catalina Castillo, gave a professional development to all the staff at PS 43 titled: Educating English Language Learners in the Mainstream Classroom. The staff have participated in Professional Learning Groups. The staff chose a topic of preference in order of 1-3 : Growth Mindset, Formative Assessment, Behavior Management, and Questioning and Discussion Techniques. The staff were placed according to their group preference (as much as possible), and focused on that chosen topic for approximately 8 - 10 weeks. Each group read specific books and held detailed, focused discussions on their topic. Research was conducted. Each group created a presentation using various media (smart board, power point, role play, charts, etc.) to turnkey the information learned. The goal of each of these study groups was to learn and apply the knowledge to our instruction, assessment, and behavior management. Approximately, at the end of the 8-10 period, the staff were placed in new groups that were their 2nd or 3rd choice. The books were read and discussed again, research conducted, and new techniques explored and applied. A large staff meeting was held to share outcomes and experiences. Our staff has trained in areas pertinent to the education of ELLs. P. S. 43 staff participated in Good Habits, Great Readers professional development on Balanced Literacy which includes a component to support the need of the ESL/ELL students. All classroom teachers and all AIS teachers, including the AIS/NLA teacher, have received or are currently receiving training on the new ReadyGen and GO Math curriculum. This curriculum already has differentiation built into the lessons for students with disabilities and English Language Learners. However, the professional development given by ReadyGen and GO Math will provide increased support to the teachers of ELLs. All teachers, guidance counselors, occupational therapists, physical therapists, speech therapists, psychologists and social workers are encouraged to participate in ongoing staff development in the recently established UFT Teacher Center at P.S. 43. Ongoing training will be provided in the UFT Center about ReadyGen, GO Math, and other topics during frequent "Lunch and Learn" workshops. Teacher/Parent workshops will be on-going and presented in accordance with the LAP's academic principles for the high quality instruction of ELL students. The information from all of these workshops and conferences is presented to all staff members in our professional development sessions. Other materials for professional development relating to ELL education include books and Internet resources available in the teacher's resource room. Intra and Inter visitation to middle schools are ongoing to expose the ELL students with the programs available for them in Middle School. Parents are notified of Middle School Open House in the community. The ESL teachers take the students on class trips to various middle schools in the community to prepare students for their new environment. In our endeavor to continue to provide high quality teaching for our ELLs, we will continue to increase awareness of the needs of ELLs in general education. Our teachers, guidance counselors, assistant principals, social workers, psychologists, occupational therapists, physical therapists, speech therapists, parent coordinator, secretaries and paraprofessionals will attend workshops and participate in on-going professional development throughout the school year to keep our staff informed of strategies to make content accessible for all students. We will continue to develop teaching skills in metacognition and scaffolding instruction, as these two strategies present the most difficulty for our staff and parents to acquire. Additionally, the ESL teacher and Assistant Principal will provide professional development during common preps to support classroom teachers.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

We constantly provide opportunities for our staff to attend different workshops and professional development sessions across the grade. The Bronx Borough Field Support Centers provide staff development sessions for teachers of ELLs throughout the school year. Such workshops/seminars include: Planning Instruction Aligned to NYSESLAT Targets of Measurement, Planning Professional Development for All Teachers Responsive to the Needs of ELLs, and Understanding CR-Part 154, What Constitutes an Effective ENL Program. These professional development sessions help teachers enhance the delivery of their instruction by integrating the ENL Common Core Learning Standards with a strong focus on the development of academic language.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

At P.S. 43 we provide our ELL students with information about the different middle schools and the programs they have to offer. In addition, the school psychologist and counselor meet with students as needed to support them with transition to middle school. Our parent coordinator and ENL teacher provides support to the students and their families in the Middle School selection process. P.S. 43 provides a school calendar for parents that outline important dates regarding Middle School fairs. Our guidance counselor is actively involved in the selection process and reaches out to parents/guardians in their native language. The guidance counselor meets with the 5th grade teachers during their common planning and walks them through the articulation process for the middle school application. He also calls the parents and set up appointments to go over the application and the process providing translation as needed.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records

are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

The minimum 7.5 hours of ELL training for all staff is offered during various Teacher Academies. These professional development sessions are offered on various Mondays throughout the school year. Further ELL professional development sessions may also be conducted for all staff during the school day (1 hour in length). All agendas and attendance sheets are maintained by the Literacy Coach and are easily available. Such professional development agenda items include: 2015- NYS CR-Part 154 Requirements and Implementation and NYS Blueprint for ELL Success, Creating an Inviting Classroom Environment and academic vocabulary development, Planning lessons to address the linguistic demands of the text of ELLs, Developing and displaying anchor charts with a focus on language acquisition and learning, Setting up learning centers for ELLs, Culturally Responsive Effective Teaching, Using English Language Acquisition levels to Plan Performance-Based Assessments, Understanding the Targets of Measurement , Celebration of Cultures in the Classroom, Preventing the Great Summer Slide-Creating Fun and Easy Learning Kits. All professional development sessions are 1 hour in length, unless otherwise noted.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL department individually meets with the parents or guardians of English language learners at least once a year. This meeting is in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings. The students' goals, their language development progress, their English language proficiency assessment results, and language development needs in all content areas are discussed. This meeting also includes any school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English. In addition, the meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands and attendance is recorded. In the Spring, in addition to reviewing the ESL program framework and mandates, we will review the New York State English as a Second Language Achievement Test and inform the parents about the ELA eligibility due to the No Child Let Behind Law. Individual Parent-Teacher meetings are scheduled on Tuesday afternoons during the extended period of the day, and/or the teachers arrange their schedule to meet with parents to discuss student progress.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

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3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

As mentioned above, we will hold meetings as necessary to discuss the program framework and ELL assessments. We specifically address ways parents can assist their children in acquiring the language and literacy skills necessary to succeed as an English language learner. In the Spring, in addition to reviewing the ESL program framework and mandates, we will review the New York State English as a Second Language Achievement Test and inform the parents about the ELA eligibility due to the No Child Let Behind Law. The parent coordinator, Ms. Lourdes Rodriguez, works with the PTA president and the parents of ELLs and all parents to organize a parent volunteer service in the school. The parent volunteers assist with the book fair, attendance celebrations, lunch, recess, and they assist teachers in various ways in the classroom. They also run a small coffee shop to sell muffins and refreshments to the teachers. The profits are used to further train parents or to fund various projects/materials for the students. The parent volunteers also assist by acting as translators at parent- teacher conferences.

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

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

On-going monthly parent workshops addressing New York City and State mandates are conducted by our Parent Coordinator in

both English and Spanish. Parents are part of the decision making of the school-50 % of the constituency of the School Leadership Team are parents.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Currently P.S. 43 is not partnered with other agencies or CBOs to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?

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

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On-going monthly parent workshops addressing New York City and State mandates are conducted by our Parent Coordinator in both English and Spanish. Parents are part of the decision making of the school-50 % of the constituency of the School Leadership Team are parents. Throughout the 2014/2015 school year, the paren coordinator, Ms. Lourdes Rodriguez, organized various workshops for all parents, including the parents of ELLs. All workshops were presented in English and Spanish. The following topics were covered: Abuse and Neglect Prevention, No Bullying, Conflict and Resolution, Suicide Prevention, Cookshop, Cornell (Hospital) Nutrition Workshop, Post Trauma Stress, Anger Management, Self-Control, Bulid-a-Book Workshop, and a movie presentation.

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

D. Additional Information

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

Paste response here:

School Name: **Jonas Bronck**

School DBN: **07x043**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Giovanna Delucchi	Principal		1/1/01
Dr. Nathaniel Waye	Assistant Principal		1/1/01
Lourdes rodriguez	Parent Coordinator		1/1/01
Jacqueline Flanagan	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ramses Norman	School Counselor		1/1/01
Elisa Alvarez	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X043** School Name: **Jonas Bronck**
Superintendent: **Ms.**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish is the predominant language of our school.
* Parents are satisfied with the translation/interpretation services available to them at the school.
* A small percentage (less than 2%) of our parents speak another language, other than Spanish.
* Most parents who speak another language, other than Spanish, (French, Arabic) come with a person who is able to translate for them.
*DOE translation/interpretation services are utilized, if needed.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

* Staff members fluent in both Spanish and English are always available for oral translation services when needed.

* The school utilizes the DOE's phone-in translation and interpretation unit for other languages the school does not have translation services available for parents needing oral interpretation services. Following are a list of formal face to face meetings:

September 17 - open school night

November 5 - Parent/Teacher Conferences

March 3 - Parent/Teacher Conferences

May

*

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents will be translated by a staff member or the Translation and Interpretation unit and provided to parents in a timely fashion.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

* Staff members fluent in both Spanish and English are always available for oral translation services when needed.

* The school utilizes the DOE's phone-in translation and interpretation unit for other languages the school does not have translation services available for parents needing oral interpretation services.

*

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be trained during PD sessions.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

* providing each parent whose primary language is a covered language with a copy of the Bill of Rights and Responsibilities at the time of registration.

*posting a copy of the same in the main entrance with signs of the covered languages indicating the availability of interpretation services.

*ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers by taking the following steps:

*SSA or staff member should try to determine the language the individual is speaking.

*The SSA or staff member should then attempt to locate a translator within the building by contacting the main office.

*If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office.

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

*Staff will use parent surveys conducted during parent teacher conferences and open house nights to gather feedback from parents regarding the quality and availability of services.