



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :

P. S. 46, THE E. C. BLUM SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):

13K046

PRINCIPAL:

MS. KAYRN NICHOLSON

EMAIL:

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SUPERINTENDENT:

MS. BARBARA FREEMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ms. Karyn Nicholson	*Principal or Designee	
Ms. Paula Morrison	*UFT Chapter Leader or Designee	
Ms. Kenya Bell	*PA/PTA President or Designated Co-President	
Ms. Ivy Slater	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ms. R. Stubbs	Member/Parent	
	Member/	
	Member/	
Ms. Shate Agard	Member/Teacher	
Ms. Beth Conard	Member/Teacher	
	Member/	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To improve student progress and performance in literacy as indicated on the NYS English Language Arts exam.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Just under 50% of students tested, in grades 3, 4 and 5, performed at levels 1 and 2. Public School 46 needs to increase student progress and performance as indicated on the Progress Report.
 - Decreases in the percentages of level 4 scores indicates a need to continue our focus in differentiating instruction for these students by creating more challenging curriculum. We need to increase the experiences that will expand higher order comprehension skills.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Formal and informal observations will be used to evaluate the implementation of the units of study
 - Students working in differentiated learning groups
 - Revised our curriculum planning and units of study in the testing grades 3-5
 - Currently aligning the units to the Common Core Standards
 - Administration monitoring progress of the ACUITY data and informal assessments
 - b) staff and other resources used to implement these strategies/activities,
 - Review of data binders, student goals, conference notes and snapshots
 - Teachers using ACUITY and informal data to plan differentiated lessons
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers and students setting SMART goals and benchmarks
 - Lunch and Learns provided for staff members
 - d) timeline for implementation.
 - September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - *Workshops for parents sharing ACUITY and ARIS supports at home*
 - 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

- Teachers conduct conferences with every parent at least twice a year with follow ups as needed.
- Language translators are provided for Non-English speaking families.
- Weekly or monthly folders of student work are sent home for parent review and comments and returned to teacher.
- School provides suggestions for home conditions that support learning at each grade level.
- School provides workshops on parenting and child rearing on every grade level.
- Family Arts Day
- Ongoing Family Assembly Programs

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Attendance at job fairs sponsored by district, region and city.
 - Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America candidates deemed qualified by the state.
 - Collaborations with Saint Joseph’s College and Brooklyn College Education Departments for referrals of recommended candidates for student teaching and future placements.
 - Applicants selected for personal interviews are required to demonstrate knowledge of Balanced Literacy and other City-wide instructional programs.
 - Continued new teacher and special education mentorship, monthly LSO math services (all teachers), and weekly built in professional development period for all new teachers
 - Teachers going out of the building for additional professional development opportunities
 - Teachers and paraprofessionals participating in classroom intervisitations

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Title 3 Funds – ESL Extended Day
 - Title I Funds – ELA – Math Extended Day
 - The goal of our Schoolwide Program is to reduce class size in the fourth grade so that no more than 25 students, preferably no more than 20 students, will be in a classroom.
 - By reducing class size in the fourth grade, and providing more individualized instruction, we will be able to increase the scores of all students.
 - Our lowest achievers, many of whom are either English Language Learners for Special Education students, smaller instructional groups will enable teachers to focus their instruction more precisely on each student’s particular areas of academic need.
 - In order to accomplish these smaller class sizes, we will combine Title I, title III, PCEN, IDEA, AIS and AIDP.
 - All students identified for services will receive rigorous academic programs from both tax levy and SWP funds.
 - AIS will support the academic needs of special needs students, ELL and level 1 and 2 students not meeting the standards in reading, math, science and social studies.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 3 Funds – ESL Extended Day
 - Title I Funds – ELA – Math Extended Day
 - CLSO Funds – Outside Professional Development
 - Piloting programs to support our struggling learners
 - MYOWN READER

- Destination Learning
- Learning Village
- Professional Development during grade and faculty conferences
- Study groups with professional text with a focus on writing in the math class
- Lecture Series - team teaching which model strategies that students found difficult based on ACUITY data and classroom assignments.
- Extended Day for ESL students which will provide test prep strategies

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - *To improve student performance and progress in math as indicated on the NYS Mathematics exam.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Just under 50% of students tested, in grades 3, 4 and 5, performed at levels 1 and 2. Public School 46 needs to increase student progress and performance as indicated on the Progress Report.
 - In some areas we showed slight gains and in other areas we showed slight decreases but overall math performance as measured by NYS Math Standardized Exam remained at the same levels.
- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
 - Refining our curriculum planning in the testing grades 3-5
 - Currently aligning the units to Common Core Standards
 - Aligning the EDM units to the Common Core Standards
 - Extended day for ESL students in math will provide test prep strategies by staff and other resources used to implement these strategies/activities,
 - Conduct math focused learning walks and guide teacher teams sessions in math to ensure that teachers have a strong foundational background in math concepts.
 - Students will be engaged in tasks bundles to look at student work
 - Students in the lowest 1/3, special education and ELL's will receive AIS in math
 - Teachers and students setting SMART goals and benchmarks
 - Looking at data to plan with support providers from small group instruction
 - b) Staff and other resources used to implement these strategies/activities
 - Teachers and paraprofessionals will participate in intervisitations
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers using ACUITY to plan differentiated lessons
 - Lunch and learns provided to the staff
 - Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
 - d) Timeline for implementation.
 - September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Attendance at job fairs sponsored by district, region and city.

- Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America candidates deemed qualified by the state.
- Collaborations with Saint Joseph's College, Medgar Evers College and Brooklyn College Education Departments for referrals of recommended candidates for student teaching and future placements.
- Applicants selected for personal interviews are required to demonstrate knowledge of Everyday Math and other citywide instructional programs.
- Continued new teacher and special education mentorship and weekly teacher team meetings.
- Teachers going out of the building for additional professional development opportunities
- Teachers and paraprofessionals participating in classroom intervisitations
- Professional development during grade and faculty conferences

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *Analyzing data and tracking students in the lowest 1/3, special education and ELL's that receive AIS in mathematics.*
 - Study groups with professional text with a focus on writing in the math class
 - Lecture Series-team teaching modeling strategies that students found difficult based on ACUITY data and classroom assignments
 - Title 3 Funds – ESL Extended Day
 - Title I Funds – ELA – Math Extended Day

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Title 3 Funds – ESL Extended Day
 - Title I Funds – ELA – Math Extended Day
 - Piloting programs to support our struggling learners
 - MYOWN READER
 - Destination Learning
 - Learning Village
 - Professional Development during grade and faculty conferences
 - Study groups with professional text with a focus on writing in the math class
 - Lecture Series - team teaching which model strategies that students found difficult based on ACUITY data and classroom assignments.
 - Extended Day for ESL students which will provide test prep strategies

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 - To engage all K-5 students in one literacy and one math Common Core task bundle aligned to our units of study.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - With just fewer than 50% of our students performing at levels 1 and 2 in both ELA and Math State standardized tests we have identified teacher effectiveness as a key component in student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) Staff and other resources used to implement these strategies/activities,
 - *Our teacher teams will continue to plan and revise our curriculum to embed a literacy and math task into our units of study*
 - *Teachers will analyze and look at the outcomes to align instruction*
 - *Administration and teachers will look for trends and patterns of student learning*
 - *Task bundles will be used for small group instruction*
 - *MyOn Reader will support students to become experts on the Common Core Standards rubric*
 - *Destinations will also provide support to students to become experts*
 - *All service providers will collaborate on Common Core task bundles and assist teachers with implementation*
 - *Tasks will be used for next step learning and June planning*
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - 100% of all teachers will be involved in planning and preparing students to complete one literacy and one math task this school year.
 - Professional Development in assessment with a focus on analyzing student work, individualized learning and authentic assessment.
 - Curriculum mapping will be developed further and linked to student performance at each grade level.
 - Co-operative Learning models will be implemented on every grade level.
 - An intentional effort to identify and implement additional research based strategies.
 - d) Timeline for implementation.
 - September 2011 – June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Teachers conduct conferences with every parent at least twice a year with follow ups as needed.
 - Language translators are provided for Non-English speaking families.
 - Weekly or monthly folders of student work are sent home for parent review and comments and returned to teacher.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.
 - Attendance at job fairs sponsored by district, region and city.
 - Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America candidates deemed qualified by the state.
 - Collaborations with Saint Joseph's College, Medgar Evers College and Brooklyn College Education Departments for referrals of recommended candidates for student teaching and future placements.
 - Applicants selected for personal interviews are required to demonstrate knowledge of Everyday Math and other citywide instructional programs.
 - Continued new teacher and special education mentorship and weekly teacher team meetings.
 - Teachers going out of the building for additional professional development opportunities
 - Teachers and paraprofessionals participating in classroom intervisitations
 - Professional development during grade and faculty conferences

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Analyzing data and tracking students of all levels but especially the lowest 1/3, special education and ELL's that receive AIS in literacy

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Professional Development during grade and faculty conferences
 - Study groups with professional text with a focus on writing in the math class
 - Lecture Series - team teaching which model strategies that students found difficult based on ACUITY data and classroom assignments.
 - Extended Day for ESL students which will provide test prep strategies
 - \$25,000 has been scheduled for this purpose.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *Administration will improve teacher effectiveness by creating frequent cycles of observation and feedback based on the Danielson framework.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - With just fewer than 50% of our students performing at levels 1 and 2 in both ELA and Math State standardized tests we have identified teacher effectiveness as a key component in student achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
 - *Create time frames, cohorts and schedules dedicated to snapshots in all subject areas*
 - b) Staff and other resources used to implement these strategies/activities,
 - *Provide written feedback and next learning steps for improvement*
 - *The school community will offer feedback during intervisitations vertically and horizontally to share best practices*
 - *Offering Lunch and Learns for all staff members*
 - *Administration will model lessons for teachers in lab sites*
 - *Conversations with administration and teachers after written feedback provided*
Using professional text to guide professional development and study groups
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, Timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Teachers conduct conferences with every parent at least twice a year with follow ups as needed.
 - Language translators are provided for Non-English speaking families.
 - Weekly or monthly folders of student work are sent home for parent review and comments and returned to teacher.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staffs become highly qualified, in order to achieve this goal.
 - Attendance at job fairs sponsored by district, region and city.
 - Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America candidates deemed qualified by the state.
 - Collaborations with Saint Joseph's College, Medgar Evers College and Brooklyn College Education Departments for referrals of recommended candidates for student teaching and future placements.

- Applicants selected for personal interviews are required to demonstrate knowledge of Everyday Math and other citywide instructional programs.
- Continued new teacher and special education mentorship and weekly teacher team meetings.
- Teachers going out of the building for additional professional development opportunities
- Teachers and paraprofessionals participating in classroom intervisitations
- Professional development during grade and faculty conferences

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The goal of our School wide Program is a reduction in fourth grade class. No more than 25 students, preferably no more than 20 students, will be in a classroom.
 - By providing more individualized instruction, we will be able to increase the scores of all students.
 - For our more proficient students, smaller class sizes will enable teachers to provide more challenging instruction, designed to enable these students to not only reach but to exceed the state standards.
 - In order to accomplish these smaller class sizes, we will combine Title I, title III, PCEN, IDEA, AIS and AIDP.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - CLSO Funds – Outside Professional Development
 - Piloting programs to support our struggling learners
 - MYOWN READER
 - Destination Learning
 - Learning Village

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# Of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	20			6	0	4	0
1	25	25			4	2	1	1
2	15	15			3	3	0	2
3	26	25			4	1	1	2
4	25	25	25	0	4	4	1	
5	5	5	5	0	4	4	2	2
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p><u>Extended Session 37.5</u> Grades K – 5 students receive school-wide instruction during for 37.5 minutes in the afternoon 4 days a week by teacher and/or support staff.</p> <p><u>Extended Day Literacy Program</u>: Grades 2- 5 students receive additional instruction in small group setting of no more than 15 students twice each week for 20 weeks after school by teachers</p> <p><u>Reduced Class Size</u>: Grades K – 3 students receive small group instruction of no more than 20 students in the classroom</p> <p><u>SETSS</u>: Grades 2- 5 “At Risk” students receive 45 minutes of literacy/math instruction by a special education teacher during the school day.</p> <p><u>ESL Extended Day</u>: Grades 3- 5 students receive an additional hour of ESL instruction after school twice a week</p> <ul style="list-style-type: none"> ▪ Wilson ▪ Small Group Differentiated Instruction ▪ Leap Frog ▪ Enrichment Clubs
Mathematics	<p><u>Extended Day Math</u>: Grades 3- 5 students receive additional instruction in small group setting of no more than 15 students twice each week for 20 weeks after school by teachers</p> <p><u>SETSS</u>: Grades 2- 5 “At Risk” students receive 45 minutes of math instruction by a special education teacher during the school day</p> <p>Everyday Math</p> <ul style="list-style-type: none"> ▪ Small Group Differentiated Instruction ▪ Leap Frog ▪ Enrichment Clubs
Science	<p>Science lab</p> <p>Science Professional Development, Push In, Grades 1 - 5</p> <p>Students in grade 4 receive an additional hour of science instruction and hands-on experimental process work after school in small group settings of no more than 15 students per group.</p> <ul style="list-style-type: none"> ▪ FOSS ▪ Enrichment Club
Social Studies	<ul style="list-style-type: none"> ▪ Project Based Learning ▪ Differentiated Instruction ▪ Enrichment Clubs

At-risk Services provided by the Guidance Counselor	Mandated Counseling: Students in grades K – 5 receive one on one and small group instruction by a licensed guidance counselor for those mandated by the IEP and those deemed “at risk”. Ongoing collaboration with parents and staff to assist those students needing more support with social and academic development, therefore receiving the proper developmental intervention.
At-risk Services provided by the School Psychologist	Mandated Counseling: Students in grades K – 5 receive one on one and small group instruction by a licensed Psychologist as mandated by the IEP
At-risk Services provided by the Social Worker	PreK Social Worker provides at-risk services to children and their families. PreK Social Worker also conducts parent workshops. Family Assistant provides liaison and outreach to families.
At-risk Health-related Services	504 Open airways – Asthmatic Students (Target group grade3s 3- 5) Administration of medications to students in school <ul style="list-style-type: none"> • Asthmatic • Diabetic • Allergies • Monitoring N1H1 virus

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our 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. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz / Margarita Nell	District 13	Borough Brooklyn	School Number 046
School Name Edward C. Blum Elementary			

B. Language Allocation Policy Team Composition [?](#)

Principal Karyn Nicholson	Assistant Principal Alice Clear
Coach N/A	Coach N/A
ESL Teacher James Johnson	Guidance Counselor Tasheena Norfleet
Teacher/Subject Area Pamela Klein	Parent Jessica Gohlke
Teacher/Subject Area Martha Rodriguez Jackson	Parent Coordinator Cecelia Lopez
Related Service Provider Placid Dubissette	Other Kathleen Grosvenor
Network Leader	Other Beth Conard

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	2	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	388	Total Number of ELLs	49	ELLs as share of total student population (%)	12.63%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Identification of ELLs, Parent Orientation and Program Selection

Initial Identification of English Language Learners

During the pre-registration process for Pre-Kindergarten and Kindergarten, all parents are offered the option of applying to the Dual Language program in those grades. Children who apply are then screened for readiness with a school-developed test, both in English and Spanish, by a team composed of Dual Language teachers and the ELL/Bilingual Coordinator, James G. Johnson. English Proficient students are accepted into the program based on the results of that assessment. Students whose HLIS indicates sufficient exposure to Spanish for them to be eligible for LAB-R testing are assessed with the same instruments, and given places in the Dual Language classes.

PS 46 adheres to the procedures recommended by the NY State Education Department to ensure that entering students are properly screened to determine their language proficiency on first enrolling. The Family Assistant, Awilda Sotomayor, and the Parent Coordinator, Cecilia Lopez, register new entrants. Ms. Sotomayor speaks Spanish fluently and has many years of experience in the registration process; Ms. Lopez also speaks Spanish and has a number of years experience as well. The ESL/Bilingual Coordinator, Mr. Johnson, supervises the collection of information from the HLIS and verifies it with parents in an oral interview. He also informally assesses the children during registration. He has a Master's Degree in TESOL and has been a New York State-certified ESL teacher in the New York City schools for more than 21 years. He speaks Spanish and French as well.

Although Ms. Sotomayor and Ms. Lopez have extensive experience working with parents of English Language Learners, it is essential that the oral interview segment be conducted by a trained pedagogue. Ms. Nicholson, the Principal, Ms. Klein, a Dual Language Teacher and Ms. Febos, the Technology Teacher who has a Bilingual license have been trained to conduct the interviews if Mr. Johnson is unavailable. Ms. Sotomayor or another staff member can assist pedagogues who cannot speak Spanish.

In case a parent speaks a different language, other than Spanish, we seek assistance from family or other community members as translators, or call on the Department of Education's Translation and Interpretation Unit.

Students whose HLIS show sufficient exposure to another language, as defined by New York State and City regulations, are tested with the LAB-R by Mr. Johnson within ten days of their enrollment. Those who fall below the cutoff proficiency level set by the New York State Education Department are identified as ELLs. If they speak Spanish, they are then tested with the Spanish LAB by Mr. Johnson, or Patricia Vazquez, a Dual Language Educational Assistant fluent in Spanish, who works under the supervision of Mr. Johnson.

Assessment and Ongoing Entitlement

possible, school staff members make themselves available at those times. Follow-up telephone calls are made to parents who still have not come in.

At the orientation session, parents are shown the DVD prepared by the Office of English Language Learners. The video is presented in the parents' native language, if that is available, and materials about the programs in the parents' native language are distributed, if they are available in that language. The ELL Coordinator, along with other staff members, describes the programs available in the school and assists parents in making program selections.

The programs available in the New York City Public Schools are the Dual Language, Transitional Bilingual, self-contained ESL and push-in/pull-out ESL programs. At PS 46, a Spanish/English Dual Language Program is currently available for pre-Kindergarten, Kindergarten, First and Second Grade students, a Spanish Transitional Bilingual Education (TBE) is available in grades 3-4, and push-in/pull-out ESL service is available for Kindergarten through Grade 5. Parents can ask questions at the orientation to help them make their decisions.

3. When the results of the NYSESLAT become available in September, parents are informed about their children's performance with the city-mandated Continuation and Non-Entitlement/Transition letters. These letters are sent out to all parents of ELLs, explaining whether their child has reached proficiency in English or not and whether he or she will continue to be entitled to services as an ELL. This year the parent NYSESLAT progress reports and information sheets prepared by Questar were attached to the Continuation and Non-Entitlement/Transition letters. Parents of children who have scored Proficient are told that their child is still eligible for ongoing support as a Former ELL for two years. The ELL/Bilingual Coordinator meets with any parents who have questions about those results.

Copies of all entitlement and non-entitlement, continuation and transition letters are maintained by the ESL Teacher, Mr. Johnson, in his files, along with copies of flyers for Orientation Meetings, attendance lists from those meetings and the completed Parent Surveys and Program Selection forms.

4. Choosing a Program

The school is guided in its planning for instructional programs and class placement by parent responses to the Parent Survey and Program Selection form. This form, provided by the Department of Education, allows us to measure how successful we have been in communicating with parents, and assists us in improving that process. On that form, parents rank the three programs for ELLs in order of their preference for their child's education. If parents choose one of the programs available in the school, their child is placed in that program, or maintained in that program if placed there at registration by the parent.

If parents choose an option not available in PS 46, school staff members provide them with information on the availability of such a program in other schools, and the opportunity to consider transferring to one of those schools. If parents with a sufficient number of children speaking the same language on the same grade or adjacent opt for a Bilingual class, the school is bound to organize itself to provide such a class immediately.

As the vast majority of ELLs entering PS 46 speak Spanish, Spanish-speaking staff members attend all orientation meetings for Spanish-speaking parents to ensure that the information is conveyed in a language that the parents understand. Where possible, Bilingual and Dual Language teachers introduce themselves to the parents. The Parent Coordinator, Cecilia Lopez, who is Spanish-speaking as well, attends, along with Ms. Sotomayor. Additional interpretation into Spanish may be offered by the School Social Worker, Gladys Alverio-Williams.

We are very fortunate to have a number of staff members who can speak to parents in Spanish, including 12 classroom teachers, 3 educational assistants, the ELL/Bilingual Coordinator, the School Psychologist and Social Worker, 2 aides, the School Nurse, the Parent Coordinator and the Family Assistant.

If parents of newly entering children speak another language, an interpreter from the community may be enlisted to help them understand the programs available and their options. If no one who can speak the language in the school community is available, we consult with the Translation and Interpretation Unit to provide translation over the phone.

The use of materials in the native language assists parents in understanding the program choices. In addition, the parents make their choices at the Orientation, where they can receive guidance through the process by Mr. Johnson and other staff. In our experience, the mandated Program Selection form is confusing to parents who do not expect to rank their preferences, so we offer any help that parents

request.

Parental Choice

5. Trends in Program Choices

The parents have kept their children in our Bilingual Program as long as it has been allowed. For the past few years, the administration has encouraged the mainstreaming of proficient ELLs two years after the students have reached a Proficient score on the NYSESLAT. Parents can opt to maintain their children in Bilingual classes after they have achieved proficiency in English, as measured by the LAB-R and NYSESLAT. There is no Fifth Grade Bilingual class this year, as only 5 Spanish-speaking ELLs whose parents had opted for the Bilingual Program were in the grade. We had decided not to have a bridge class during the previous years so that the Bilingual Fourth Grade teacher could focus on that grade's curriculum, and had good success in integrating ELLs into monolingual classes.

A study of program choices from 2006 – 2011 reveals a trend towards greater interest in the Dual Language model among Spanish-speaking parents. In 2006, 10 parents selected TBE as their first choice; 3 chose DL as a second choice. In 2007, 20 chose TBE first; 12 of them chose DL second, and 1 chose DL first and TBE second. Two chose ESL first. In 2008, 15 chose TBE first and 6 chose it second; 6 chose DL first and 13 chose DL second. Again, 2 chose ESL first. In 2009-2010, 11 chose DL first, 3 chose TBE first and DL second (all in grades where DL was not yet available) and one chose ESL first, because her child has special needs and she believed he would be better served in a monolingual learning environment. In addition, parents of two Arabic-speaking children chose DL as their first option, even though an Arabic Dual Language program is not available in this school or any other elementary school in this part of Brooklyn. In 2010-2011, 10 parents opted for the Dual Language Program and 1 for the Transitional Bilingual Program.

This year, a smaller number of new registrants have fallen below the cutoff on the LAB-R, although almost all Spanish-speaking entrants opted for the Dual Language Program; 19 were tested and 8 were found to be ELLs. So far, parents of 7 of those newly identified ELLs chose Dual Language and one opted for Transitional Bilingual Education.

None chose ESL only.

Analysis of program choices suggest that Spanish-speaking parents have been very satisfied with the Bilingual program, and picked the type that was in the school, not wanting to contemplate a transfer to another school. When the only choice in the school was TBE, parents chose it overwhelmingly. This year, parents have chosen according to the type of program available in their child's grade, either TBE or DL. However, we did note growing interest in DL starting in 2007, which contributed to our decision to launch the DL program here this year. Among the speakers of other languages, the parents exclusively had in the past chosen ESL, perhaps because no TBE or DL programs in their languages were in this or any nearby school, but last year we saw greater interest in DL among parents who speak Arabic.

Another factor in our decision to start the Dual Language program was the large number of parents of former ELLs and English Proficient children from Spanish-speaking households who have continued to request the option of placing or maintaining their children in TBE classes. We had also begun to get requests from parents interested in enrolling their children in our Bilingual program to learn Spanish. When we opened the application process for Pre-K and Kindergarten DL applications in May, 2009, 25 parents applied to pre-K and 24 applied to Kindergarten. Many of these children were from English Proficient backgrounds. Even greater interest has been evident in 2010-2011 and this year. Both years we received more than 80 applications for the pre-Kindergarten, Kindergarten and First Grade classes.

6. Alignment with Parental Choices

Yes, our programs are aligned with parent choices.

As described in our School Narrative, our DL/Bilingual/ESL programs are well structured and presented by a qualified and dedicated staff which is certified and experienced. Some of the parents of our present day students were former students themselves. The children of former ELLs and/or younger brothers and sisters of ELLs, are coming to school well prepared and test-out as early as Kindergarten, but their parents have opted to keep them in Dual Language or Bilingual classes because they are quite satisfied with our program. Most parents of Spanish-speaking ELLs request DL or TBE classes on registration and indicate that on the Program Selection

Forms that they complete after Orientations. By maintaining our TBE program over the past years and extending it to a Dual Language model during the last three years, PS 46 has aligned its program with parent choices. At the same time, we have accorded parents who prefer an ESL-only model easy access to their preference for their child. We do not, however, have sufficient ELLs to have a parallel TBE program, so, although we have TBE in Third and Fourth Grade, children whose parents choose that option in grades where there is a DL class are placed in that class.

We will continue to monitor parental choices to make sure that our programs meet the needs of ELLs in our community.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes*	No*	If yes, indicate language(s): Spanish
Dual language program	Yes*	No*	If yes, indicate language(s): Spanish

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

ELL Program Breakdown														To t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Dual Language (50%:50%)	2	2	1	0	0	0	0	0	0	0	0	0	0	5
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	1	2	1	0	0	0	0	0	0	0	10
Total	4	4	3	2	3	1	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	5	0	0	8	0	0	0	0	0	13
Dual Language	24	0	0	0	0	0	0	0	0	24
ESL	7	1	2	5	0	1	0	0	0	12
Total	36	1	2	13	0	1	0	0	0	49

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish	0	0	0	5	8	0								13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	5	8	0	13							

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	
Spanish	7	26	11	20	6	6	0	0	0	0	0	0							24	52	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	7	26	11	20	6	6	0	24	52												

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 14 Number of third language speakers: 1

Ethnic breakdown of EPs (Number):

African-American: 26 Asian: 2 Hispanic/Latino: 20

Native American: 0 White (Non-Hispanic/Latino): 4 Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	1	1	1	1	6								10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1	0								1
TOTAL	0	1	1	1	2	6	0	0	0	0	0	0	0	11

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Program Description

PS 46k has a long history of serving children who are learning English. It has had English as a Second Language classes and a Spanish Bilingual Program for more than 25 years. More recently, we have begun a transition to a Dual Language Spanish/English Program. The following description highlights the differences between these three programs along with the common ground that they share.

1. Different organizational models are used for ESL, Dual Language (DL) and Transitional Bilingual classes.

The ESL component uses a push-in, pull out model. The decision of how often to push into a class or pull students out is made in consultation with the classroom teachers and depends on the students' needs, their class placement, their proficiency levels and the overall schedule. The constraints on the ESL Teacher's time caused by the dispersal of ELLs not in DL or TBE classes over multiple grade levels and at least 5 classes makes it impossible to deliver the required minutes of service by pushing in all the time. This year he will push in a least two days a week and pull out for other days. The groupings are both heterogeneous by language level, and homogeneous in the extra 180 minutes allotted to Beginners and Intermediate students.

The Dual Language and TBE classes are self-contained. They use a Block model and are grouped heterogeneously in terms of level of English and Spanish proficiency.

2. Organization of programs and 3. Delivery of Content Areas in each model
Transitional Bilingual Program

PS 46k has a Spanish Transitional Bilingual Program (TBE) in grades 3 – 4 follows a 70:30 (70% English and 30% Spanish) model whereby the percent of English instruction will increase as students develop fluency in English throughout the year. However, Spanish is maintained in regular Native Language Arts (NLA) instruction in all grades .

Content area instruction in Science, Social Studies and Mathematics is taught in Spanish, as well as in English, using ESL methodology and scaffolding learning activities. The Preview/Review method of instruction is used to meet the needs of the multiple ability and language proficiency levels of the Bilingual/ELL population. We reinforce the teaching of new concepts through the use of the pupils' native language to ensure rigorous academic understanding. The amount of English used in content area instruction increases as the

A. Programming and Scheduling Information

children progress through the school year and their acquisition of the language; in any given class, it depends on the assessed needs and abilities of the students.

Native Language instruction is provided on a daily basis for 45 minutes in grades 3 – 4. English as a Second Language Instruction is provided by the Bilingual classroom teacher, adhering to the mandated instructional time blocks of ESL/ELA described in Table 11 CR Part 154 English Language Arts Requirement Guide. The amount of time ELLs receive ESL instruction depends on their level of English proficiency. Beginning and Intermediate level students receive 360 minutes of ESL instruction, while Advanced students receive 180 minutes of ESL instruction and 180 minutes of English Language Arts (ELA) instruction. The Bilingual teacher differentiates instruction to the different groups of students depending on their levels. The ESL teacher provides additional support to Beginning students in the Bilingual classes.

An appreciation of the Hispanic history and culture is highlighted through multicultural activities and trips to cultural sites. Multicultural performances are presented by our students, their parents and local talent, both to further the understanding of the students in the TBE program and to share the culture with the whole school community. In addition, students are introduced to the main features of American culture.

Classroom instructional materials and resources include, but are not limited to: Big Books in English and Spanish, leveled and genre libraries in both languages, books on tape/CD in languages, reference and project materials, AWARD Reading (3rd grade), laptop computers and Smart boards. The Bilingual Program follows the balanced literacy model used throughout the school in instruction in both languages, using the Teachers College curriculum in grades 3 and 4. This year we will continue the use of Learning Village, a technology-based program for Reading and Math that has materials both in English and Spanish.

Expanding the Dual Language Program

For many years the Bilingual program at PS 46, like others in District 13, combined elements of a Transitional Bilingual model and a Language Maintenance model. Although students who were Limited English Proficient (ELLs) were entitled to participate in the program, parents could opt to have their children in the program whether or not they were LEP (ELLs), and they could maintain their children in the program throughout their time in elementary school, even if they passed the Language Assessment Battery (LAB), which then determined English proficiency.

When the Children First reforms were implemented, PS 46's model became strictly transitional, although many parents continued to request that their children remain in the program even after their children had achieved proficiency in English. In addition, there have always been parents who have wanted to enroll their children in the program to learn Spanish. More parents began selecting DL when they completed Program Selection Forms after registration (see Trends in Parent Choices above). This prompted a discussion among the ESL and Bilingual staff on exploring the possibility of transforming the program into a Dual Language one. During 2008-2009, we began this process, accepting applications and screening applicants in June, 2009 and forming Dual Language classes in Pre-Kindergarten and Kindergarten in September, 2009.

We began the Dual Language (DL) Program in pre-Kindergarten and Kindergarten to lay a foundation for children developing skills in both languages. In 2010-2011 we added a First Grade and a second DL Kindergarten. In 2011-2012 we have added a second First Grade class for last year's Kindergarten and a DL Second Grade class in response to the growing parent demand for such a program.

Parents apply for places in the program for their children. All students are screened for proficiency in English and Spanish. Spanish-speaking students are considered to be potential ELLs and are included at their parent request. English Proficient (EP) students are evaluated for verbal ability and learning readiness. If there are more applicants than places in the DL classes, children are selected according to several criteria: verbal ability and learning readiness, ability in Spanish, and the parents' commitment and ability to support language learning at home. Even in our short experience, we found that we had more applicants than places in the DL classes and have had to be selective. This has become more pronounced this year, and we have waiting lists for Pre-Kindergarten and Kindergarten classes. The population of this year's DL classes is ethnically, linguistically and economically mixed with about a quarter of the children Spanish dominant and three quarters English Proficient (EPs). Some of the EP students have some Spanish spoken at home, and some are already bilingual but others are learning Spanish for the first time.

A. Programming and Scheduling Information

As described in more detail in Section IV C, the Dual Language program classes are self-contained, heterogeneous classes.

ELLs receive ESL as part of the 50% of instructional time devoted to English instruction. The language-rich environment of the classes includes a substantial population of students who are already proficient in English, and who serve as models for the ELLs. The teachers differentiate instruction while the EPs receive English Language Arts. Students at the Beginning and Intermediate levels receive 360 minutes of ESL per week, while students at the Advanced level receive 180 minutes of ESL per week and 180 minutes of ELA. Materials used include the AWARD Reading program, Storytown and Learning Village. In addition, the ESL Teacher pulls out ELLs who need extra help.

Native Language Arts (NLA) instruction takes place during the Spanish half of the week. Students receive at least 5 periods of Spanish NLA a week. Native Language Arts Materials used include the Storytown Program in Spanish, classroom libraries and Learning Village.

Content area instruction is given in both languages. Math is primarily taught in English, with support from realia and hands-on math materials, but the students are also taught in Spanish with the Spanish version of Everyday Math. Science and Social Studies are taught in both languages, using realia, pictures and experiential activities such as hands-on science activities.

English as a Second Language

The English as a Second Language (ESL) Program is a Push In-Pull Out model that is aligned with the latest comprehensive core curriculum and methods conforming with the guidelines provided by the No Child Left Behind (NCLB) Act. The mandated instructional time blocks of ESL/ELA will be adhered to as described in Table 11 CR Part 154 English Language Arts Requirement Guide. Students who have scored at the Beginning and Intermediate levels on the LAB-R and the NYSESLAT receive 360 minutes of ESL instruction a week. Students who scored at the Advanced Level receive 180 minutes of ESL instruction a week.

Intensive intervention services for ELLs are provided by a qualified, licensed and certified ESL teacher. Although the ESL Teacher is responsible for coordinating all ELL services for entitled children, his main instructional focus is on ELLs who are not in DL or TBE classes. Where possible, he gives extra support to ELLs at the lowest proficiency levels in TBE and DL classes, in collaboration with their classroom teachers. The ESL Teacher articulates with the classroom teachers and the Literacy Coach to ensure congruence between the ESL and Reading and Writing curricula. Instruction is differentiated according to the grade, level and needs of the students.

The IAP for ESL classes is that the medium of instruction is English with support available in the Native Language where possible and

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
ESL Teacher's role is to provide a good model for students' Native Languages are available in the school library and classroom libraries, to the extent possible. Students are provided with Bilingual dictionaries, where possible; students in Social Studies, and given practice in using them.	English while showing respect for the Native Languages of the students. Books in the school library and classroom libraries, to the extent possible. Students are provided with DOE Bilingual glossaries for Math, Science and Social Studies, and given practice in using them.		
Common Features			
All three programs share many common features with the other classes in the school. Our ELL population is exposed to the same rigorous academic standards as the mainstream. All elementary program of instruction by following timelines with activities in small group and discovery-center instruction.			
Additional program supports for ELLs will include			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

A. Programming and Scheduling Information

decoding and writing skills across all grades.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Intervention programs for ELLs have been addressed in the answers to questions 5 and 6.

9. Continuing Transitional Support

Students who achieve proficiency as measured by the NYSESLAT in the Spring are no longer entitled to service as ELLs, but they continue to get support within the TBE, Dual Language (DL) and ESL programs. Such former ELLs can continue in TBE classes and become part of the EP population in the Dual Language classes. One of the reasons that we decided to make a transition to a Dual Language model was precisely to provide a consistent medium of support for these students. In addition, these students receive extended time on tests. The ELL Coordinator works with classroom teachers, especially of those former ELLs who are not in TBE or DL classes, to ensure that those students continue to progress.

10. New programs: The DL program has expanded due to great parental interest to include a second First Grade class and a Second Grade class. We are considering completing the transformation of the TBE Third and Fourth Grade classes into Dual Language classes as there are students who have achieved English Proficiency in those classes whose parents want to maintain them in a bilingual program, and DL would provide a more viable model for that. We will initiate discussions with parents and staff to evaluate that possibility. In any case, we expect to open a DL Third Grade next year as this year's Second Grade students move up.

In addition, we will be increasing the use of push-in ESL service for those ELLs who are not in DL or TBE classes.

11. We will be discontinuing TBE classes as the current populations move up and are replaced by DL classes, because of parent choices discussed above. We will do this as a gradual phase-out so that parents' choices for TBE in the past continue to be honored.

12. Access to School Programs

ELLs are provided equal access to all school programs, in keeping with state law. PS46 provides an enriched instructional focus for monolingual, dual language and bilingual pupils. Our project-based instructional approach integrates a broad range of specialty classes and is adaptable to multiple intelligences. This inclusive approach is evident from the first days of school when we prepare for Hispanic Heritage Month. Hispanic Heritage Month culminates in an all-school celebration where the families of all students come together, and students from all classes share what they have learned about Hispanic culture and history through art, music and writing.

Our state of the art Robin Hood Library offers books and media in English, Spanish and Arabic. The foreign language library holdings foster understanding of American as well as foreign cultures. All students are provided with opportunities to use materials from the library. Students can choose books in English or in their native language. A substantial quantity of Spanish and Bilingual English/Spanish books have been added to the library's collection this year through the ELL Title I Grant. In addition, all parents can borrow books for their children. The Librarian, Ms. Christine Rolling, has received special training in making the Library accessible to the whole school community.

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A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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Our award-winning Arts program includes two visual arts teachers who not only interface the arts with Science and Math but Social Studies

A. Programming and Scheduling Information

C. Schools with Dual Language Programs

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

Implementing the Dual Language Program

Dual Language Program 1-5

The model we have chosen for the school calls for a language allocation for the Dual Language classes of 50% English, 50% Spanish for all children in the program. Language is separated by time and day. We have followed the roller coaster model, so that children alternated between mornings and afternoons in English and Spanish. However, several teachers felt this model led to more limited use of Spanish, so they experimented with an alternate day model. As they were pleased with the results, we discussed our policy both in last spring's study group and in Bilingual/Dual Language team meetings. We have decided to adopt the alternate day model throughout the program, with all classes following the same schedule. To emphasize the time separation, teachers wear colored badges of blue for English and red for Spanish. Student responses in the non-target language are accepted and paraphrased and answered in the target language. In this way, respect and support are shown to all students and both languages.

The DL classes are self-contained. ELLs at the Beginning and Intermediate proficiency levels in the classes may receive extra support from the ESL teacher. Other than that time, the EP and ELL students are integrated throughout the school day. Language Arts, Social Studies, Science and Mathematics are taught in both languages, depending on the time of day. Emergent literacy is taught simultaneously, so students learn print concepts in both languages, although they may be expected to be grouped according to their ability in the target language.

Both EP and ELL students are assessed in English Reading by the MCLAS (Dibbels) and with El Sol in Spanish. As both are balanced literacy-based assessment systems, we feel that they provide similar information, although we are exploring changing to the Spanish version of Dibbels in the future to ensure congruence of assessment instruments. In the course of this year we will begin to implement observational protocols to measure development of aural/oral proficiency in Spanish.

As the only DL classes are in Pre-Kindergarten, Kindergarten, First and Second Grades, none of the students have taken standardized New York State tests at all, except for the NYSESLAT, so there are no results to report on the performance of EP students on the ELE Spanish Reading test. Since this is the third year of the DL program and the students are in pre-Kindergarten and Kindergarten and First Grade, we have little data beyond that of observation and the first El Sol results. Nonetheless, we can say that most of the EPs in pre-Kindergarten and Kindergarten are largely in a pre-production or early production stage in Spanish, depending on the student. Most of the EPs have mastered the alphabet in Spanish and are building their vocabulary in the language. Their receptive language at this point is much stronger than their productive language. We are very encouraged with the rate of their progress, and their parents have expressed satisfaction with the program and recommended it to other parents. There are a number of students who can be considered bilingual, but they all came to school from Spanish-speaking homes and have also achieved a mastery of English.

We have noted, however, rising levels of proficiency among EPs who are in their second year in the program, and among those who had exposure to Spanish at home. Many of these are at an Intermediate level of fluency and some are already becoming bilingual.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff Development

1. Staff development is presented by trained and qualified individuals who may be members of our staff or resource people provided by the CLSO. The topics for discussion, content areas of study and for professional development are derived from teacher/student needs, assessments & data/surveys, class walk-throughs, and teacher/administrative requests. Among them is the improvement of Math, Literacy and Science instruction, assessing and using of data in Inquiry Team work, and improving the use of Technology in the classroom. All staff

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ESL, Bilingual and Dual Language teachers will participate, in an ongoing study group on improving literacy instruction for ELLs, along with the Principal and Assistant Principal and selected other staff members. The study group will meet during and after school hours, and will focus on discussing the book *Literacy Instruction for English Language Learners*.

In addition, Bilingual and Dual Language staff members will meet monthly during common preps to discuss using data to drive and differentiate instruction, both for English and Spanish, in coordination with the Inquiry Team.

The ELL Coordinator works with the administration to identify professional development opportunities offered by the NYC Department of Education's Office of English Language Learners that would benefit Bilingual and Dual Language teachers, so that their attendance can be arranged.

Finally, Third and Fourth Grade Bilingual teachers will take part, along with the ESL teacher and Test Coordinator, in training on how to interpret data from the ELL Interim Assessments and use it to inform instruction of ELLs.

2. The ELL Coordinator meets with the Guidance Counselor, Ms. Tasheena Norfleet to plan for the transition of ELLs and former ELLs to middle school. We ensure that middle school materials are available in the native language of the parents to the extent that translations have been made, and that interpretation is given for parents with questions about the process. Classroom teachers are consulted as we strive to help parents and students find the most suitable programs for their needs.

3. Mandated ESL Training for Teachers Outside the Bilingual, Dual Language and ESL Programs (José P. Compliance)

All teachers and administrators are required to receive mandated training in methods and materials for teaching ELLs. General education teachers are required to take 7 ½ hours of training, and Special Education teachers must have 10 hours of such training. At PS 46, we have surveyed our staff to see which ones have received this training or something comparable – for example, a college-level course in Applied Linguistics, ESL Methods or similar subject - in the past. Most staff members who have been teaching for some time have completed this at some time in the past. We have asked staff members to provide documentation of their having received this training.

For teachers who have not received the mandated hours, we will make them aware of opportunities to complete the training offered by the CLSO or OELL, and will provide our own series of classes after school in the winter and spring, based on the study of *Learning to Learn in a Second Language* by Pauline Gibbons. As teachers complete the required training, they will be given certificates of completion. Mr. Johnson, the ESL Teacher, will maintain a file of these records, which should also be placed in individual teachers' school files in the main office.

In addition, Mr. Johnson will survey staff in the following positions to assess their professional development needs in relation to issues affecting ELLs and develop a plan with the administration to make sure that they receive appropriate training:

- Paraprofessionals
- The guidance counselor
- The psychologist and social worker (School Based Support Team)
- The occupational and physical therapists
- The secretary
- The parent coordinator

Regular collaboration takes place between the ELL/Bilingual Coordinator and the secretary, Parent Coordinator and Family Assistant to

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3. Mandated ESL Training for Teachers Outside the Bilingual, Dual Language and ESL Programs (José P. Compliance)

All teachers and administrators are required to receive mandated training in methods and materials for teaching ELLs. General education teachers are required to take 7 ½ hours of training, and Special Education teachers must have 10 hours of such training. At PS 46, we have surveyed our staff to see which ones have received this training or something comparable – for example, a college-level course in Applied Linguistics, ESL Methods or similar subject - in the past. Most staff members who have been teaching for some time have completed this at some time in the past. We have asked staff members to provide documentation of their having received this training.

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- Paraprofessionals
- The guidance counselor
- The psychologist and social worker (School Based Support Team)
- The occupational and physical therapists
- The secretary
- The parent coordinator

Regular collaboration takes place between the ELL/Bilingual Coordinator and the secretary, Parent Coordinator and Family Assistant to plan for the registration of new students, providing opportunities for the exchange of views and information. The ELL Coordinator also

E. Parental Involvement

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

Parent/community involvement:

PS 46 has a parent coordinator, Ms. Cecilia Lopez, who communicates with the parents and the community. The Parent Coordinator's role in the building is to help maintain a welcoming atmosphere for all parents and provide services based on the school community's parental needs. This is tailored with the support of volunteers and parent members of the School Leadership Team. She also collaborates with Community Based Organizations like Fort Greene S.N.A.P. which supports the community by bringing services for our Grandparents into the school in Spanish. As well, the Parent Coordinator maintains a continual flow of ongoing supports to parents and keeps parents aware of the services that exist throughout the city that are geared toward ELLs and their needs. The parent coordinator has organized English Language Tutoring for parents who do not speak English and provides referrals to ESL classes for adults such as the Good Will Beacon program available in the community. Finally, she helps communicate parent concerns to the school administration.

Parent Workshops

In order for parents to assist their children academically and socially, the school offers parents various opportunities for growth and development. Workshops on curriculum, health, school rules, regulations, policy and services are conducted by the parent coordinator and community-based organizations affiliated with the school.

- Parent Workshops on ARIS, Parent Compact, SLT, Title 1, and Parent Involvement are given in Spanish and English.
- Getting off to a good start (parents learn who's who in the building) in September
- How to set up a homework work station
- We have a Crochet Club for parents where instruction is given in English and Spanish
- A sewing class will be given in Spanish and English
- Workshops will be given to all parents of third through fifth grade students, these workshops will be given by Learning Leaders and outside organizations. There will be two speakers which will foster interaction with all the parents present.
- Holiday events allow all parents and their children to get involved. Our school hosts a "Winter Wonderland" (the celebration of all December –January holidays ex; Christmas, Nativity, Three Kings Day, Eid, and Kwanzaa)

Communication

All parent school information is offered in English and Spanish at the present time. Phone messages, fliers and notices are sent out in Spanish and English. An in-house translator translates letters, documents, and flyers into Spanish, the native language of most of the English Language Learners in the school. The school arranges for the translation and distribution of information in other languages as needed. (See Translation and Interpretation Policy, Appendix III.) When parents have in-house meetings concerning their children, interpretation is provided.

The ESL/Bilingual Coordinator meets with the parents of newly enrolled ELLs to orient them to programs available to help their children, and organizes periodic meetings with parents of ELLs throughout the year to report on the programs for ELLs and to discuss their concerns. In addition, meetings are scheduled on a regular basis for all parents of children in the Dual Language and Bilingual programs.

Participation

Parents of ELL/LEP students are integral members of the school community, participating in all school activities including:

- Parent Teacher Association
- Learning Leaders Program
- Parent /Teacher Conferences
- Assemblies and Curriculum Celebrations.

Parent Needs Assessment

The parents are given surveys at the beginning of the year and asked to select their interests, strengths, hobbies, and skills. There is also room for them to tell us what they need assistance in. We have several support groups housed in our building, including Learning Leaders and Partnership With Children, and all of these organizations have someone who speaks Spanish fluently who can assist in translation. Ms.

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

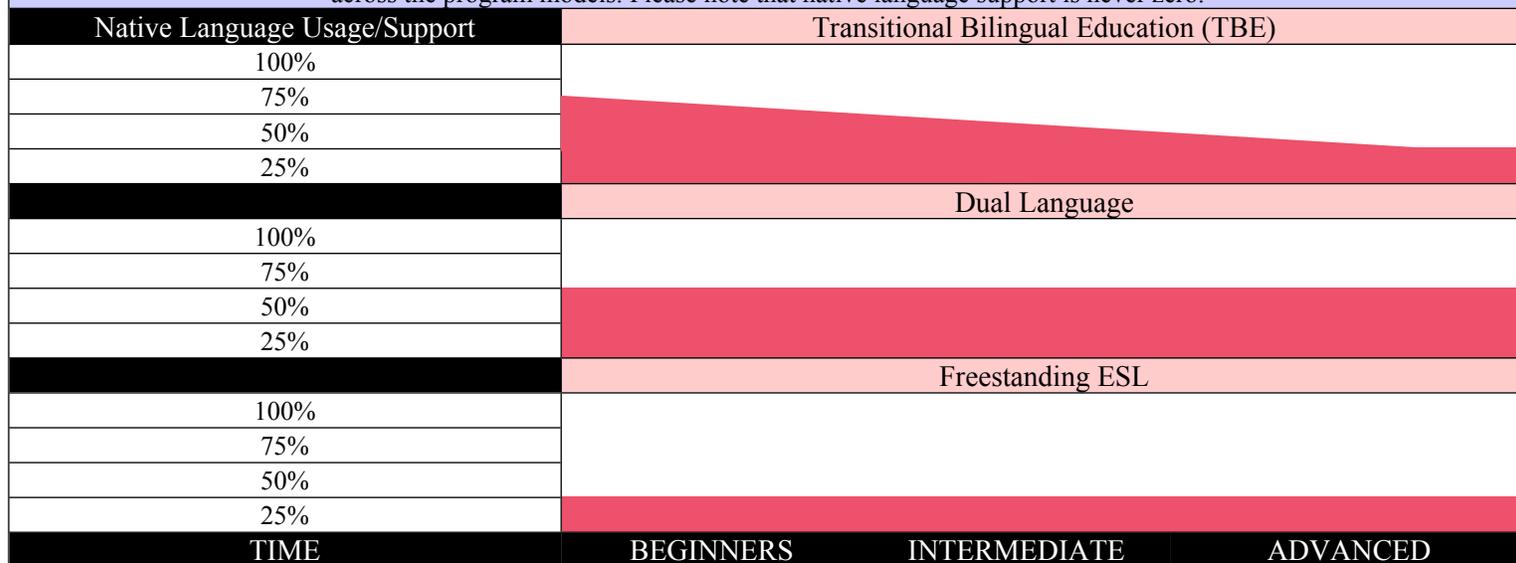
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

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17. What language electives are offered to ELLs?

8. Intervention programs for ELLs have been addressed in the answers to questions 5 and 6.

9. Continuing Transitional Support

Students who achieve proficiency as measured by the NYSESLAT in the Spring are no longer entitled to service as ELLs, but they continue to get support within the TBE, Dual Language (DL) and ESL programs. Such former ELLs can continue in TBE classes and become part of the EP population in the Dual Language classes. One of the reasons that we decided to make a transition to a Dual Language model was precisely to provide a consistent medium of support for these students. In addition, these students receive extended time on tests. The ELL Coordinator works with classroom teachers, especially of those former ELLs who are not in TBE or DL classes, to ensure that those students continue to progress.

10. New programs: The DL program has expanded due to great parental interest to include a second First Grade class and a Second Grade class. We are considering completing the transformation of the TBE Third and Fourth Grade classes into Dual Language classes as there are students who have achieved English Proficiency in those classes whose parents want to maintain them in a bilingual program, and DL would provide a more viable model for that. We will initiate discussions with parents and staff to evaluate that possibility. In any case, we expect to open a DL Third Grade next year as this year's Second Grade students move up.

In addition, we will be increasing the use of push-in ESL service for those ELLs who are not in DL or TBE classes.

11. We will be discontinuing TBE classes as the current populations move up and are replaced by DL classes, because of parent choices discussed above. We will do this as a gradual phase-out so that parents' choices for TBE in the past continue to be honored.

12. Access to School Programs

ELLs are provided equal access to all school programs, in keeping with state law. PS46 provides an enriched instructional focus for monolingual, dual language and bilingual pupils. Our project-based instructional approach integrates a broad range of specialty classes and is adaptable to multiple intelligences. This inclusive approach is evident from the first days of school when we prepare for Hispanic Heritage Month. Hispanic Heritage Month culminates in an all-school celebration where the families of all students come together, and students from all classes share what they have learned about Hispanic culture and history through art, music and writing.

Our state of the art Robin Hood Library offers books and media in English, Spanish and Arabic. The foreign language library holdings foster understanding of American as well as foreign cultures. All students are provided with opportunities to use materials from the library. Students can choose books in English or in their native language. A substantial quantity of Spanish and Bilingual English/Spanish books have been added to the library's collection this year through the ELL Title I Grant. In addition, all parents can borrow books for their children. The Librarian, Ms. Christine Rolling, has received special training in making the Library accessible to the whole school community.

Our Science teacher, Mr. Victor Jaroslaw, not only speaks Spanish but has Spanish language Science materials available as well. He can accept student contributions in Spanish and respond so that even children who are not proficient in English can fully participate. His hands-on experiential lab environment is adaptable to the needs of ELLs. The inquiry-based approach reinforces and enriches the students' understanding of scientific principles by grounding them in direct experiences.

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Our award-winning Arts program includes two visual arts teachers who not only interface the arts with Science and Math but Social Studies

Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

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

Implementing the Dual Language Program

Dual Language Program 1-5

The model we have chosen for the school calls for a language allocation for the Dual Language classes of 50% English, 50% Spanish for all children in the program. Language is separated by time and day. We have followed the roller coaster model, so that children alternated between mornings and afternoons in English and Spanish. However, several teachers felt this model led to more limited use of Spanish, so they experimented with an alternate day model. As they were pleased with the results, we discussed our policy both in last spring's study group and in Bilingual/Dual Language team meetings. We have decided to adopt the alternate day model throughout the program, with all classes following the same schedule. To emphasize the time separation, teachers wear colored badges of blue for English and red for Spanish. Student responses in the non-target language are accepted and paraphrased and answered in the target language. In this way, respect and support are shown to all students and both languages.

The DL classes are self-contained. ELLs at the Beginning and Intermediate proficiency levels in the classes may receive extra support from the ESL teacher. Other than that time, the EP and ELL students are integrated throughout the school day. Language Arts, Social Studies, Science and Mathematics are taught in both languages, depending on the time of day. Emergent literacy is taught simultaneously, so students learn print concepts in both languages, although they may be expected to be grouped according to their ability in the target language.

Both EP and ELL students are assessed in English Reading by the MCLAS (Dibbels) and with El Sol in Spanish. As both are balanced literacy-based assessment systems, we feel that they provide similar information, although we are exploring changing to the Spanish version of Dibbels in the future to ensure congruence of assessment instruments. In the course of this year we will begin to implement observational protocols to measure development of aural/oral proficiency in Spanish.

As the only DL classes are in Pre-Kindergarten, Kindergarten, First and Second Grades, none of the students have taken standardized New York State tests at all, except for the NYSESLAT, so there are no results to report on the performance of EP students on the ELE Spanish Reading test. Since this is the third year of the DL program and the students are in pre-Kindergarten and Kindergarten and First Grade, we have little data beyond that of observation and the first El Sol results. Nonetheless, we can say that most of the EPs in pre-Kindergarten and Kindergarten are largely in a pre-production or early production stage in Spanish, depending on the student. Most of the EPs have mastered the alphabet in Spanish and are building their vocabulary in the language. Their receptive language at this point is much stronger than their productive language. We are very encouraged with the rate of their progress, and their parents have expressed satisfaction with the program and recommended it to other parents. There are a number of students who can be considered bilingual, but they all came to school from Spanish-speaking homes and have also achieved a mastery of English.

We have noted, however, rising levels of proficiency among EPs who are in their second year in the program, and among those who had exposure to Spanish at home. Many of these are at an Intermediate level of fluency and some are already becoming bilingual.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff Development

1. Staff development is presented by trained and qualified individuals who may be members of our staff or resource people provided by the CLSO. The topics for discussion, content areas of study and for professional development are derived from teacher/student needs, assessments & data/surveys, class walk-throughs, and teacher/administrative requests. Among them is the improvement of Math, Literacy and Science instruction, accessing and using of data in Inquiry Team work, and improving the use of Technology in the classroom. All staff members have access to professional development in meeting the needs of ELLs. All will participate in professional development on the Language Allocation policy and its implications for the classroom, as well as the Translation and Interpretation policy.

ESL, Bilingual and Dual Language teachers will participate, in an ongoing study group on improving literacy instruction for ELLs, along with the Principal and Assistant Principal and selected other staff members. The study group will meet during and after school hours, and will focus on discussing the book Literacy Instruction for English Language Learners.

In addition, Bilingual and Dual Language staff members will meet monthly during common preps to discuss using data to drive and differentiate instruction, both for English and Spanish, in coordination with the Inquiry Team.

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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff Development

1. Staff development is presented by trained and qualified individuals who may be members of our staff or resource people provided by the CLSO. The topics for discussion, content areas of study and for professional development are derived from teacher/student needs, assessments & data/surveys, class walk-throughs, and teacher/administrative requests. Among them is the improvement of Math, Literacy and Science instruction, accessing and using of data in Inquiry Team work, and improving the use of Technology in the classroom. All staff members have access to professional development in meeting the needs of ELLs. All will participate in professional development on the Language Allocation policy and its implications for the classroom, as well as the Translation and Interpretation policy.

ESL, Bilingual and Dual Language teachers will participate, in an ongoing study group on improving literacy instruction for ELLs, along with the Principal and Assistant Principal and selected other staff members. The study group will meet during and after school hours, and will focus on discussing the book Literacy Instruction for English Language Learners.

In addition, Bilingual and Dual Language staff members will meet monthly during common preps to discuss using data to drive and differentiate instruction, both for English and Spanish, in coordination with the Inquiry Team.

The ELL Coordinator works with the administration to identify professional development opportunities offered by the NYC Department of Education's Office of English Language Learners that would benefit Bilingual and Dual Language teachers, so that their attendance can be arranged.

Finally, Third and Fourth Grade Bilingual teachers will take part, along with the ESL teacher and Test Coordinator, in training on how to interpret data from the ELL Interim Assessments and use it to inform instruction of ELLs.

2. The ELL Coordinator meets with the Guidance Counselor, Ms. Tasheena Norfleet to plan for the transition of ELLs and former ELLs to middle school. We ensure that middle school materials are available in the native language of the parents to the extent that translations have been made, and that interpretation is given for parents with questions about the process. Classroom teachers are consulted as we strive to help parents and students find the most suitable programs for their needs.

3. Mandated ESL Training for Teachers Outside the Bilingual, Dual Language and ESL Programs (José P. Compliance)

All teachers and administrators are required to receive mandated training in methods and materials for teaching ELLs. General education teachers are required to take 7 ½ hours of training, and Special Education teachers must have 10 hours of such training. At PS 46, we have surveyed our staff to see which ones have received this training or something comparable – for example, a college-level course in Applied Linguistics, ESL Methods or similar subject - in the past. Most staff members who have been teaching for some time have completed this at some time in the past. We have asked staff members to provide documentation of their having received this training.

For teachers who have not received the mandated hours, we will make them aware of opportunities to complete the training offered by the CLSO or OELL, and will provide our own series of classes after school in the winter and spring, based on the study of Learning to Learn in a Second Language by Pauline Gibbons. As teachers complete the required training, they will be given certificates of completion. Mr. Johnson, the ESL Teacher, will maintain a file of these records, which should also be placed in individual teachers' school files in the main office.

In addition, Mr. Johnson will survey staff in the following positions to assess their professional development needs in relation to issues affecting ELLs and develop a plan with the administration to make sure that they receive appropriate training:

- Paraprofessionals
- The guidance counselor
- The psychologist and social worker (School Based Support Team)
- The occupational and physical therapists
- The secretary
- The parent coordinator

Regular collaboration takes place between the ELL/Bilingual Coordinator and the secretary, Parent Coordinator and Family Assistant to plan for the registration of new students, providing opportunities for the exchange of views and information. The ELL Coordinator also

E. Parental Involvement

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

Parent/community involvement:

PS 46 has a parent coordinator, Ms. Cecilia Lopez, who communicates with the parents and the community. The Parent Coordinator's role in the building is to help maintain a welcoming atmosphere for all parents and provide services based on the school community's parental needs. This is tailored with the support of volunteers and parent members of the School Leadership Team. She also collaborates with Community Based Organizations like Fort Greene S.N.A.P. which supports the community by bringing services for our Grandparents into the school in Spanish. As well, the Parent Coordinator maintains a continual flow of ongoing supports to parents and keeps parents aware of the services that exist throughout the city that are geared toward ELLs and their needs. The parent coordinator has organized English Language Tutoring for parents who do not speak English and provides referrals to ESL classes for adults such as the Good Will Beacon program available in the community. Finally, she helps communicate parent concerns to the school administration.

Parent Workshops

In order for parents to assist their children academically and socially, the school offers parents various opportunities for growth and development. Workshops on curriculum, health, school rules, regulations, policy and services are conducted by the parent coordinator and community-based organizations affiliated with the school.

- Parent Workshops on ARIS, Parent Compact, SLT, Title 1, and Parent Involvement are given in Spanish and English.
- Getting off to a good start (parents learn who's who in the building) in September
- How to set up a homework work station
- We have a Crochet Club for parents where instruction is given in English and Spanish
- A sewing class will be given in Spanish and English
- Workshops will be given to all parents of third through fifth grade students, these workshops will be given by Learning Leaders and outside organizations. There will be two speakers which will foster interaction with all the parents present.
- Holiday events allow all parents and their children to get involved. Our school hosts a "Winter Wonderland" (the celebration of all December –January holidays ex; Christmas, Nativity, Three Kings Day, Eid, and Kwanzaa)

Communication

All parent school information is offered in English and Spanish at the present time. Phone messages, fliers and notices are sent out in Spanish and English. An in-house translator translates letters, documents, and flyers into Spanish, the native language of most of the English Language Learners in the school. The school arranges for the translation and distribution of information in other languages as needed. (See Translation and Interpretation Policy, Appendix III.) When parents have in-house meetings concerning their children, interpretation is provided.

The ESL/Bilingual Coordinator meets with the parents of newly enrolled ELLs to orient them to programs available to help their children, and organizes periodic meetings with parents of ELLs throughout the year to report on the programs for ELLs and to discuss their concerns. In addition, meetings are scheduled on a regular basis for all parents of children in the Dual Language and Bilingual programs.

Participation

Parents of ELL/LEP students are integral members of the school community, participating in all school activities including:

- Parent Teacher Association
- Learning Leaders Program
- Parent /Teacher Conferences
- Assemblies and Curriculum Celebrations.

Parent Needs Assessment

The parents are given surveys at the beginning of the year and asked to select their interests, strengths, hobbies, and skills. There is also room for them to tell us what they need assistance in. We have several support groups housed in our building, including Learning Leaders and Partnership With Children, and all of these organizations have someone who speaks Spanish fluently who can assist in translation. Ms.

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The parents are given surveys at the beginning of the year and asked to select their interests, strengths, hobbies, and skills. There is also room for them to tell us what they need assistance in. We have several support groups housed in our building, including Learning Leaders and Partnership With Children, and all of these organizations have someone who speaks Spanish fluently who can assist in translation. Ms. Council, a Family Assistant for Students in Temporary Housing (STH) has an office in the school and works with all parents, including

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2	3	0	0	1								11
Intermediate(I)	4	1	4	3	3	0								15
Advanced (A)	2	2	1	7	4	4								20
Total	11	5	8	10	7	5	0	0	0	0	0	0	0	46

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	1	2	2	0	1	1							
	A	6	2	5	3	1	0							
	P	5	1	2	7	6	6							
READING/ WRITING	B	5	2	3	0	0	1							
	I	4	1	4	3	3	0							
	A	2	2	0	6	3	4							
	P	1	0	2	1	2	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	6	2	0	11
4	1	5	1	1	8
5	2	5	0	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	4	0	4	0	0	0	11
4	0	0	5	1	2	0	1	0	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	3	1	3	0	0	0	7
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	6	1	1	0	9
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	3	5	3	2	1	3	4	5
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

LAP Assessment Analysis

1. The early English literacy skills of all students in grades K through 2 are measured with the components of Reading 3-D, a computer-based program that incorporates running records, oral reading fluency, comprehension, phonemic awareness and sight word recognition. The benchmarks are assessed three times a year, with progress monitored on an ongoing basis. EL SOL has been used to measure the development of early Spanish literacy in grades K-3. It is administered twice a year. To make the assessments comparable, we have begun using the Spanish version of Reading 3-D this year.

The data from these assessments indicate that there is a close relationship between overall verbal ability in one's native language and the acquisition of literacy skills in either language. Students with strong verbal ability in Spanish tend to achieve literacy in that language first and transfer those skills to English. Higher scores on the Reading 3-D correlated with higher scores on EL SOL, except with students who arrived in the country during last year. Those students showed much higher literacy skills in Spanish than English. Past experience suggests students who become literate in Spanish achieve proficiency in English more quickly than other students.

As these assessments are administered over the course of the year, they are intended to guide teachers as they plan instruction and arrange grouping for differentiated attention to students' needs.

2. NYSESLAT Results 2011

For the purposes of analyzing the school's performance in 2010-2011, the scores of all the ELLs tested in the school in the Spring have been selected. Some of these students have graduated to middle school, and others have transferred to other schools. As all the students who were enrolled in the school in 2010-2011 took the NYSESLAT, all the data refer to the May scores on the NYSESLAT rather than the LAB-R.

53 students were tested with the NYSESLAT in PS 46 in May. 50 of the students were in General Education and 3 in Special Education. 11, 20.7% of the population, scored at the Beginning level. 15, 28.3% scored Intermediate. 20, 37.7%, scored Advanced, and 7, 13.2%, scored Proficient and no longer need ESL service. A majority of 52% scored either Advanced or Proficient, showing that the programs for ELLs in the school have helped the students make considerable progress.

Overall the scores in the previous year were comparable, but this year a smaller percentage reached proficiency while more were Advanced, and a larger segment scored Beginning.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Edward C. Blum ElementaryPS 46		School DBN: 13K046	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karyn Nicholson	Principal		10/24/11
Alice Clear	Assistant Principal		10/24/11
Cecelia Lopez	Parent Coordinator		10/24/11
James G. Johnson	ESL Teacher		10/24/11
Jessica Gohlke	Parent		10/24/11
Pamela Klein, DL K	Teacher/Subject Area		10/24/11
Martha Rodriguez Jackson TBE4	Teacher/Subject Area		10/24/11
	Coach		
	Coach		
Tasheena Norfleet	Guidance Counselor		10/24/11
	Network Leader		
Placid Dubissette	Other <u>SETSS Teacher</u>		10/24/11
Kathleen Grosvenor	Other <u>Speech Teacher</u>		10/24/11
Beth Conard	Other <u>Art Teacher</u>		10/24/11
	Other		10/24/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13K046 **School Name:** Edward C. Blum Elementary PS 46

Cluster: CFN 612 **Network:** Grapevine

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

Part A: Needs Assessment Findings

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

- **Registration:** we use every available means to determine the language background of entering students. As Spanish has historically, over a period of several decades, been the major second language in our neighborhood, Spanish-speaking staff members are assigned to assist every new admit. The ESL Specialist participates in the major registration period during September to ensure that all families speaking other languages are properly identified.
- **Analysis of Home Language Information Surveys (HLIS):** The ESL Specialist processes all HLIS of incoming students to identify the home language of each child. This provides data needed to determine parents' translation needs. As the new HLIS asks parents to identify the language that they would like to receive school information in, the ESL Specialist can note which families need to receive translations and in which languages. In some cases children may not need LAB testing, but their parents still may need to receive communication in their native language. The Home Languages of all students in the school are available in the Place of Birth Report (RPOB) report, and can be grouped according to language. The Adult Preferred Language Report (RAPL) lists all parents and guardians and their preferred language for oral and written communication. The Home Language Report (RHLA) summarizes the information derived from the HLIS.
- **PTA meetings, workshops and assemblies with parents and the community.** Staff is alert to the language needs of parents attending school events.
- **Parent Coordinator and Family Assistant acts as translators and liaisons that ensure proper communication with parents (written letters, flyers, phone calls using Native Language of parents where possible).**
- **Classroom teachers and other staff are alert to the needs of their children and parents and are encouraged to inform the ESL Specialist and Administration when they find parents who need translation or interpretation.**

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

- The vast majority of parents who speak another language speak and read Spanish; 104 of 386 children, 27% of those enrolled on 12/14/11, had a Home Language of Spanish, reflecting significant exposure to the language. This has been true for many years and is the basis for the Transitional Spanish Bilingual Program and the new Spanish Dual Language Program.
- Other languages are present as well. Two children are from Rwanda and speak a Rwandan language. The following languages are spoken in the homes of one child each: Haitian Creole, Fulani, Korean and Turkish. Altogether, 28% of the school population on 12/14/11 had home languages other than English.
- As noted above, some parents may need translation or interpretation even though their children may enter school without enough exposure to another language to warrant LAB testing. The HLIS form helps the school identify them more easily.
- There is a spectrum of English language proficiency among the parents of the school population who speak another language. Some are comfortable speaking, reading and writing English, while others may be able to communicate orally but not in writing in English. Many feel more comfortable using their native language in an academic context, even though they may "know" English and appear competent in the language. There is a large population of parents who need translation and interpretation to be able to meaningfully participate as partners in their children's education. According to the RAPL, 145 parents have requested translation into Spanish, most of them both for oral and written communication. A few make use of oral interpretation even though they wrote that they did not need it. Two African parents indicated preference for translation into French or their local language.
- Up until now the main means of communicating this information has been oral. The ESL Specialist keeps the Administration, the Parent Coordinator and the classroom teachers abreast of the language needs of the parents. The information is also included in the CEP, especially in the sections devoted to ELLs: the LAP and the Translation Policy itself. The need to accommodate parents with translations, and the means to do so have been discussed in faculty meetings. In the coming year a summary of these findings will be made available to the staff through a written report. A list of parents who need translation will be given to the Pupil Accounting Secretary, the Parent Coordinator and the PTA; teachers will receive lists of children in their classrooms whose parents need translation and/or interpretation support.

Part B: Strategies and Activities

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

- An in-house translator (teacher, staff) who provides written translations in Spanish for documents that need to be communicated to parents and the community.
- All school communications such as letters / memos informing parents about new schedules, programs, procedures, policies of the school, regulations, uniforms, conferences with teachers, open houses, assemblies, report cards, student notifications, field trips, and workshops for parents are translated into Spanish.
- Where possible, documents that are available citywide that have been translated into Spanish and other minority languages, such as test notifications and Chancellor's Regulations, are distributed to parents.
- Communications with parents who speak languages other than Spanish are sent to the Translation and Interpretation Unit of the DOE.
- Copies of translated documents with dates of distribution are kept on file.

So far, the translation needs of the two non-Spanish speaking parents who stated a preference for translation and interpretation have been met by their English-speaking spouses or older children.

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

- The school will provide oral interpretation in Spanish using in-house staff (Parent Coordinator, Family Assistant, teachers and parent volunteers) during school hours and after school hours. This has been available for Spanish-speaking families for many years.
- If parents who speak other languages need or request interpretation, the school will contact the DOE Translation Unit.

The oral interpretation needs of the two parents who requested interpretation into a language other than Spanish have been met so far by working with their spouse or older children.

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

- Signs have been posted in prominent locations in the building, especially near the entrance and main office, informing parents of their right to request translation services and the school's policy of providing translated materials to parents.
- Parents are informed during the registration process and during new parent orientations of the school's commitment to providing them with translation and interpretation services.

All parents will receive a notice of the school's policy through a letter in September. As parents register they will receive a copy of the letter, which will be translated into the languages spoken in the school.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Edward C. Blum Elementary	DBN: 13K046
Cluster Leader: Jose Ruiz	Network Leader: Margarita Nell
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
of certified ESL/Bilingual teachers: 9
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: English Language Learners (ELLs) need extra support in the acquisition of English for academic purposes. We have found through many years of experience that a focused supplementary after-school program with small groups can accelerate the development of English and Math skills.

Older students (grades 3-5) will focus on the development of academic English and Mathematics skills necessary for success in school and proficiency in the language. Students in Kindergarten through Second Grade and other Newcomers will concentrate as well on developing basic interpersonal communication skills along with cognitive academic language.

Subgroups and grade levels: All subgroups of ELLs in the school will be included: Newcomers, 4-6 year students, SIFE and students with disabilities. Students from grades Kindergarten through Fifth Grade can participate. The first component of the Title III Extended Day Program will include two classes of twelve students each in Grades 3, 4 and 5. In addition, there will be two classes of 12 children each in Kindergarten, First and Second Grades.

Schedule and duration: The Extended Day Program will take place two days a week, on Tuesdays and Thursdays, for two hours with each session running from 3:05 pm to 5:05 pm. The classes will extend for nine weeks, starting in January, 2012. The Extended Day program for Grades 3 – 5 will conclude in April, 2012.

In addition, two classes of 12 children each in Kindergarten, First and Second Grades will begin in January and continue to April, 2012. These classes will also be held on Tuesdays and Thursdays, from 3:05 pm to 5:05 pm for nine weeks.

Language of Instruction: The instruction will be predominantly in English. However, in the Grade 3 – 5 classes instruction in Mathematics will be differentiated for Spanish – dominant students in the Bilingual program, who will be taking the NYS Mathematics exam in Spanish, so that they can get support in their native language.

Number and types of certified teachers: There will be four teachers, one for each group; the teachers will be certified Bilingual or ESL teachers.

Materials: Materials used will focus on English language proficiency. The basic texts of the classes will be the Empire State NYSESLAT ESL/ELL series for Grades Two through Five, and Getting Ready for the NYSESLAT for Grades K – 1. Supplemental materials will include the Language Proficiency Intervention Kit Levels K – 5 and Longman Children’s Picture Dictionaries. Math preparation will be based in Test Ready Omni Mathematics, which is available in both English and Spanish.

Part C: Professional Development

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

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

Begin description here:

•Rationale:There will be a study group on how to scaffold instruction for English Language Learners in all grades. Teachers will be able to share best practices while discussing readings that offer perspectives on how to differentiate for different groups of ELLs and develop academic skills.

• Teachers to receive training: The study group will include seven Bilingual, Dual Language and ESL teachers.

•Schedule and duration: The study group will meet for 1 1/2 hours per session in 5 group meetings.

•Topics to be covered: Selecting and teaching academic vocabulary and discourse, reading in the content areas, writing strategies for ELLs, and differentiating instruction for different language proficiency levels.

•Name of provider: No outside provider will be used. A trained and experienced ESL or Bilingual teacher will facilitate the sessions.

Part D: Parental Engagement Activities

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

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

Begin description here:

Rationale: Parents who receive guidance in how to help their children in developing literacy and learning a new language can contribute significantly to the success of their children. This can be done both by making high quality educational materials available in English and Spanish and by offering workshops where teachers can share successful home learning activities with parents and answer their questions.

The Parent Coordinator will work with the Dual Language Program Coordinator to support parents and their ability to assist their children's learning of Spanish and English. Educational software will be offered for learning Spanish. Bilingual editions of children's books will be made available for parent read- alouds. Bilingual picture dictionaries will be provided for all parents with children in the Dual Language Program.

Schedule and duration: three workshops will be offered to parents of children in the Dual Language and

Part D: Parental Engagement Activities

Bilingual programs in how to help their children acquire a new language, develop literacy and become more successful in school. The workshops will each be 1 1/2 hours long.

Topics to be covered:

- How to support your child in learning at home

- Read-aloud techniques

- Teaching reading fundamentals in Spanish

- Using online resources for language learning

Name of providers: Two Bilingual/Dual Language or ESL teachers, Ms. Pamela Klein and Mr. Johnson, will facilitate the workshops.

How parents will be notified of these activities: The Parent Coordinator, Dual Language Coordinator and Family Assistant will send letters to all parents of ELLs and English Proficient (EP) students in Dual Language classes inviting them to each workshop session. In addition, flyers will be sent home and posted around the school as reminders, and phone calls will be made to parents before each session to remind them. Workshops will be offered both during the school day as well as in the evening to accommodate the different schedules of parents.

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)	<u>\$7184.16</u>	<u>4 teachers x 2 hours/day x 2 days/week x \$49.89 per session rate x 9 weeks = \$7982.40</u>
<ul style="list-style-type: none"> • Per session • Per diem 	<u>1192.80</u>	<u>7 teachers x 1.5 hours x 5 sessions x \$22.72 training rate = \$954.24</u>

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.
	<u>449.01</u>	<u>3 parent meetings x 1.5 hours x 2 teachers x \$49.89 per session rate = \$499.01</u>
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>0</u>	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>1624.03</u> <u>750.00</u>	<u>Textbooks and supplies for after school program</u> <u>Educational material for parent programs</u>
Educational Software (Object Code 199)		<u>0</u>
Travel	<u>0</u>	<u>0</u>
Other	<u>0</u>	<u>0</u>
TOTAL	<u>11,200</u>	<u>11,200</u>