

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **12X531**

School Name: **ARCHER ELEMENTARY SCHOOL**

Principal: **ZAKARIAH HAVILAND**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Archer Elementary School School Number (DBN): 12X531
Grades Served: Pre-K through Fifth
School Address: 1827 Archer Street, Bronx, NY, 10460
Phone Number: (718) 828 3791 Fax: (718) 828 3989
School Contact Person: Amy Dorr Email Address: adorr@schools.nyc.gov
Principal: Zakariah Haviland
UFT Chapter Leader: Rachel Godlewicz
Parents' Association President: Charnisse Flowers
SLT Chairperson: Patrick Wells
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Michael Mozon
Student Representative(s):

District Information

District: 12 Superintendent: Rafaela Espinal
Superintendent's Office Address: 1970 West Farms Road, Bronx, NY, 10460
Superintendent's Email Address: respina@schools.nyc.gov
Phone Number: (718) 328-2310 Fax: (718) 542-7736

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Ave, Bronx, NY, 10462
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: (718) 828-7776 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)
Zakariah Haviland	*Principal or Designee	
Rachel Godlewicz	*UFT Chapter Leader or Designee	
Charnisse Flowers	*PA/PTA President or Designated Co-President	
Melissa Bowman	DC 37 Representative (staff), if applicable	
Michael Mozon	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	
Paulette Lynn	Member/Parent	
Michael Mozon	Member/Parent	
Alexia Esannason	Member/Parent	
Zulay Jiminez	Member/Parent	
Patrick Wells	Member/Teacher	
Lawrence Bowman	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

PS 531 opened as a "new school" in 2011-12 with students in Pre-K through Second Grade. The 2015-2016 school year is our second at capacity; our first group of Fifth Grade students graduated in June of 2015. We are currently considered a school "In Good Standing" with New York State, and we received "Proficient" ratings across all indicators in our most recent Quality Review (February, 2015).

In terms of demographics, we are a Title I school, with 86% of our students qualifying for free lunch in the 2013-14 school year. 20% of our students are English Language Learners (ELLs), the majority of whom speak either Spanish or Bengali in the home. 22% of our students have IEPs. PS 531 shares the Joseph O. Loretan Campus with PS 536 and PS 691, two other elementary schools. Each year, our school takes an incoming Kindergarten 12:1:1 Self-Contained class, which often includes students with handicaps which limit with their mobility (we are a barrier-free building).

Our mission is "to provide students access to resources and experiences which build the confidence, knowledge, and skills necessary to succeed on the path to a high school, college, and career of their choice." To this effect, we used the resources that came with having a larger student population to make programmatic changes and continue partnerships intended to provide additional supports to our sub-groups, our at-risk students, and our teachers. These changes were based on assessment data (state and in house), MOTP/MOSL results, survey results, and feedback from school reviews (QR, PPR), and as a result, we have:

-Moved to a "departmentalized" system for the Third-Fifth Grades. Each grade has an exclusively scheduled math/science and an ELA/social studies teacher

-Hired an additional ESL teacher to support push-in instruction based on our rising number of ELL students

-Partnered with the New York City Writing Project to provide professional development on writing strategies and explicitly teaching the writing process

-Made two teachers "half time" (3 periods a day) ELA and Math coaches to support implementation of next steps from MOTP observations/feedback conversations

-Shifted AIS structures to create 2.5 provider positions. Each provider is responsible for working with students from consecutive grade bands (K/1, 2/3, 4/5)

-Continued our full-time Director of School Culture position to support administration with teacher coaching around behavior management, running Student Intervention Team, working on/implementing school wide character curriculum, and being point person for OORS/discipline code issues

-Worked with a Generation Ready Consultant on effective coaching strategies to support teacher development

-Retained Turnaround for Children for a "transition" year to continue to grow our partnership with New York Foundling, a mental health agency with which many of our students and families are affiliated

-Partnered with Empower Through Music to introduce a 5th Grade Band Program, through which students receive small group lessons in an instrument of their choice

-Partnered with Josh Groban to produce a 4th/5th Grade rock production of Shakespeare's *Hamlet*

While these initiatives had a number of positive outcomes, the elements of the Framework For Great Schools in which we made the most progress were 5b (**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers) and 5c (**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). Much of this progress was due to the increased size of our out of classroom staff. The addition of the Director of School Culture and the instructional coaches allowed each member of our leadership team refine their responsibilities and focus on a clearly defined area of school improvement. The addition of ESL and AIS providers allowed us to service a wider range of at-risk students. Clear responsibilities resulted in better lines of communication around services, which allowed us to provide academic and emotional support services in a timely manner.

Instructional coaches, the Special Education Coordinator, the Director of School Culture, and the ESL Coordinator all provided teacher support in specific specialty areas. Feedback from these sessions allowed us to better tailor our professional development plan to teacher need. The result of these systems was improved teacher practice, as evidenced by an increase in MOTP ratings from early to late observations.

Our key area of focus for the 2015-16 school year is Element 5a (**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). This area is based off of feedback we received at our QR and PPO this year. Our school's instructional focus will be students improving their writing across content areas. Our specific focus will be increasing both volume and students' recognition of genre to help students develop their own voices as writers and understand the author's purpose behind a piece of writing.

Supportive Environment : The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers) and 5c (**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). Much of this progress was due to the increased size of our out of classroom staff. The addition of the Director of School Culture and the instructional coaches allowed each member of our leadership team refine their responsibilities and focus on a clearly defined area of school improvement. The addition of ESL and AIS providers allowed us to service a wider range of at-risk students. Clear responsibilities resulted in better lines of communication around services, which allowed us to provide academic and emotional support services in a timely manner.

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12X531 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	496	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		107.3%	% Attendance Rate	91.7%
% Free Lunch		91.8%	% Reduced Lunch	3.8%
% Limited English Proficient		19.9%	% Students with Disabilities	21.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		2.3%	% Black or African American	26.9%
% Hispanic or Latino		59.7%	% Asian or Native Hawaiian/Pacific Islander	6.6%
% White		1.4%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		3.34	# of Assistant Principals (2014-15)	1
# 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)		3.3%	% Teaching Out of Certification (2013-14)	10.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.3%	Average Teacher Absences (2013-14)	4.07
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		11.0%	Mathematics Performance at levels 3 & 4	13.0%
Science Performance at levels 3 & 4 (4th Grade)		52.9%	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	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		
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		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		
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		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		
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.

General Overview:

ELA

At PS 531, we take a number of steps to ensure curricula are aligned to the Common Core Learning Standards and instructional shifts. In Kindergarten through Second Grade, we based our ELA curriculum on maps developed by commoncore.org. Each themed unit is planned around a CCLS-aligned culminating task.

On the Third-Fifth Grades, we began using Expeditionary Learning as our base ELA curriculum last year. We chose to use the Expeditionary program because of its heavy use of non-fiction texts, the high level of alignment between the texts and the social studies continuum, and the instructional focus on use of text evidence to support answers, all of which are elements of the ELA shifts. To further align our instructional practice to the CCLS and the shifts (and based on student work and assessment data), our upper grade teachers modified Expeditionary to include explicit writing instruction based on grade-level language standards and a Sustained Silent Reading (SSR) block to build student stamina.

Math

At the start of the 2013-2014 school year, we switched math programs from Envision to GoMath based on DOE recommendations of program alignment to the CCLS. Early analysis of unit tests (and data from the Third Grade State Math Test) showed that students were improving their ability to compute, but were struggling with problem solving. This data led us to incorporate Exemplars into our math curriculum during the '14-'15 school year. Exemplars focuses on teaching students how to read and interpret complex word problems based on real-life scenarios, then choose and execute a problem solving strategy. The program provides word problems (on 3 levels) based on each strand of the CCLS for Mathematics. Exemplars has a pacing calendar aligned to GoMath which allows us to choose word problems that require students to apply the concepts they are working on to more complex problems. Consistent use of the program across grades has helped students develop deeper understanding of the standards, as evidenced by improved communication about the problem-solving process on both unit tests and Exemplars.

In the lower grades, we also noted that students were having trouble moving from 1-1 correspondence to the concept of “whole” numbers. When given basic addition and subtraction problems, students were often “counting up” or using fingers rather than adding and subtracting whole numbers. Last Spring and Summer, we worked with a math consultant who taught us strategies to build number sense. As a result of this work, all lower grade classrooms have short (5-15 minute) number sense routines built into their day. These routines have coincided with an increase in math fluency in our younger students.

Across subjects

We have engaged in discussion about planning multiple entry points into curricula and activities to meet the needs of all of the various groups of students at our school. This will be discussed further in the “pedagogy” section. As a result of this professional learning, all lesson plans include ways in which either work products or work process (including instructional group size) is differentiated to allow every student to access standards-aligned instruction and academic tasks.

Data and Implications:

We looked at a number of data sources for this needs assessment, including: Third-Fifth grade test scores and growth percentiles, actual student responses from the state tests, Fountas and Pinnel Running Record data from all grades, STAR Literacy data, and student writing samples from both ELA and math assignments from across grades. Analysis of this data showed a few trends:

- Students reading below grade level did not achieve proficiency on the ELA State Test, regardless of their ability as writers
- Average growth percentiles significantly above 50 in all classes for math and below 50 in ELA
- English Language Learners were achieving at a level lower than their peers across ELA assessments
- ELLs, Students in the Lowest 1/3, and Students with Special Needs all scoring at an average growth percentile of 50 or above compared to their peers in both ELA and Math
- The quality of student writing (as assessed using a rubric based on Grade-Level Language Standards) dropped when students were producing work outside of the traditional “ELA” sphere (lower quality writing from the same students on math and science assessments)
- Every grade has 10-15 general education students who were reading significantly below grade level. Looking at data from previous year, these students were our “late readers,” kids who came to school with no early literacy skills and took a longer time than their peers to demonstrate emergent reading behaviors. The biggest achievement gaps were in the 2nd and 3rd Grades, but by 5th Grade the students were close to “catching up” (generally reading within a year of grade-level).

While practices related to all of these areas will be considered when creating our professional development plan, based on these findings and feedback from our Quality Review and PPO, our main focus for the 2015-16 school year in this element will be improving the quality of our students’ writing.

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, students will improve the focus, development, and organization of their writing, resulting in a 6% or higher gain (to above 50%) in average growth percentile as measured by the 2015 NYS ELA Exams.

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 Rigorous Instruction and the Common Core 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>All PS 531 teachers will have eleven professional development sessions (5 full-day small group/individual, 5 after school Mondays, 1 Election Day) with New York City Writing Project (NYCWP). The NYCWP facilitator will work with teachers on both specific writing activities for their classrooms and on ways for students to develop a positive overall “writing” atmosphere in their classrooms.</p>	<p>All teachers</p>	<p>9/15-4/16</p>	<p>NYCWP facilitator, Upper and Lower Grade Coaches</p>
<p>Teachers will increase the rigor of writing by adding explicit genre-specific writing instruction to our current ELA curriculum. This will be accomplished via purchase and adaptation of Teacher’s College Units of Study for Grades K-5</p>	<p>All Students</p>	<p>7/15-6/16</p>	<p>-Upper and Lower Grade Coaches -Classroom and ELA teachers</p>
<p>ESL and Special Needs Coordinators will work with teachers adapting curriculum to ensure multiple entry points for ELLs and SWDs</p>	<p>ELL, SWD, at-risk students</p>	<p>7/15-5/16</p>	<p>ESL Coordinator Special Education Coordinator</p>
<p>NYCWP facilitator will run two parent sessions on strategies to get their children more comfortable writing in the home, which will include ways parents themselves can demonstrate the traits of good writers</p>	<p>All parents</p>	<p>11/15, 2/16</p>	<p>NYCWP facilitator, parent coordinator, Principal (scheduling)</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.

-Coaches and teachers will be paid at a per-session rate for summer curriculum planning to integrate genre writing into current units of study (Tax Levy)

-New York City Writing Project professional developers (Title I)

-Out of classroom coach positions will be continued for the 2015-16 school year (Tax Levy)

-Teachers College Genre Units of Study purchased for each grade (Title I)

-Weekly grade team planning meetings as part of prep schedule for 2015-16 school year

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		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.

-Teachers on each grade will create a task similar to the performance task, to be administered in December and March, which will be graded using the performance task rubric to gauge progress toward this goal. We will consider ourselves on track to meet the testing goal if 90% of students increase a total of 4.5 points across traits 2,3, and 4 from the baseline to end of year task or have a total score of at least 9 across the three traits on the end of year task.

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.

Our school has generally received positive feedback from parents and teachers on questions relating to school culture on the DOE Learning Environment Survey. This year, we were in the 60th percentile of schools citywide in terms of satisfaction. Our attendance is significantly up, from 92% in the ’13-’14 school year to 93.4% in ’14-’15. The upward trend in attendance has continued in the first two months of the ’15-’16 school year. A list of the programs we have put into place to provide a supportive environment includes:

- Relationships and Referrals to outside agencies for Mental Health Services (NY Foundling, VNS, ETC.)
- Bullying Character Assembly for Students (during bullying month)
- PBIS program based on 3Rs and Archer Bucks
- Peer Mentoring group within student body
- Mediation during student conflicts or misunderstanding
- At-risk counseling (Groups and Individual sessions)
- IEP Planning and meetings for students in special education.
- Servicing Mandated Students Daily
- School Liaison for ACS and other Child protective agencies.
- Provide assistance with Parent outreach when behavior or attendance is a concern.
- Conduct PD on child abuse and neglect with teaching staff yearly and other topics as needed.
- Present topics and discussion in at risk or mandated sessions that support self-esteem, character, social skills, and respect for all.
- Inclusion of Social Work on School Cabinet
- Conduct suicide assessment during crisis with students
- Brief Crisis Intervention during any situations with students or parents.

A previous major area of concern in our data is our teacher response to the question “Order and discipline are maintained at my school,” with which only 58% of our teachers agreed for the ’13-’14 school year. That specific question was removed for the ’14-’15 school year, but responses to similar questions were positive, likely due to introduction of the Director of School Culture position and a new school-wide code of conduct. Current concerns on our Environmental Survey in the “Supportive Environment” section are primarily student safety traveling between home and school (51% positive responses) and student behavior “even when the teacher isn’t watching,” (63% positive responses).

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, PS 531 will have a 12% increase (to 75% or above) in the number of teachers strongly agreeing or agreeing with the NYC learning survey question “students follow the rules even when the teacher isn’t watching” from the 2014-15 to the 2015-16 school environmental survey.

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>Director of School Culture will work with teachers to continue to refine PS 531’s reward/consequence system (based off of the DOE’s Discipline Code) to ensure consistency in response to student behaviors across the school to improve student understanding of expectations in the school at all times.</p>	<p>Students in grades K-5</p>	<p>7/15-6/16</p>	<p>Director of School Culture will be responsible for facilitating the teacher group working on the system and working with staff members to ensure consistent implementation</p>
<p>Use of a positive behavior reinforcement system (based on 3r’s) and resources from NED show (an outside CBO which provides online resources on positive thinking and the importance of doing your best) to help students understand rewards and benefits of positive actions.</p>	<p>Students in grades PreK-5</p>	<p>8/15-6/16</p>	<p>Director of School Culture, NED show liaison, Teachers, Administration</p>
<p>Creation of a year-long scope and sequence for weekly character assembly meetings, the focus of which will be developing student understanding of respect, readiness, and responsibility</p>	<p>Teachers in grades K-5</p>	<p>Character assemblies will start in October and continue weekly through June</p>	<p>Director of School Culture with support from social worker and out of classroom teachers</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.

Funding:

-A small amount of Tax Levy money for one or two teacher meetings over the summer on the behavior code

-Title I to purchase program materials and positive reward prizes for Archer Store

Schedule Adjustments:

-Assembly for NED show presentation

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		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		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.

School will create a teacher survey similar to the School Environment Survey to be administered to teachers in October, February, and June. An increase in positive responses from September to February to at least 70% for this question will indicate progress toward meeting our goal.

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.

PS 531 is working to build an open door culture of collaboration. Our “Area of Celebration” from our Quality Review was 3.4 (establishing a culture for learning that communicates high expectations) and we received a “Proficient” rating on indicator 4.2 (Engaging in structured professional collaborations... focused on improving student learning). Highlights of our current practices around this section of the framework include:

- Grades K-5 designing and/or modifying curriculum together based on data from previous years/units
- Curriculum planning time given after school and weekly Grade Team Meetings
- Use of specific coaches to help teachers improve aspects of their practice
- Inquiry Teams during professional development time to create an individualized and collaborative teacher development plan/s
- Cross-grade and cross-content inquiry teams
- Mentor teachers to support new teachers
- Working with Generation Ready to create a peer coaching model and beginning peer “problem of practice” discussions

In looking at our end of year Measures of Teacher Practice data, a few trends stand out. Teachers across the school received significantly higher ratings in Domain 2 (Classroom Environment) than Domain 3 (Instruction). The domain in which teachers received the lowest average rating was Using Assessment in Discussion

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 of 2016, 80% of teacher who received MOTP ratings for the 2014-15 school year will raise their MOTP rating on the Danielson Framework for Teaching by at least .2 of a point on their overall 2015-16 3b, 3c, and 3d ratings or have an overall rating above a 3.1 in the component.

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) <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>
<p>Teachers will engage in monthly “Problem of Practice” discussions based on the template developed this year in collaboration with Generation Ready. The aim of these discussions will be to self-identify areas of improvement and work with peers to come up with next steps and solutions to be implemented in the classroom</p>	<p>All PS 531 teachers (in and out of class) and support staff members</p>	<p>Monthly, 9/15-6/16</p>	<p>Principal and instructional cabinet will be responsible with ensuring discussion protocol is followed, all staff members will participate in the activity</p>
<p>Teachers will continue to engage in Professional Development and Professional Learning around increasing the rigor of questioning and discussion via use of Depth of Knowledge in lesson and unit planning.</p>	<p>All PS 531 teachers</p>	<p>Summer PD Day (Early 9/15), School-wide PD Mondays (9/15-11/15)</p>	<p>Administration, Grade Team Planning Leaders, Instructional Coaches</p>
<p>Teachers will build at least one extended independent or group activity involving student choice (DOK Level 4) into each unit of study for the 2015-16 school year</p>	<p>PS 531 classroom and content teachers, instructional coaches</p>	<p>After school planning time, 9/15-12/15</p>	<p>Instructional coaches, Grade Team Planning Leaders, Administration (to look at final products)</p>
<p>Select teachers will participate in the NTC – Mentoring program, which will allow them to receive weekly feedback in regard to their practice in the instructional domains.</p>	<p>Select PS 531 classroom teachers, NTC mentors</p>	<p>9/15-6/16</p>	<p>Administration, NTC mentors, classroom teachers</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.

Funding:

-Tax Levy to pay per session for summer and after school grade team planning

-Title I to purchase additional materials as necessary for extended activities

-Title I to fund training for an additional mentor to allow more teachers to participate in the NTC – Mentoring program

Scheduling:

-Inclusion of a weekly common prep for grade team planning

-Additional prep periods for teachers and mentors involved in the mentoring program

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		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.

-Administration will calculate average scores for each eligible teacher in February using the MOTP Score Tracker Tool in ADVANCE to check progress (at least a .1 raise by February) toward overall goal.

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

- 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.

The Principal made a number of changes for the 2014-15 school year based on State and in-house assessment results, QR findings, including:

- Moved to a “departmentalized” system for the Third-Fifth Grades. Each grade has an exclusively scheduled math/science and an ELA/social studies teacher
- Hired an additional ESL teacher to support push-in instruction based on our rising number of ELL students
- Made two teachers “half time” (3 periods a day) ELA and Math coaches to support implementation of next steps from MOTP observations/feedback conversations
- Shifted AIS to create 3 “half time” providers. Each provider is responsible for working with students from consecutive grade bands (K/1, 2/3, 4/5)
- Hired a full-time Director of School Culture to support administration with teacher coaching around behavior management, running Student Intervention Team, working on/implementing school wide character curriculum, and being point person for OORS/discipline code issues
- Worked with a Generation Ready Consultant on effective coaching strategies to support teacher development

Additionally, at both the QR and PPO, reviewers noted accountability practices around teacher support systems which would have had positive implications for indicator 5.1

The biggest area of improvement noted in a review this indicator was lack of “timely” observations. Only 40% of PS 531’s observations for the 2014-15 school year were completed by March. A priority next year will be getting a larger percentage of observations completed earlier in the year to provide teachers more time to adjust practices to increase student learning based on feedback and subsequent work with coaches and peers.

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–Effective School Leadership. 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 of 2016, 100% of teachers will be observed in cycles for each administrator and receive feedback in a timely manner around the Danielson Framework for Teaching components as outlined in ADVANCE by focusing on the clarity of instructional purpose, accuracy of content and classroom management techniques to improve teaching and thereby student achievement regardless of subgroups, resulting in a 2.7% increase of students scoring at or above proficiency levels as measured by the 2016 NYS ELA State Exam.

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>
<p>Members of the PS 531 Leadership Cabinet will meet before the start of the school year to create the 2015-16 assessment calendar (observations do not take place during assessments)</p>	<p>Leadership Cabinet</p>	<p>8/2015</p>	<p>Principal, AP, Coaches, ESL + Sped Coordinators</p>
<p>Principal and AP will meet before the start of school in September to create an observation calendar (based around assessment calendar)</p>	<p>Principal, AP</p>	<p>9/2015</p>	<p>Principal, AP</p>
<p>Principal, AP, and all staff members in “coaching” positions will use a spreadsheet to share feedback from observations and ensure timely follow up and support for teachers in regard to next steps.</p>	<p>All teachers</p>	<p>9/15-5/15</p>	<p>Principal, AP, ELA and Math coaches, Special Ed coordinator, ESL coordinator, Director of School Culture</p>
<p>Principal and AP will co-observe one teacher per month to continue calibration and norming of teacher ratings</p>	<p>Principal, AP</p>	<p>9/15-5/15</p>	<p>Principal, AP, Talent Coach</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Scheduling: -Leadership Cabinet will meet before the start of the school year to finalize assessment schedule -Principal and Assistant Principal will set an after-school meeting date twice a month to discuss progress toward completion and calibrate ratings -Instructional Cabinet will meet weekly to review progress toward providing teachers with timely feedback based on observations</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

School will be on track to complete the goal if:

- 50% of observations are completed by the end of 2/2016, as measured by the MOTP Dashboard in ADVANCE
- All teachers requiring coaching support have received coaching support within 10 school days of their observation, as measured by tracking on our in-house spreadsheet

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

- 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.

PS 531 has been holding well attended parent events since the school’s inception in 2011-2012. Prior to 2014-15, the principal held monthly “Tea and Talks” with parents about what was happening in the school and ways to help their children at home. Additionally, the parent coordinator organized a variety of cultural events, concerts, and workshops for parents. Parent attendance at Tea and Talks and PC workshops has increased each year since 2011-12. With the advent of “Parent engagement” time during the 2014-15 school year, teachers also began hosting monthly events by grade on Tuesday afternoons. There has always been a positive response to these events, as evidenced by high positive response rates for the majority of the “Strong Family-Community Ties” questions on the school environmental survey and the high-level discussion parents were able to engage in about the school’s instructional focus during the Quality Review.

The area on the school environmental survey which received the least positive response from both parents (80% positive) and teachers (79% positive) was “parents/guardians are invited to visit classrooms to observe the instructional program.” This data was echoed by internal surveys, in which parents felt there were sufficient opportunities to meet with administration and teachers, but not enough access to classrooms.

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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

Positive response rates to the question “parents/guardians are invited to visit classrooms to observe the instructional program” will increase by at least 8% points (to at least 86 and 87% positive) on the school environmental survey from the 2014-15 school year to the 2015-16 school year.

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) 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>School will institute a monthly “Come to school with your child!” event, during which parents will be invited to spend first period (8:30-9:15) in class with their child. Specific topics taught during this time will be decided on by grade on a monthly basis, but parents will have the opportunity to watch their child engage in academic routines and explain those routines to parents in the classroom setting</p>	<p>Parents/ Guardians</p>	<p>Monthly, starting 11/15</p>	<p>Administration, teachers, PTA and parent coordinator</p>
<p>Notices for “Come to school with your child!” will be sent in all native languages spoken in the school and the school will have student and staff interpreters prepared during this time to encourage non-English speaking parents to attend the events</p>	<p>Parents/ Guardians of ELL</p>	<p>11/15-6/16</p>	<p>ESL coordinator, administration</p>
<p>All ELA teachers will invite parents to end of unit publishing parties via student-created invitations</p>	<p>Parents/ Guardians</p>	<p>10/15-6/16</p>	<p>ELA teachers, students</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>-Translation/Interpretation funds to create event invitations in Arabic, French, and Bengali</p> <p>-Prep schedule adjustments on “Come to school with your child!” days</p> <p>-Teacher team planning time to discuss specific scope of monthly lessons with parents</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		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.

We will track attendance at monthly events. We have never attempted this type of event before, but our goal by the third morning event will be to have had 50% of parents attend at least morning (by January of 2016)

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)	Initial criteria for determining AIS services will be previous year's performance on either State or in-house assessments, depending on grade. Students be re-evaluated for services every 6-7 weeks based on progress toward goals.	<p>AIS for phonics using FUNDATIONS</p> <p>AIS for ELA curriculum (reading and writing standards-based skills) using shared reading and multiple doses of differentiated lessons.</p> <p>Extended Day Intervention: Guided Reading using F&P Intervention Program</p> <p>Classroom Interventions include technology based programs(Imagine Learning) and re-teaching strategies by the classroom teacher or paraprofessional</p>	<p>AIS: Small group pull-out or push-in instruction</p> <p>Extended Day: Small group instruction</p> <p>Classroom Interventions: independent computer time, small group and one-to-one</p>	<p>AIS: 2-3 times a week during the school day</p> <p>Extended Day: 37.5 min twice a week during the school day</p> <p>Classroom Interventions: daily during the school day</p>
Mathematics	Initial criteria for determining AIS services will be previous year's performance on either State or in-house assessments, depending on grade. Students be re-evaluated for services every 6-7	<p>AIS: differentiated, guided instruction and re-teach using the Go Math! Curriculum</p> <p>Extended Day Intervention: Exemplars Math Program</p>	<p>AIS: Small group pull-out or push-in instruction</p> <p>Extended Day: Small group instruction</p> <p>Classroom Interventions: small group, one-to-one with paraprofessional</p>	<p>AIS: 2-3 times a week during the school day</p> <p>Extended Day: 37.5 min twice a week during the school day</p> <p>Classroom Interventions: daily during the school day</p>

	weeks based on progress toward goals.	Classroom Interventions: Soar to Success and iReady Programs	or student teacher and independent computer time	
Science		N/A	N/A	N/A
Social Studies		N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers and administrators will identify students exhibiting at-risk behaviors or emotional responses and bring those students to the Student Intervention Team, which will make the decision whether or not to provide at-risk services.	Counseling and social skill building with social worker and school psychologists. Focus areas vary depending on student need, but generally include: socialization skills, safe transitions between activities and areas of the school, self-monitoring, and appropriate responses to frustration.	Small group and one-to-one	As needed during the school day

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>PS 531 is a relatively new public school. We post any anticipated vacancies on the New Teacher Finder and Open Market Hiring systems in April to ensure we have the opportunity to interview the widest possible range of candidates before they are hired by other schools. We hold two open houses per year, which allows us to meet and vet potential candidates before the interview stage of our hiring process. The school houses student teachers from both Teachers' College and Bank Street, which gives us the opportunity to see potential high-quality teachers in action with our students and decide whether or not they are a good fit for our school. After interviews, all high-scoring candidates are invited to teach a demonstration lesson with a class of our students. We look for applicants licensed in areas that meet the needs of our student population (ESL and Special Education, in addition to Early Childhood and Common Branch). All chosen applicants are considered highly qualified as defined by NCLB. PS 531 had a 90% teacher retention rate between the 2014-15 and 15-16 school years. We have also received consistent high ratings from teachers on the school environmental survey for the past several years. We mention this when recruiting and believe that these ratings help us get a high number of responses to our postings on the Open Market Transfer System.</p> <p>To ensure our staff stays highly qualified, we use part of our Title I 5% set-aside to help teachers pay for classes that allow them to be certified in multiple subject areas. We encourage all staff members to become leaders and provide pathways for them to do so. In the past few years, we have had two staff members in an administrative program at Bank Street, another in the LEAP program, and seven participating in the DOE Teacher Leadership Program. Encouraging leadership development has helped create a positive culture that is attractive to both current staff members and highly qualified teachers looking for a school in which they will have leadership opportunities.</p> <p>This year, we are also participating in the New Teacher Mentoring Project. Each new teacher is provided with a mentor (who spends the year receiving professional development on effective coaching) with whom the new teacher meets for at least an hour each week to discuss instruction. This program benefits both the new teachers in terms of likely retention and the two coaches in terms of receiving training which will make them more effective leaders within the school</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).

Our instructional focus, based on our students' results on State and internal assessments, is "improving our students writing performance across content areas."

Our professional development plan is geared around helping teachers achieve that goal. The plan includes a number of components, outlined below:

New York City Writing Project (NYCWP) – NYCWP is a professional development group we are working with to improve the quality of writing instruction in our school. We have 10 sessions with NYCWP, most of which are frontloaded in our yearlong plan. NYCWP forces teachers to be writers to help teachers understand their own writing process and how that process affects the way they teach writing. The sessions also include specific strategies for reluctant writers and ways to help students begin to view themselves as writers. The trainers also spend 5 full days at the school observing individual teachers and working one on one to help them improve writing instruction.

Teacher-Led Professional Development – Once every 1-2 months, two or three groups of teachers will create a professional development session for their peers. Initial PD topics and the teachers leading those PDs will be chosen by administration (and related to data-based instructional needs), but as the year progresses, teachers will be able to create proposals for workshops they would like to lead. Staff members will be able to choose the workshop (from the menu of 2-3 options) they think best meets their development needs.

Problem of Practice Conversations – Last year, we worked with Generation Ready on peer coaching models. This work led to Problem of Practice conversations and protocols, which we began using last June. PoP conversations revolve around a specific instructional or management issue a teacher is having in his/her classroom. The teacher presents the issue (to either a partner or group of 3), along with data or student work that illustrate the problem. Colleagues then ask clarifying questions, including "Have you tried..." stems. At the end of a conversation, a teacher should have 2-3 self or peer generated next steps to attempt in their classroom.

Admin Run Professional Development – There will be times when we need to discuss a specific instructional issue based on internal data as the year progresses. Administration will run PD on those days.

In addition to Mondays, we have other professional development and learning structures in place:

After School Single PD Sessions: These sessions are optional and teacher-led. The sessions are primarily for newer teachers, but anyone is invited. To date, we have run single PD sessions on: administering running records, administering ECLAS, elements of guided reading, creating goals for small groups, and smartboard basics. Additional planned sessions include: smartboard intermediate and advanced, creating SMART IEP goals, individual Danielson component sessions, and ELL strategies. The purpose of these sessions is to support teachers who are either new or might need additional help in a specific area. The topics of the sessions come from a combination of input from teacher leaders and administration.

Grade Team Meetings: Weekly grade team meetings are used for a variety of purposes (instructional planning, administrative support, data discussions), but are considered professional learning at least once a month when teachers look at student work in a specific area and discuss processes and practices around how that work was produced, then get feedback and discuss best practices with grade team colleagues.

Tuesday "Other Professional Duties" Time: Twice a month, content area teams will meet from 3:25-4:05 during "Other Professional Duty" time. Teams include: Special Education, ESL, Math, ELA, Lower Grades, and Social-Emotional Support. During this time, team leaders will facilitate content-specific discussions focusing on planning, best practices, and data in relation to practice in their area.

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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.).
-Multiple Open-School Events - one before K admissions and two for students and parents once they are registered for Kindergarten to allow the families to see classrooms and learn about expectations for Kindergarten Students. -Individual parent discussions about concerns and/or services students received before Kindergarten to ensure a continuity of services. -K parents workshops in September and November to allow parents to see their child's classroom and get a better understanding of routines and expectations.

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.
-Teacher workshops on MOSL options and implications -MOSL "previews" to allow teachers to see and understand their assessment

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 codes ¹ . 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . 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
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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	419,343.00	X	5a, b, c, e
Title II, Part A	Federal	0	X	
Title III, Part A	Federal	13,984.00	X	5e
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	3,156,113.00	X	5a, b, c, d, e

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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) Template

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

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

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

Part A: School Information	
Name of School: P.S. 531	DBN: 12x531
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information					
The direct instruction component of the program will consist of (check all that apply): Before school After school <input checked="" type="checkbox"/> Saturday academy					
Total # of ELLs to be served: 123					
Grades to be served by this program (check all that apply):					
K	1	x 2	x 3	x 4	x 5
6	7	8	9	10	11 12

Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 4
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

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

Part C: Professional Development

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

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

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

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

- Using Data to drive and plan for corrective instruction
- How to provide intervention for ELLs
- Making content Comprehensible for all Students.

Part C: Professional Development

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$11200

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

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 12	Borough Bronx	School Number 531
School Name 531		

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 Zak Haviland	Assistant Principal Amy Dorr
Coach Andrea Nogales	Coach
ENL (English as a New Language)/Bilingual Teacher Eunice Kelly	School Counselor Charles Diaz
Teacher/Subject Area Daisy Thames	Parent Gail Rodriguez
Teacher/Subject Area	Parent Coordinator Pearl Mozon
Related-Service Provider Beth Orecchio	Borough Field Support Center Staff Member
Superintendent Rafaela Espinal	Other (Name and Title)

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	5	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	5
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	0	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]	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	522	Total number of ELLs	115	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"/>
---	--

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	110	Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities	23
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	10	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
ENL	110		30	10		2				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

* 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: _____
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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	10	18	9	11	12	12								0
Chinese			1											0
Russian														0
Bengali	3	5	3	4	2	2								0
Urdu														0
Arabic	1	2	1	1	2	1								0
Haitian														0
French				1	1									0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3	1	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)	3	0	3			1								0
Emerging (Low Intermediate)	2	1	4	4	6	1								0
Transitioning (High Intermediate)	4	8	3	2	4	3								0
Expanding (Advanced)	6	18	5	9	8	10								0
Commanding (Proficient)		6		4	1	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 <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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		6		4	1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	3			0
4	8	3	1		0
5					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	9	1	3		1				0
4	8		3		1				0
5									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
8									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:

- 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.
 Archer Elementary uses three methods to assess student proficiency in literacy. The first assessment tool is ECLAS, which measures a student's command of phonics as well as their degree of phonemic awareness. In addition, students are assessed through running records to ascertain their Fountas and Pinnell reading level. The last is STARS, which measures the standards of rreading, literature, foundational and information. The results of these assessments allow the school to tailor reading materials to a student's level as well as choose specific reading and decoding strategies to teach each student. The data shows areas that the children need to improve to meet reading grade level expecations. Such as letter sound awareness, names of letter, beginning and ending sounds, decoding and syllabication. This data helps inform our school about areas that each individual child needs to improve in order to move forward as a reader.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We noticed that the majority of our ESL students fall within the intermediate and expanding levels. Students who have been in ELLs since 2nd grade who have not moved are SWD. Those students are mostly EM and TR, have have been on that level since the first language assessment.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO reveals that the students have a proficiency level between: Em and TR score a 1 on both the Math and ELA Test. Students who have a PL of EX or CM scored a 2 or 3. Only those who have mastered the Reading and Writing in the NYSESLAT have made progress on the state test.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- A. Students who have taken the state test in their home language have also scored a 1. The patterns are the same, students that are beginners and intermediate do not score above a 1, on the state test.
- B. The school leadership and teachers are going to use the results to plan instruction and develop goals. After, we identify students strongest and weakest areas, we will communicate the information to the teachers so they can teach students using the scaffolds and strategies necessary so students can master the skills.
- C. We are learning that students who are in the beginning levels of language acquisition are struggling with content and language assessments. We provide home language support with glossaries and Spanish Go-math for students who are able to read in their native language.
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](#).]
Our RTI team collects data from teachers who are concerned with students who are not making progress. We then discuss if it is an instructional challenge or the student needs more scaffolding support in the classroom. We observe the classroom teacher and write our findings of classroom support, differentiation, strategies and skills being taught. We then meet with the teacher to discuss interventions needed in the classroom, after 6 weeks if the student does not make progress, we then provide AIS to the student and evaluate if they have met their targeted intervention plan. If the student is still struggling we then meet with all teachers again to discuss the next cycle of interventions and request data to compare other students on grade level. Teachers provide F & P data, writing pieces, ECLAS or phonics assessments, track the STAR assessments. Depending on the specific reason for the referral we compare how the student is making progress in other areas. If the student is not making progress and it is not an instructional problem, we meet with the teacher to request a meeting with the parent to discuss other options available for intervention.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
Teachers receive a list of their ELLs students and their language level with a description of how to teach students in various stages of language development, in all four modalities. After they receive the information, we discuss various scaffolding strategies needed to ensure all students are able to understand the content. Teachers then create lesson plans that include accommodations for all levels of learners, language and at-risk and ensure students are receiving guided and modeled instruction throughout the lessons.
 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?

We do not have a Dual Language program.
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Archer Elementary believes that data and test scores for each student is a way to evaluate if a program is successful. We also believe that professional development, teacher training and solid instruction all help to determine or drive the "data". Therefore, since this is the first year we are receiving ELA and Math State Scores, we are currently developing an accountability plan to put in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

Part IV: ELL Identification Process

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

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 following procedures take place within the first ten days after registration:
When the parents come in to register a child, a pedagogue will assist the parent in filling out the Home Language Identification Survey (HLIS). The HLIS is provided to the parent. If the parent prefers to speak in a language other than English, a pedagogue who speaks that language is called in to interview that parent. If there is no one present who can speak the language of that parent, then the translation and interpretation unit is called and a translator is provided. We then ask students various questions to determine if they need to take the NYSITELL. If student does not answer in English then we administer the NYSITELL.
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).
When a transfer student is at registration, the secretary notifies the ESL Coordinator, we look up the student's information on ATS verify past exams and history. If the student was in the Public School system less than 2 years, and were ELLs, at their previous schools,

then we place them accordingly. If the student is above the 2years, then we request grades or data from the parent or the previous school, interview the student to determine language proficiency and process the student as if they were a new admit.

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).

We ask the parent if their child has an IEP or received any services. If they do we refer them to the Special Education Coordinator, Ms. Finerty during registration and if they have a HLIS other than English, we pre-assess the child, with an interview, to determine level of proficiency. We provide interpretation as needed, with in the school to parents who speak Bengali and spanish. Other parents we either contact the TU or another staff member.

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

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

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).

Within twenty days of testing, the ESL Coordinator sends parents notification letters in their home language that describes the setting and the options available. If parent do not return letters, we send a duplicate letter and request another orientation to describe options available in their decision making. The letter and the parent orientation describes the setting and the options parents have to make changes accordingly. If parents are not in agreement, we request a meeting with a translator and discuss the settings available in our school and the option to apeal. If parents decide to appeal, we then begin the process of appeal dictated by the ELL Policy and Reference Guide. If there are enough teachers or students we open a DL or BC.

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.

In the parent's home language parents are informed about the program available at our school and of the different bilingual/ESL programs that are available in the NYC public schools during registration. During registration we also let them know we will request their attendance of an orientation to discuss options available after the results of the NYSITELL are in. The parents are informed of their right to place their child in any of these programs. The parent then fills out the parent survey/selection form with the help of the ESL teacher or translator. The parent views the video in their home language that describes the options available for their student. If the parent wishes to place their child in a program not available at our school, the ESL Coordinator researches and provide the parent with the contact information of the schools in the area that provide that particular program. If we have enough students as it is mandated in the protocol we call the parents in, and notify them of the new options available. If parents do not return letters, we send duplicates, and place students in an ESL setting.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

ESL Coordinator sends out the letters within the time frame and make phone calls to parents when we do not receive the portion back. The parent coordinator schedules different sessions and mails out surveys and orientation letters to parents in their native language. I place letters in the compliance binder as they are returned and mark the ones with the same options to tally in case we need to open another setting. If there are enough parents who request the same options as stated in the policy, we notify them in their native language and request a meeting to describe the changes.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ESL Coordinator and Parent Coordinator sends out duplicate letters within the time frame and make phone calls to parents when we do not receive the portion back. Then we send the letter 1 more time to parents with the letter that states default placement. All forms are sent in bilingual.

9. Describe how your school ensures that placement parent notification letters are distributed.
The parent coordinator schedules different sessions and mails out letters to parents in their native language with in the time noted in the ELL Policy Guide.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ESL Coordinator keeps them in a compliance binder in the ESL center. After the coordinator receives all the letters that were sent she places the original in the cumulative folder at the end of the year.
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.
Each spring the NYSESLAT is administered by the ESL teachers to measure student progress in the areas of speaking, listening, reading, and writing. We use the RLAT/RMNR ATS reports to ensure that the given students are required to take the NYSESLAT. The level reached on this exam indicates progress in each of the strands and determines the amount of services required. The ESL Coordinator and teachers administer the NYSESLAT as it is directed in the Administration guide.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
We send out the letters within the time frame and make phone calls to parents when we do not receive the portion back. The parent coordinator schedules different sessions and mails out letters to parents in their native language to notify them of their child's non-entitlement or entitlement.
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).
After reviewing the Parent Survey and Program Selection forms, Parents pick ESL. I place letters in a binder and mark the ones that have the same option to tally them incase we have the same amounts as stated in the ELL Policy guide. We do not have any trends besides parents picking ESL and if we do have parents pick other options we make sure that during registration we let parents know the process and options they have available to them that best suits their child's language need. Every form is in their native language. During registration, we discuss the options available in their native language. Sometimes we have parents watch the videos as well if they have further questions.

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.
Our school provides free standing and both push-in and pull-out classes to serve the needs of ELLs.
The ELLs are grouped by proficiency level and serviced throughout the day, with various certified ESL teachers. The classes are heterogeneous. Students in grades K-5 are in one class with one teacher most of the day. We have 2 Freestanding ENL classes that are serviced by certified teachers. Integrated Model: Those teachers receive additional support from the ESL Coordinator 1 or 2 a week, to support the EN and EM students. The other classes with ESL students: K- pull-out, 1st -pull-out, 2nd (Both) 3 and 4th both, 5th Pull-out and Push-in. Servicing is given as it is mandated on the CR part 154.2 as well as what is needed for the student at the time of instruction.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?

Teachers will be pushing-into classrooms during the ELA portion of the day and pull out students during the ENL time of the day. The push-in, pull-out servicing will be grouped by students based on level of proficiency and classroom instruction. EN, EM, TR students are grouped together, TR, EX, and CM are also grouped together based on the instructional and language need of the students as stated on their assessments and classroom instruction. As students make progress the teacher groups students accordingly to address their language and academic needs.

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.

Teachers will plan language objectives that target mastering of content. After assessing students, they will develop lessons using scaffolding strategies: Visuals, language structure, building background knowledge, realia and target specific language needs during both instructional approaches. During the push-in model, teachers will co-teach with classroom room, in a small group and or add additional support throughout ELA instructional lessons with differentiated activities. Students are able to read in their native language are given glossaries. The ESL teacher also uses realia in the students native language to build their background. Teachers also incorporate, to their ELA Lessons: background knowledge, contextual vocabulary, close reading, guiding and, comprehension Questions, Structured Organization around writing (Graphic Organizers, models, prompts, sentence starters). Using the EngageNY Scaffolding suggestions guide.

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

Students that speak Spanish are given the Spanish LaB to determine their language proficiency.

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

We use ELL periodic assessments from the school and administer the listening and speaking portions of the NYSESLAT to develop learning goals. The four modalities are evaluated through informal and formal assessments: ELL periodic, ECLAS, MOSL, F & P, in class ELA assessments created by teachers.

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

All students receive support that enables them to meet lesson objectives according to the way they are able to learn.

Newcomers receive visual support and a vocabulary review, sentence starters and more to understand content in the classroom.

- English instruction as a support structure to clarify, build prior knowledge, extend comprehension, bridge experiences. SIFE and Developing students also receive scaffolding support prior to learning instruction and during instruction, visuals, manipulatives, vocabulary review, videos and more. Former ELLs are given structures and process needed to complete assignments as well as other scaffolding supports as needed throughout instruction. We also use these scaffolding for all of our ESL students: Metacognitive development: self assessment, think aloud, asking clarifying questions, using a rubric for self evaluation. Contextualization: metaphors, realia, pictures, audio and video clips, newspapers, magazines.

Building Schema: bridging prior knowledge and experience to new concepts and ideas.

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.

Using the students current data we assess their progress and compare it to other students in their current and next class, we then provide intervention as necessary to target the student's learning needs.

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?

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

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?

Our school ensures that all students are able to reach academic success, within their IEP goals. Teachers provide support to students by scaffolding the curriculum; providing linguistic sentence structures, using videos, and adding pictures to words as a way to reach students visually. They also provide students with graphic organizers to assist in the organization of the text, and pre-teach any vocabulary to connect to background or build background knowledge.

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*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

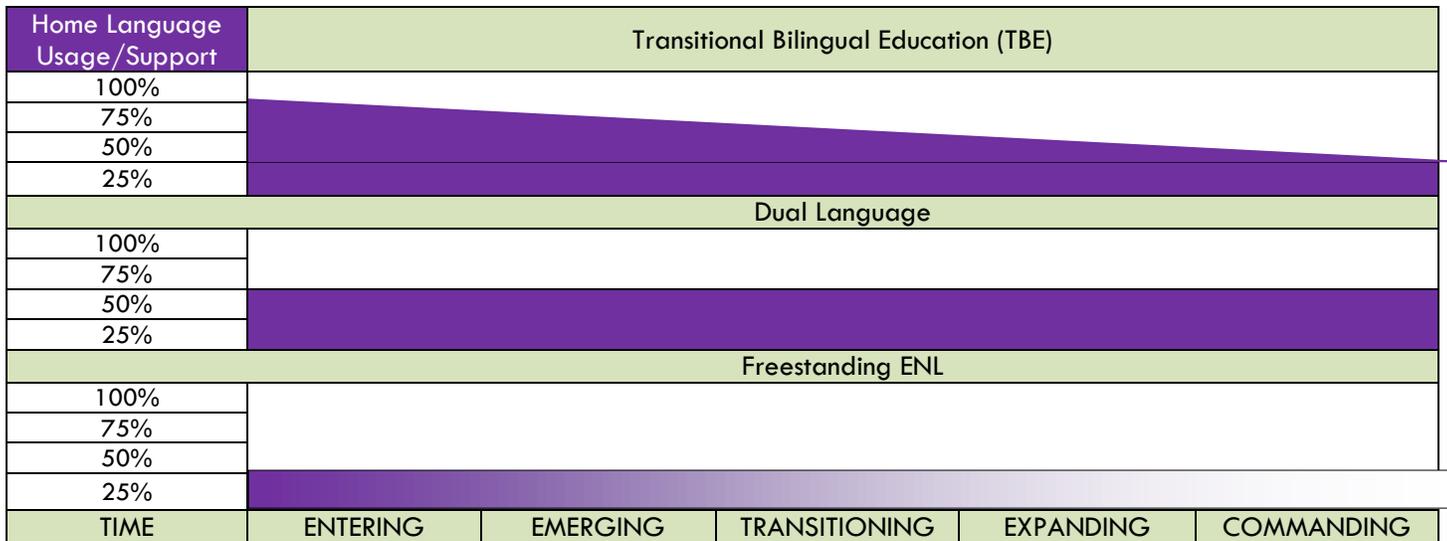


*Note: “other approved services” does not apply to New York City at this time.

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. The ESL teacher provides students with intervention based on the data taken from classroom instruction, NYSELAT, STARS and F & P. Students are grouped homogenously and heterogenously throughout the day. The ESL teacher provides students with phonics intervention based on the data taken from the Stars, NYSELAT and F & P. Students are grouped homogenously and heterogeneously throughout the day. Students in kindergarten through second grade at the intermediate and advanced level of language proficiency are grouped by reading levels and are given instruction to meet their language goals build their English language. For math we target content/language objectives after and before studnets are assessed in order to build their vocabulary and acquire foundational math skills.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Ms. Kelly is our ESL Coodinator she is taking steps to design and enhance the program, together with the ESL Team of teachers to better meet the needs of the ESL students. Currently, the use of Imagine Learning, Foundations Block, Push-in and pull-out servicing times have been able to meet the content and Language needs of our students.
12. What new programs or improvements will be considered for the upcoming school year?
We will begin a intervention cycle similar to AIS, where target student's comprehensional needs based on the STARS and the F&P. After assessing students, teachers will work on specific reading skills and post test to make sure students have mastered the skill.
13. What programs/services for ELLs will be discontinued and why?
NA
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our Ells rotate throughout the school, with groups that are within their levels and interest. Every Friday we have Enrichment, where they chose a club and participate in small groups such as, Math through Art, Chess, Board Game Mania, and many others with assist with the second language acquisition. We are currently in the process of also developing a afterschool success academy for our ELLs.
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.
The Go Math program, which focuses on interactive and visual learning, is used to enhance students 'mathematical skills. It also provides Spanish materials for students. Hands-on lessons are used to teach students science. These areas are integrated with literacy whenever possible—math stories and science experiences often become fodder for language experience writes. Students experience whole-class instruction, shared and guided reading and writing, and reader's and writer's workshops, in addition to completing individual work. Both fiction and non-fiction literature and topics are treated. Before, during, and after-reading activities and strategies help prepare students for work, actively engage them, and solidify and process their understanding. Foundations, a comprehensive phonics program, coupled with the computer program Imagine Learning, is also used to assist students in literacy. They also use Accelerated Reading to
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In K we have a Bengali Para who provides translation to students. We also have a bilingual para who provides bilingual translations to students as needed. We have school aides and other staff who assist in translating for students in their home language as needed. We also use SAY Hi App and Google translate for minimal words and phrases for our students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The Special Education coordinator ensures students are receiving the required services as mandated on their IEP. She meets with all the service providers in the beginning of the year and schedules their services and gives me a copy.
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).
We schedule a parent orientation for K parents and discuss the various programs avialible and options for their student.
19. What language electives are offered to ELLs?
NA
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)?

We do not have a DL program.

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.)
Teachers are given PD in the beginning of the year in using the NYSESLAT to drive instruction. They are also guided throughout the year in how to teach, scaffold and differentiate instruction for our students. We also meet once a month to discuss student progress and targeted intervention needed to meet student goals. We also have a NYCWP that all staff members attend on writing. Every 2 and 4th Tuesday of the month we meet as ESL Team to discuss upcoming related topics. The Secretary attends training outside of the school.
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?
Teachers are offered various PD that enables them to meet students where they are achieve second language acquisition.
Differentiated Instruction and Understanding ELL data reports
 - Standardized Testing for ELLs
 - Scaffolding techniques in content instruction -
Math Problem Solving Strategies and Vocabulary DevelopmentAll staff will be invited to attend various workshops that discuss how to address the special needs of ELLs in their classroom. NYCWP. Attendance will be taken at all school wide ELL training.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Grades 4 and 5 are departmentalized. Students change homeroom teacher in the after for Math/Science and ELA/Social Studies instruction. This enables them to begin the transition of having various teachers and get a feel of middle school.
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.
Teachers receive PD from our Literacy Coach who also has a bilingual license and our ESL Coordinator who uses on going data to provide training to teachers. They both use agendas and attendance sheets to keep track of teachers and topics.

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?

In the beginning of the year the PC schedules on going meetings with parents once a month during Tea and Talk with the principal, where various topics are discussed. During the sessions they also discuss goals of the school, various school options and language development.

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

Closer to spring, Ms. Kelly, the ESL Specialist, will host parent workshops on ways parents can assist their child with the State Exams. Translation services are available to all the parents. Parents are invited to school concerts, publishing parties, and science fairs. All parents are encouraged to share in these celebrations.

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

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

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

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.

The Parent Coordinator keeps a log of attendance sheets and the ESL Coordinantor keeps a log of phone calls made to parents and letters sent out. We send out letters to parents in their home language.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Since our school has a large population of ESL students and students with HLOE, eventhough they are not classified as ESL students, parents are still invited to participate in all of our workshops. We ensure translators are provided and parents understand the content being given. During the parental involvement time on Tuesdays teachers provide various workshops that address parents needs and concerns of their students. Each grade has a focus and throughout the year they elaborate on the topic based on parents surveys and students progress. The ESL Coordinator provides translation to spanish parents, and we have parent volunteers who translate in other languages as needed.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Ms. Pearl Francis makes every effort to include parents in the school culture. The parent coordinator, regularly schedules parent workshops on methods of ensuring their child’s success at school: Kids Creative, Road to Success, Girls scouts of America, Metro Health Plus, NY Met, and NY Foundling Hospital. The ESL Coordinator provides translation to spanish parents, and we have parent volunteers who translate in other languages as needed.

5. How do you evaluate the needs of the parents?
Through surveys and workshops parents address their concerns and suggestions and together with the PC and related staff we develop workshops that address those needs. The ESL Coordinator provides translation to spanish parents, and we have parent volunteers who translate in other languages as needed.

6. How do your parental involvement activities address the needs of the parents?
Parents are concerned with their students progress. We provide resources and use the parental engagement time to provide trainings to parents in various areas. The ESL Coordinator provides translation to spanish parents, and we have parent volunteers who translate in other languages as needed.

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.

Part VI: LAP Assurances

School Name: 531

School DBN: 12x531

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)
Zak Haviland	Principal		1/1/01
Amy Dorr	Assistant Principal		1/1/01
Pearl Francis	Parent Coordinator		1/1/01
Eunice Kelly	ENL/Bilingual Teacher		1/1/01
Gail Rodriguez	Parent		1/1/01
Daisy Thames	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Andrea Nogales	Coach		1/1/01
	Coach		1/1/01
Charles Diaz	School Counselor		1/1/01
Rafaela Espinal	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: 12 **School Name: Archer Elementary**
Superintendent: Rafaela Espinal

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.learnndoe.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.

At registration, all parents are administered the Home Language Identification Survey. The parent may select to complete the form in either English or the native language. An ESL teacher and Parent Coordinator are present to explain purpose of the HLIS to the parent. If necessary, school staff, that are fluent in the parent's native language are available to assist in interpretation, or the DOE Over-the-Phone Interpretation Service may be utilized.

In Section 3 of the HLIS, the parent indicates the language(s) that s/he would like to communicate both orally and in writing with school staff. This year the ESL Coordinator will use data obtained from Section 3 of the HLIS in order to pre-assess which language(s) will be needed for the current school year. The ESL Coordinator will then begin to update the record of parent language preferences, which is maintained and continually updated by the ESL coordinator throughout the school year. Primary language information is shared with the administration, Parent Coordinator, School Leadership Team, and Pupil Accounting secretary. Classroom teachers of students whose parents have selected to communicate in another language are notified. The ESL Coordinator will be responsible for providing translated school notices and forms, as well as arranging for any interpretation services that may be required with the office of translations for face-to-face meetings such as Parent Teacher Conferences and IEP meetings.

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

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.)

Calendar, Notices, Report Cards, Servicing Notices, assessments, and Informational Sessions. We send out calendars at the end of every month. We send out progress reports and notices about every 6-8 weeks.

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.

Parent Teacher Conferences, Parent Teacher Involvement Tuesdays, Open House night, Tea-Talk, ESL/IEP Meetings, Parent Workshops, Principal/A.P. Parent Conferences, Behavior/Social Worker and regular updates for students.

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.

We will provide translations in Spanish and Bengali on-site by in house staff. The school uses the resources available provided on the TIU website to send parents notices in languages other than Spanish. Archer also ensures all parent notices and letters, flyers are in bilingual provided the languages are available on the TIU website. We are in the process of requesting outside translations for Arabic, Mandarin and other languages that the TIU does not provided for notices.

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.

We will provide oral translations in Spanish, Bengali and Arabic on-site by in house staff. For parent meetings we provide per session to Paras who speak other languages to translate for all teachers and parents during the evening sessions. Other translations are provided by the TIU, Say Hi Application, we have also made copies and given each teacher the TIU phone number to contact for the languages we do not have available as a school. For testing, we hire Bengali and Arabic translators from outside vendors.

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.)

A copy of the notice informing teachers about the translation services and over the phone services will be placed in each teachers mailbox and a sign is placed in the main office.

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

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

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

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)

We receive feedback from parents during workshops, SLT meeting and PTA meetings.