



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____ THE ALBERT V. MANISCALCO SCHOOL _____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____ 31R046 _____

PRINCIPAL: _____ ANDREA MAFFEO _____ **EMAIL:** _____ AMAFFEO@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: _____ ERMINIA CLAUDIO _____

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
Andrea Maffeo	*Principal or Designee	
Patricia Berntsen	*UFT Chapter Leader or Designee	
Kim Lipari	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Dimmick	Member/PTA	
Angela Fontana	Member/PTA	
Samia Goudjil	Member/PTA	
Nicole Liantonio	Member/PTA	
Barbara Vasquez	Member/PTA	
Grace DiMaio	Member/UFT	
Margaret Guzowski	Member/UFT	
Kristen Mastriano	Member/UFT	
Susan Tasso	Member/UFT	

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 teacher effectiveness by developing a shared understanding of instructional excellence. By June of 2012 the Principal and Assistant Principal will conduct six informal/formal observations for each teacher using selected components of the Danielson rubric to provide meaningful feedback.

Comprehensive needs assessment

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

In analyzing the data, over the past five years, an inconsistency in student achievement in ELA and mathematics was flagged as an area of concern. Danielson's rubric will be used to examine current instructional methods and look to improve coherent instruction that links instruction and assessment. This will provide students with the best possible instruction to meet the requirements of the Common Core State Standards and give students the ability to develop skills for College and Career Readiness. Through the systematic collection of inquiry data as suggested during the 2010-2011 Quality Review, teachers and administration will be able to reflect on student outcomes and improve instructional practices.

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,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

From September 2011 to June of 2012 the following strategies will be implemented:

- Professional conversations regarding academic assessments will include
teachers in decision making
help to drive the professional development
support teachers in reaching capacity building targets.
- Teachers self-assess on selected components of the Danielson rubric.
- Principal, Assistant Principal and Literacy Coach will develop and implement a coherent professional development plan for the teachers that integrate the selected components of the Danielson rubric.

- Principal and Assistant Principal set up and follow a schedule for teacher observation and feedback using the Danielson rubric.
- Teachers will meet weekly during lunch professional development to discuss curriculum mapping, the Danielson framework and Inquiry work.
- Teachers will meet weekly during the 37½ minutes to continue Inquiry Team development in conjunction with curriculum mapping, Common Core State Standards and the Danielson Framework.

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.

The Parent Coordinator and other school staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquires.

P.S. 46 will build the capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically designed below:

- The school will provide assistance and training to parents of children served by the school, as appropriate, in understanding topics such as the following
 - The State's academic College and Career Readiness Common Core State Standards
 - The State's and local academic assessments including alternate assessments
 - Danielson Framework for evaluation
 - ARIS Parent link

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.
- All of the teachers at PS 46 are highly qualified teachers. Providing an understanding of the Danielson Framework will strengthen pedagogical practice and enrich the professional lives of PS 46 educators. This will also ensure that instructional practices are demonstrably more effective thus resulting in improved achievement.

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 Academic Liaisons from CFN 604 and the Literacy Consultant from Literacy Support Specialists will assist in the implementation of this goal by providing on-site support and professional development.

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.
- The human resources that will be used to achieve this goal are as follows:
 - Principal,
 - Assistant Principal
 - Coach
 - All teachers
 - Academic Liaisons
 - Literacy Support Specialist Consultant

The fiscal resources that will be used to achieve this goal are:

Tax Levy Funding
Title I
Staten Island Foundation Grant

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.

During the 2011 – 2012 school year teachers of grades 3, 4 and 5 will work collaboratively with administration, the coach, and each other to increase individual learning opportunities in math for all students including Students with Disabilities and English Language Learners.

By June of 2012, there will be a 10% increase in the number of students including Students with Disabilities and English Language Learners scoring a level 3 on the State Math test as measured by the state achievement standard.

Comprehensive needs assessment

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

In analyzing the Mathematics State testing data an overall decrease of 1% of the students achieving a level 3 or above on the state examination was identified. When looking more closely at last year's grade 3 and 4 students a decrease of 13% and 16% respectively was found for students achieving a level 3 or above on the state mathematics examination.

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,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

From September of 2011 to June of 2012 with intervals of periodic review the following activities will occur:

- Professional conversations regarding academic assessments will include:
 - teachers in decision making
 - help to drive the professional development
 - support teachers in reaching capacity building targets.
- Third – fifth grade staff will continue training in the use of:
 - ARIS
 - Acuity
 - CARS
 - Performance Series to analyze data.
- All third – fifth grade teachers and after school teachers (funding permitting) will continue the use of Accelerated Mathematics to differentiate instruction based on diagnostic results.
- Grade Level Inquiry teams will analyze and make recommendations for differentiated instruction.
- All teachers will set goals for their students based on data from pre unit tests in Everyday Mathematics.
- Based on funding create an after school test prep program to meet the needs of struggling students, as well as high level 2 and low level 3 students.
- Professional Development on aligning Math curriculum maps to Common Core State Standards.
- A new math program, GO Math, was purchased for grades K-2 to build foundation for new state testing in relation to the Common Core State Standards for the 2012-2013 school year.
- Professional Development in City Wide Instructional Expectations for the Common Cores State Standards in Mathematics

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.

The Parent Coordinator and other school staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquires.

The school will provide assistance and training to parents of children served by the school, as appropriate, in understanding of:

Common Core State Standards for Mathematics

State and local academic assessments

How to monitor their child’s progress to improve achievement levels in math and use of technology

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.

All of the teachers at PS 46 are highly qualified teachers.

- Successful model for the teaching of mathematics will be demonstrated by colleagues allowing for distributed leadership and development.
- Professional Development for teachers of grades kindergarten to grade three in the use of the GO Math program by the trainers provided by the publisher.

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 Academic Liaisons from CFN 604 will assist in the implementation of this goal by providing on-site support and professional development. Also the publisher of Go Mathematics has provided and will continue to provide on-site professional development in the use of this new math initiative.

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.

The human resources that will be used to achieve this goal are as follows:

Principal

Assistant Principal

Coach

All teachers

Academic Liaisons.

The fiscal resources that will be used to achieve this goal are as follows:

Tax Levy Fair Student Funding

Title I funds.

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.

During the 2011 – 2012 school year teachers of grades 3, 4 and 5 will work collaboratively with administration, the coach and each other to increase individual learning opportunities in English Language Arts for all students including Students with Disabilities and English Language Learners. By June of 2012, there will be a 10% increase in the number of students including Students with Disabilities and English Language Learners scoring a level 3 on the State ELA test as measured by the state achievement standard.

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.

An analysis of the English Language Arts State testing data revealed an overall increase of 11% of the students achieving a level 3 or above on the state examination. When looking more closely at the data only 54% of the students in grades 3, 4 and 5 scored a level 3 or above on the state English Language Arts examination. Although an 11% gain is commendable, data suggests there is still a need for student improvement in achieving a level 3 or above.

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,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

From September of 2011 to June of 2012 with intervals of periodic review the following activities will occur:

- Professional conversations regarding academic assessments will include teachers in:
 - decision making
 - help to drive the professional development
 - support teachers in reaching capacity building targets.
- Third – fifth grade staff will continue training in the use of :
 - ARIS
 - Acuity
 - CARS

Performance Series to analyze data.

- Training in the use of RAZ-Kids will be conducted by the school's technology teacher for all teachers.
- All third – fifth grade teachers and after school teachers (funding permitting) will continue the use of Accelerated Reader to differentiate instruction based on diagnostic results.
- Grade Level Inquiry teams will analyze and make recommendations for differentiated instruction.
- All teachers will set goals for their students based on data.
- Based on funding, an after school test prep program will be implemented to meet the needs of struggling students, as well as high level 2 and low level 3 students.
- Professional Development on aligning ELA curriculum maps to Common Core State Standards.
- Professional Development in City Wide Instructional Expectations for the Common Cores State Standards in English Language Arts.

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.

The Parent Coordinator and other school staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquires.

The school will provide assistance to parents of children served by the school, as appropriate, in:

- understanding the Common Core State Standards for English Language Arts
- understanding State's and local academic assessments
- how to monitor their child's progress to improve achievement levels in literacy and use of technology
- the use of RAZ-Kids as a home school link

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.

All of the teachers at PS 46 are highly qualified teachers. Successful model for the teaching of English Language Arts will be demonstrated by colleagues allowing for distributed leadership and development.

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 Academic Liaisons from CFN 604 and the Literacy Consultant from Literacy Support Services will assist in the implementation of this goal by providing on site support and professional development.

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.

The human resources that will be used to achieve this goal are as follows:

- Principal
- Assistant Principal
- Coach
- All teachers
- Academic Liaisons
- Consultant from Literacy Support Services

The fiscal resources that will be used to achieve this goal are as follows:

- Tax Levy Fair Student Funding
- Title I
- Staten Island Foundation Grant

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.

By June of 2012, 100% of the teachers of grades three-five and 50% of the teachers in grades 1 and 2 will be introduced to the use of SMARTboards to assist and differentiate instruction in all content areas as measured by teacher questionnaires and classroom observations.

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.

Stated in a Quality Review report was a need to integrate more technology into the curriculum. The additions of SMARTboards into ten classrooms will aide teachers in the use of computer technology to enhance and differentiate instruction

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,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

From September of 2011 to June of 2012 with intervals of periodic review the following activities will occur:

- Professional conversations regarding academic assessments will include teachers in:
 - decision making
 - help to drive the professional development
 - support teachers in reaching capacity building targets.
- All teachers will be trained in the use of SMARTboards to enhance instruction.
- Use of the Department of Education Specialists in Technology to train teachers to use SMARTboards effectively.
- Teachers will meet during grade level conferences to share how they are using SMARTboards to assist with instruction.
- Lunch time professional development will be conducted to further develop understanding of how to use SMARTboards in the classrooms.
- Professional development will be provided by the SMARTboard supplier.

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.

The Parent Coordinator and other school staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquires.

PS 46 will provide information to parents on the new technology that is being used in the classroom to help their children to achieve. Parents will be invited into the classrooms to see first hand the addition of the SMARTboards and the effect on student learning.

Parent Coordinator will host a demonstration on the use of SMARTboard technology

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.

All of the teachers at PS 46 are highly qualified teachers. Successful models for the teaching of technology will be demonstrated by colleagues allowing for distributed leadership and development.

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 Academic Liaisons for technology from CFN 604 will assist in the implementation of this goal by providing on site support and professional development.

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.

The human resources that will be used to achieve this goal are as follows:

- Principal
- Assistant Principal
- Coach
- Technology teacher
- All teachers
- Academic Liaisons.

The fiscal resources that will be used to achieve this goal are as follows:

- Tax Levy Fair Student Funding
- Title I

Capital Improvement funds

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) 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.

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.

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.

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.

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	12	12	N/A	N/A	0	0	0	0
1	24	24	N/A	N/A	1	0	0	0
2	22	22	N/A	N/A	0	0	0	0
3	22	22	N/A	N/A	1	0	0	0
4	26	26	4	5	2	0	1	0
5	21	21	6	6	0	0	0	0
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	<ul style="list-style-type: none"> • Leveled Literacy Intervention in Grade 1: one small guided reading group during the 37 1/2 minute extended school day 53 days a week a trained Reading Recovery/Leveled Literacy teacher. • The classroom teacher provides small group targeted instruction to students in the 37 1/2 minute extended day program. Teachers use <i>Acuity, Performance Series</i>, running records, TCRWP and other classroom assessments to target and provide instruction to strengthen student needs. • If provided, Congressional monies will be used to create an after school test prep program for AIS students. This program will meet two times per week for 3 hours per week after the school day is completed. Teachers use differentiated instruction and individualized instruction to meet students' AIS needs.
Mathematics	<ul style="list-style-type: none"> • Leveled Literacy Intervention in Grade 1: two small guided reading groups are provided during the school day 5 days a week by the Reading Recovery/Leveled Literacy teacher. • The classroom teacher provides small group targeted instruction to students in the 37 1/2 minute extended day program. Teachers use <i>Acuity, Performance Series</i>, running records, TCRWP and other classroom assessments to target and provide instruction to strengthen student needs. • If provided Congressional monies will be used to create an after school test prep program for AIS students. This program will meet two times per week for 3 hours per week after the school day is completed. Teachers use differentiated instruction and individualized instruction to meet students' AIS needs.
Science	<ul style="list-style-type: none"> • The classroom teacher provides small group targeted instruction to students
Social Studies	<ul style="list-style-type: none"> • The classroom teacher provides small group targeted instruction to students

At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • The guidance counselor provides individual and group counseling to help children cope with emotional issues that affect academic success in school. Children are seen during the school day on a weekly basis.
At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • N/A
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • The social worker provides individual and group counseling to help children cope with emotional issues that affect academic success in school. Children are seen during the school day on a weekly basis.
At-risk Health-related Services	<ul style="list-style-type: none"> • N/A

**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)

**The Albert V. Maniscalco School P.S. 46
Title I School Parent Involvement Policy 2011-2012**

Vision and Mission Statement:

P.S. 46, working in tandem with parents, believes strongly in the importance of a family and school partnership and in an environment conducive to achieving high student success.

P.S. 46 is committed to being an open and accessible school where parents can easily meet with the principal, talk to the teachers, staff and counselors to discuss issues and concerns.

Our School encourages families to be:

- *Teachers of their children at home*
- *Supporters of our school and of public education*
- *Advocates for their own and other children, and*
- *Decision-makers in school policy and practice*

PART I

General Expectations

Note: Each school level Parental Involvement Policy must establish the school's expectations for parental involvement base upon the District Parental Involvement Policy. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy- (2) Written Policy of ESEA

The Albert V. Maniscalco School P.S. 46 agrees to implement the following statutory requirements:

- P.S. 46 will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parent Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to extent practicable, in a language parents understand.
- P.S. 46 will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
 - Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities ensuring-*
 - *That parents play an integral role in assisting their child's learning;*
 - *That parents are encouraged to be actively involved in their child's education at school;*
 - *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - *The carrying out of other activities, such as those described in Section 1118-Parent Involvement of the ESEA.*

PART II

Description of How the School Will Implement the Required School Parental Involvement Policy Components

Note: The School Parental Involvement Policy must include a description of how the school will implement or accomplish each of the following components. [Section 1118-Parental Involvement – (a) Local Educational Agency Policy-(2) Written Policy of ESEA]

- P.S. 46 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA:
 1. Involve Parents in discussions regarding the District Parental Involvement Plan at PTA meetings.
 2. PTA Executive Board members will be involved with District personnel through the Staten Island Federation of PTA
 3. The School Leadership team will be involved in the writing of the plan.
- P.S. 46 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

1. Parent members of the School Leadership team will participate in the annual school self evaluation for the Quality Review.
 2. Parents will be interviewed as part of the school's Quality Review process.
 3. Parent Surveys will be a vital part of the School's Progress Report grade.
- P.S. 46 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 1. Universal Pre-kindergarten program.
 - P.S. 46 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, and/or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 1. An evaluation will be conducted at two spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator along with members of the PTA Executive Board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have an opportunity to provide feedback on topics such as: instruction, school to home communication, guidance services, academic intervention services and security.
 2. Parents will also complete the Learning Environment Survey as mandated by the Department of Education. These surveys will be reviewed by the Department of Education and the results will be shared with the parents.
 3. Evaluations will be conducted in native languages.
 - P.S. 46 will build the parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically designed below:
 1. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State's and local academic assessments including alternate assessments
 - The requirements of Title I, Part A
 - How to monitor their child's progress
 - How to work with educators
 - P.S. 46 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

1. Providing parent workshops and courses dealing with computer training
 2. Special meetings with ESL teacher designed to meet the specific literacy needs of parents of English Language Learners.
 3. Workshops presented by staff members to help parent to help their children to achieve.
- P.S. 46 will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 1. Providing all staff with professional development regarding the most effective techniques in involving parents through conversations.
 2. The PTA Executive Board and the School Leadership team will be instrumental in helping to build ties between parents and the schools.
 - P.S. 46 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that support parents in more fully participating in the education of their children by:
 1. Involving Parents in the regular activities of the school
 2. Inviting Parents to Student and Character Student of the Month PTA Meetings.
 3. Inviting Parents into the classrooms for academic learning celebrations.
 - P.S. 46 will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parent can understand
 1. School letters, notices and invitations are sent home in English as well as translated into home languages.
 2. ELL students are provided with native language letters for school events.
 3. Translation service information is posted in the school lobby in the appropriate native languages.

Part III
Adoption

Department of Education of the City of New York
Public School 46
The Albert V. Maniscalco School



Andrea Maffeo
Principal

41 Reid Avenue
Staten Island, NY 10305
Phone - (718) 987-5155
Fax - (718) 987-1703

This policy was adopted by the Albert V. Maniscalco P.S. 46 and will be in effect for the period of the 2011-2012 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 1, 2011.

Principal's Signature

Date

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.

The Albert V. Maniscalco School Parent Compact

The Albert V. Maniscalco School, P.S. 46, the parents of the students participating in activities, services and programs funded by Title I, Part A for No Child Left Behind act of 2001, agree that this compact outlines how the parents, the entire staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This school-parent compact is in effect during the 2011-2012 school year.

SCHOOL RESPONSIBILITIES

The Albert V. Maniscalco School, P.S. 46 will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet New York State's student academic standards as follows:**
 1. P.S. 46 will provide a standards based curricula as outlined by the city of New York to foster high academic achievement in line with the State Standards
 2. Title I Academic Services will provide daily participation in small group direct instruction using a pull-out or push in model.
 3. All teachers and assistants will provide quality instruction in a positive learning environment that will help meet the needs of individual students.
 4. Administrators, teachers and assistants will provide challenging and interesting educational experiences.
 5. Administrators, teachers and assistants will respect and acknowledge every student's strengths and differences.
 6. P.S. 46 will acknowledge that parents are valued participants in their child's education.

- **Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, these conferences will be held as follows:**
 1. September Curriculum Conferences will inform parents about instructional practices, content standards, and performance standards.
 2. Parent-Teacher Conferences will be held during the months of November and March.
 3. Students needing additional services beyond Title I will be scheduled for a PPT meeting, and a plan of action will be discussed with parents and implemented by classroom teachers.

- **Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:**
 1. Parents will receive an interim assessment report four times a year, November, January, March and June.
 2. Parents will receive three Title I progress reports in November, March and June. (Kindergarten – March, June)
 3. Parents will receive reports on all State Assessments in June.

- **Provide parents reasonable access to staff. Specifically, the staff will be available for consultation with parents as follows:**
 1. Staff members will be available for consultation by appointment during the school day.
 2. Parent/teacher conferences will take place in November and March.
 3. Parents will have access to a parent coordinator who is in the school to assist parents with all aspects of their child's education. The parent coordinator may also be contacted by cell phone, text message and/or email.
 4. Teachers will also communicate with parents in written correspondence to keep them informed and updated on their child's progress.
 5. Parents will receive translated correspondence in their native language.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
 1. Parents will be invited to participate in school committees to plan school wide celebrations and special events.
 2. Parents will hold positions on the School Leadership Team will plan with faculty for the development of the School's Comprehensive Educational Plan.
 3. Parents will be invited to participate in the Parent/Teacher Association where they will hold monthly meetings to update and plan for school issues.
 4. Parents will be invited to participate in special events, field trips and school activities.

PARENT RESPONSIBILITIES

- **We, as parents, will support our children's learning in the following ways:**
 1. By staying informed about my child's education and communicate with the school by promptly reading and responding to all notices from the school.
 2. By participating in decisions relating to my child's education.
 3. By communicating with my child's teachers about their educational needs by attending parent/teacher conferences, PTA meetings and school events.
 4. By volunteering in school activities
 5. By sending my child to school on a regular basis, on time and prepared to learn.
 6. By talking with my child about school activities every day.
 7. By providing an area for homework and sufficient time to complete homework.
 8. By making sure that homework is complete.
 9. By monitoring the amount of television, computer activities and video games that my child participates in
 10. By reading to and with my child.
 11. By expressing high expectations and offer praise and encouragement.

12. By communicating positive values and character traits, such as respect, hard work and responsibility.
13. By respecting the cultural differences of others.
14. By teaching my child to respect school rules, school personnel, other students and school property.
15. By supporting the school's discipline policy.
16. By teaching my child that there are consequences for negative behavior.
17. By providing positive use of time outside of school through quality family time and/or organized activities.

STUDENT RESPONSIBILITIES

- **We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically we will do the following:**
 1. By attending school daily and arrive on time.
 2. By coming to school with all the necessary tools of learning (pens, pencils, books, etc.)
 3. By being honest, respect yourself and respect others.
 4. By following school and class rules.
 5. By doing homework every day and ask for help when needed.
 6. By giving to our parents or to the adult responsible for taking care of us, all notices and information we receive at school every day

**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/Richard Gallo	District 31	Borough Staten Island	School Number 046
School Name Albert V. Maniscalco			

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

Principal Andrea Maffeo	Assistant Principal N/A
Coach Stacey Bowden	Coach N/A
ESL Teacher Paola Guddemi	Guidance Counselor N/A
Teacher/Subject Area type here	Parent N/A
Teacher/Subject Area type here	Parent Coordinator Sarah Cottone
Related Service Provider Joyce Coel	Other N/A
Network Leader N/A	Other N/A

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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	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	320	Total Number of ELLs	26	ELLs as share of total student population (%)	8.13%
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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. 

P.S.46 adheres to strict guidelines involving the identification process of ELLs. Within the first ten days of enrollment, trained staff such as the Literacy Coach, Stacey Bowden, and the ESL teacher, Paola Guddemi, meet with parents to make an initial determination of the child's home language. It is primarily the ESL teacher, Paola Guddemi, who is involved in initial screening, and administering the HLIS. The initial process involves an oral interview conducted with the parents of child. The oral interview is conducted in both English and the parent's native language. P.S. 46 provides a translator for the parents when necessary. The ESL teacher also interviews the child informally. This process is then formalized through a Home Language Identification Survey (HLIS). This survey is given to the parents in both English and their native language. The ESL teacher carefully reviews the Home Language Survey and chooses the OTELE code that best describes the child's native language. She then signs the survey and places the original in the student's cumulative folder and also maintains a copy for her records. Once the ESL teacher determines if there is another language other than English spoken at home; that child is then administered the LAB-R to determine the child's English proficiency level. If the child tests out, the appropriate letters in both English and the child's native language are sent home informing the parents of the outcome. If the child does not test out, the ESL teacher sends home the proper letters informing the parents of the students test results. If the child is Spanish speaking, he or she is also administered the Spanish Lab by the ESL teacher. Each spring ELLs are administered the NYSESLAT to determine whether or not they are still eligible to receive ESL services. The following September the parents are notified of the results and program eligibility.

Within the first ten days of enrollment, a child is administered the LAB-R and the parents are informed of their results. The parents are invited to attend a parent orientation where they are made aware of their choices. ELL parents are given an opportunity to ask questions so they can make an informed placement selection. The parents are provided with information in regards to core curriculum, learning standards, and assessments. The parent orientation meeting is conducted by the ESL teacher, Paola Guddemi, and the parent coordinator, Sarah Cottone. Translators are also made readily accessible to parents at these meetings. The school utilizes the translated brochures and the DVD provided by the office of ELLs to help parents better understand the programs available and to answer any questions they might have. The ESL teacher ensures that entitlement letters are sent home to the parents and one copy is made readily available on file. Parent Survey and Selection Forms are given to the parents both in English and their native language. Once they are signed and returned the original is placed in the student's cumulative folder and a copy is kept by the ESL teacher. After looking carefully at the Parent Survey and Program Selection Form, the child is then placed in the appropriate program model. The Parent Survey and Selection Forms have demonstrated the trend in parent choices to be English as a Second Language Program. Some parents have chosen Transitional Bilingual programs as their first choice. P.S. 46 keeps a tally of how many have chosen TBE and informs those parents when and if their would be one offered at the school. They are also informed of transfer options. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey to monitor the trends of parental choice. Students are grouped heterogeneously for targeted area instruction according to the LAB-R and NYSESLAT scores. The program model at Public School 46 is aligned with parent requests. Documenting parent information, maintaining and storing it ensures that parental choice is being honored. It also ensures that parents are playing an active role in ELL program planning and design.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	2	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. [?](#)

	ELLs by Subgroups									Total	
	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		
TBE											0
Dual Language											0
ESL	21	0	5	5	0	3	0	0	0		26
Total	21	0	5	5	0	3	0	0	0		26

Number of ELLs in a TBE program who are in alternate placement: 0

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
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													

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	1	1	2									10
Chinese	1	1			2									4
Russian		2	1											3
Bengali														0
Urdu	1													1
Arabic	1					1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1	1											2
Albanian	2	1				1								4
Other														0
TOTAL	8	8	3	1	4	2	0	0	0	0	0	0	0	26

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?

The ESL teacher uses a pull-out model of instruction in order for ELLs to benefit from direct small group instruction. Each period is 45 minutes in duration. The groups are no larger than eight children. The English Language Learners are grouped heterogeneously. All advance ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. They are pulled out of their classrooms and brought to the ESL classroom. All beginning and intermediate ELLs receive 360 minutes of ESL instruction per week. Public School 46 is currently working on implementing a push-in model of instruction.

In order to improve ELL performance on content area examinations the ESL and classroom teachers scaffold academic language to support students' participation in content areas. Instruction is also aligned to common core state standards. The language of instruction is English throughout the content areas. Teachers provide comprehensible input and use instructional scaffolding strategies to assist learners to develop new understandings, concepts, abilities, and build upon prior knowledge. All Spanish ELLs are appropriately evaluated in their native language by being administered the Spanish Lab. All other ELLs are not tested formally in their native language. However, the ESL teacher conducts an interview with the parents of ELLs. The ESL teacher discusses what their background educational experiences were with the aid of a translator. Teaching materials include a wide range of print, visuals, and manipulatives designed for increasing English Language Proficiency. The Cognitive Academic Language Learning Approach (CALLA) is implemented for meeting the academic needs of ELLs with its focus of instruction being content subjects. The SIOP Model (Sheltered Instruction Observation Protocol) is also used to shelter and support ELLs in grade-level content courses such as social studies, and science. Emphasis is placed on acquisition of academic language and skills while building on students' prior experiences. The SIOP Model of instruction makes content comprehensible for English Language Learners. The Balanced Literacy instructional approaches are implemented on a daily basis through the use of modeled writing, shared writing, guided reading, and independent reading. The Total Physical Response Approach is utilized with the beginning ELLs in order to teach language through physical, motor activity. The four skills of listening, speaking reading, and writing are approached from a communicative perspective. Authentic, real life materials such as magazines, newspapers, graphs, and charts are used in the classrooms. Cooperative learning is also used in order to provide opportunities for second language acquisition through the use of interactive pair work and group activities. Instructional scaffolding, such as graphic organizers is used in the classroom providing temporary support structures that assist learners to develop new understandings, concepts and abilities. All the strategies implemented in the ESL program help ELLs meet grade level standards. Throughout the academic year, students are offered additional classes as preparation for testing in grades third, fourth, and fifth. Rigby's On our Way to English and Scott Foresman ESL textbooks, workbooks, and charts help to support oral language development and literacy learning through the content area classes. In addition, the ESL teacher will meet once a month with the Literacy Coach and the Science teacher to work on implementing strategies that will help ELLs with specific Math and Science concepts and terminology.

Instruction is designed to mediate learning of various proficiency classifications: newcomers, long-term ELLs, beginners, intermediate,

A. Programming and Scheduling Information

advanced proficiency levels. Newcomers and beginning ELLs are buddied up with native language peers. Basic sheltering strategies are used for communicating and teaching with students new to English (props, manipulatives, pantomime, TPR, and repetition.) Multicultural libraries and bilingual dictionaries are set up in all classrooms. Additional support programs are given throughout the day such as Great Leaps, Raz-Kids, Reading Recovery, and Award Reading (Literacy through Technology.) Technology is integrated daily into learning experiences motivating ELLs as they become more proficient in reading and writing in English. Public School 46 is also in the process of utilizing the Rosetta Stone in English for newcomers. An instructional plan has been put in place for the ELLs who now require ELA testing after one year. The ESL teacher closely works with those select few students during the 37 1/2 minutes of instruction building their academic language. Academic language is formally taught and continuously practiced aiding the English Language Learners to internalize for academic use. The ESL teacher scaffolds instruction through modeling, questioning, feedback, and graphic organizers providing the necessary support for ELLs. The ELLs are also provided with English at Your command by Hampton-brown. This is designed to build vocabulary skills in writing, grammar mechanics and communication. They are also provided with Rigby Great Strides Critical Thinking Skills and Inferential Skills enabling students to understand cause and effect and reading between the lines in fiction.

P.S 46 does not currently have any SIFE students. However, if in the future we were to acquire SIFE students, P.S. 46 would implement a Saturday morning program, and an after school program.

Long-term ELLs have been provided (and will continue to be provided) with additional help as needed such as after school test prep programs. AIS services are given to help transition students reaching proficiency. Accelerated Math also provides teachers with continuous feedback to personalize instruction while enabling students to practice their math skills at their own individual levels. Everyday Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands on program develops concepts and skills through the use of concrete materials, and places a great emphasis on habits of communication.

The ESL teacher works closely with all Special Education teachers. Those ELLs who have been x-coded are serviced as per their IEP. The Special Education ELLs who are mandated to receive ESL services as per their IEP are serviced by the full time certified ESL teacher. They are all in a pull-out ESL program and receive services according to their NYSESLAT scores.

All ELLs receive language arts instruction in English as a Second Language (ESL) and in English Language Arts (ELA). Content area instruction is provided in English supported by ESL methodologies. All beginning, and intermediate ELLs receive 2 ESL instructional components and all advanced ELLs receive 1 ESL and 1 ELA instructional components.

P.S. 46 helps meet the needs of ELL-SWDs within the classroom by differentiating instruction. Ells are given additional scaffolding support. Bilingual paras are also provided to assist ELLs-SWDs.

SAMPLE SCHEDULE OF FIRST GRADE BEGINNING ELL:

Time:	8:12 1/2	9:03	9:51	10:39	11:27	12:30	1:33	2:21
	8:50	9:48	10:36	11:24	12:27	1:30	2:18	3:06
MON.	Guided Reading	Reading	ESL	Early Childhood	Lunch	ESL	GYM	Science
TUES.	Math	Word Study	ESL	ESL	Lunch	Math	Technology	Math
WED.	Guided Reading	Word Study	ESL	Math	Lunch	Math	ART	Technology
THURS.	Math	Writing	ESL	Social Studies	Lunch	Math	Math	Science
FRI.		Word Study	ESL	Math	Lunch	Math	GYM	ESL

Courses Taught in Languages Other than English ⓘ

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

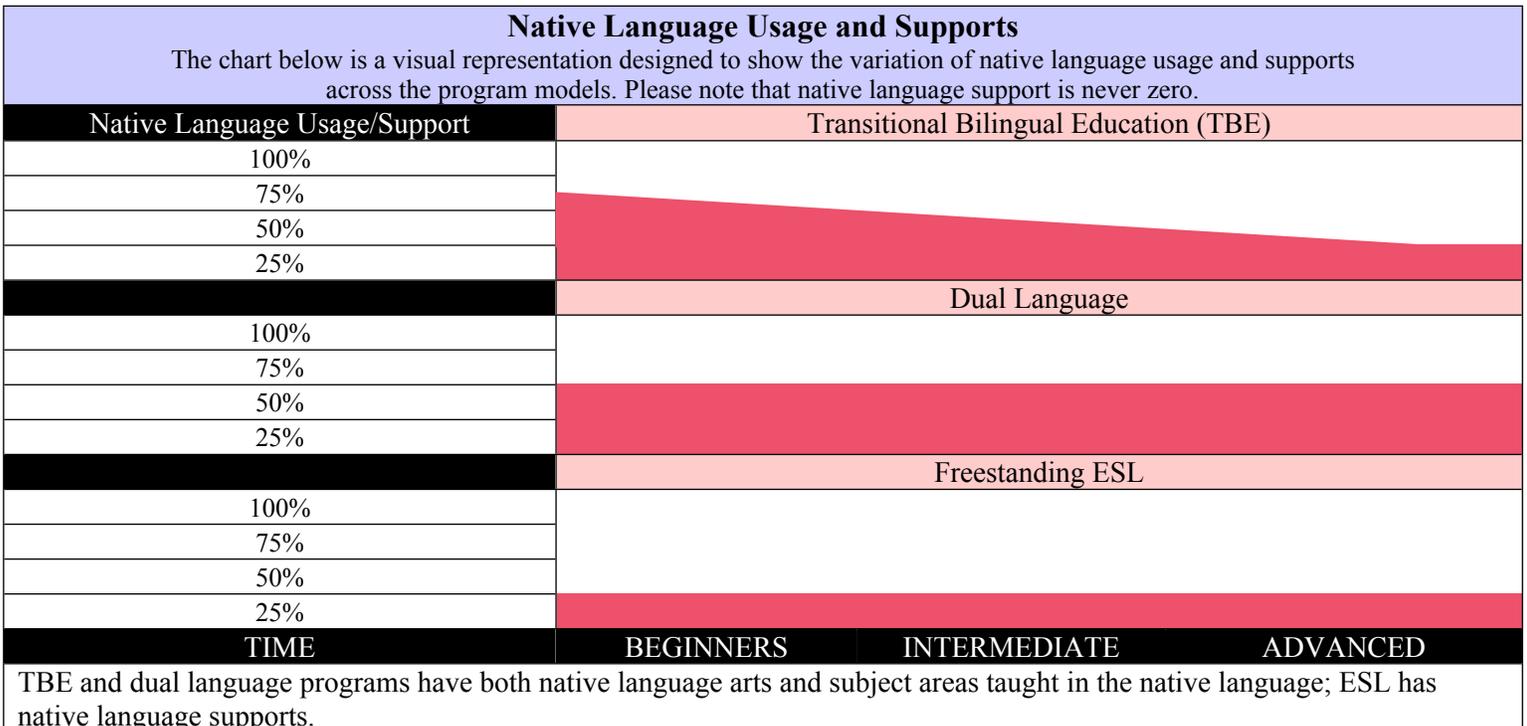
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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



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?

P.S. 46 currently offers Tier I and Tier II intervention programs: Extended Day for struggling students 3x a week, and differentiated instruction in the classroom. When and if funding is restored P.S. 46 will offer Reading Recovery which provides tutoring daily during the school day to designated first graders, and Leveled Literacy Intervention which provides small guided reading groups during the school by the Reading Recovery teacher.

The ESL teacher provides continuing transitional support for ELLs reaching proficiency on the NYSESLAT. She carefully scaffolds instruction increasing academic language through the content areas assisting them in grade level tasks. The ESL program is aligned with the common core state standards. The ESL teacher provides rigorous learning opportunities for ELLs to foster higher order thinking skills. Former ELLs are given testing accommodations for up to two years after testing out of an ESL program. This provides the same transitional support for ELLs who are proficient in English. For these two years the ESL teacher articulates closely with classroom teachers providing support when needed. ELLs reaching proficiency are also provided with AIS services during the extended day. The ESL teacher's lessons emphasis strengthening Math and Literacy development. These ELLs are also offered test prep during the school day. The teacher uses Getting Ready for the NYSESLAT by Attanasio and Associates INC. ELLs are provided the skills to become familiar with the structure of the NYSESLAT and in their development of essential language proficiencies in listening, speaking, reading, and writing. P.S. 46 is currently utilizing a new program with all students including ELLs. Raz-kids is a new technology- based on line program being implemented. Students will improve their reading skills by listening for modeled fluency, reading for practice, and checking their comprehension. The ELLs are using this both in the classroom and at home. Award Reading is also utilized with ELLs. This program teaches literacy using technology. The program is used all ELLs from Kindergarten to fifth grade. As of present P.S. 46 does not currently offer a TITLE III after school program. We currently do not have 30 ELLs.

All ELLs are afforded the same opportunities as other students. They are invited to attend and participate in all school programs. Ells are currently participating in student government, band, and the arts at P.S. 46. All required services support and resources correspond to ELLs ages and grade levels. ELLs are taught and exposed to all grade level work. The languagefor ELLs is always amplified and content rich with a focus on academic language.

At this point in time, P.S. 46 does not offer any activities to assist newly enrolled ELLs before beginning of the school year.

ELLs are offered all programs and classes in English. The school does not offer any other language electives.

Native Language support is delivered in the ESL classroom. The ESL teacher provides the students with bilingual dictionaries, picture dictionaries, and bilingual reading materials.

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)?

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.

The staff will participate in on going professional development. All staff members, including secretaries, the parent coordinator, the paraprofessionals, and the literacy coach are provided multiple opportunities to enhance their pedagogical skills so they can better serve linguistically and culturally diverse students. The ESL teacher articulates with the school secretary all information regarding the Home Language Survey and how to properly input information regarding ELLs in ATS. P.S. 46 staff members receive professional development on a weekly basis for one hour. All topics covered have an ESL and technological component. Classroom teachers are taught how to adapt curricula and instructional strategies to meet the needs of ELLs. The ESL teacher has attended and will continue to attend the ESL Apprenticeship Program. She has also participated in the Getting an Early Start in Science professional development workshop. The ESL teacher will be attending the professional development scheduled for 2011-2012 regarding the Common Core State Standards aligned with Academic Literacy for ELLs. She has attended training on BESIS, LAP, and SESIS.

P. S. 46 provides support to its staff to assist ELLs as they transition from elementary to middle schools. The on going professional development covers such topics as preparing for middle school, homework organization, scheduling, school activities, and clubs. The ESL teacher discusses these topics with her fifth grade ELLs. Academically, the ESL teacher focuses on amplifying language for ELLs and higher order thinking skills. Parent orientation meetings are also provided to parents of ELLs giving them any necessary information needed in both English and their native language.

All staff members have been informed of and are given the opportunity to attend the QTEL Workshop in the summer(2012). They are also informed of any workshops given throughout the academic school year in order for teachers to receive the 7.5 hours of ESL training for general education teachers and 10 hours of ESL training for special education teachers. Once the teacher has attended these professional development sessions a copy of this is kept on file at school. Some of the professional development will include: Changes and Status of the Language Allocation Policy, Types of Instructional Scaffolding Strategies Used With ELLs, How to Develop Academic Language Content, and Second Language Acquisition Theories.

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?

The education of children is a collaborative effort between school and family. Public School 46 strives to develop a close partnership with parents and community members. We encourage this development as a way to broaden our students' educational experience and strengthen support and participation in all areas of our school. The Parent Coordinator assigned to our school pays particular attention to parents of ELLs. The needs of parents are usually evaluated through simple discussions with both parents and the school social worker. P.S. 46 evaluates the needs of parents by sending home survey letters asking parents what they think the school should be providing more of to help them better support their child. These letters are sent home both in English and the child's native language. Parent orientation meetings are held periodically during the school year as new children arrive. Department of Education DVDs are shown to ELL parents addressing parent options in several languages at these meetings. All parents are given the opportunity to become familiar with various programs offered in our school by way of the PTA meetings, orientation nights, conferences, workshops, and letters sent home in their native language. Some activities that ELL parents are invited to attend are: Literacy Pajama Night, Adopt-A-Soldier Packing Party, Dance Festival, Movie Night, and Rhyme Time Night. Public School 46 partners with other Community Based Organizations such as: the American Cancer Society, March of Dimes, FDNY, NYPD, Burger King, S.I. Yankees, Bread of Life, Carmel Richmond Nursing Home, and Penny Harvest.

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)	3	6			1									10
Intermediate(I)		2	0	1	1	1								5
Advanced (A)	5		3		2	1								11
Total	8	8	3	1	4	2	0	0	0	0	0	0	0	26

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	1	1		3
4	1	0	2		3
5					0
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		1	2		1				4
4			2				1		3
5									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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					2		1		3
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)								
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.

Public School 46 utilizes Acuity, ARIS, Performance Series, TCRWP, Accelerated Math and Reading to analyze data to drive instruction and to assist in goal setting. The ESL teacher and the classroom teacher are able to identify problematic areas for ELLs. ELLs seems to be struggling most with higher order thinking skills.

Patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing. Due to these findings, English as a Second Language Instruction is designed to develop skills in comprehension, speaking, and writing in English through the of integration of academic content appropriate for the students' age, level, and English skills. In addition, technology is used more by the ESL and classroom teachers. The following programs are utilized: Award Reading, RAZ The ESL teacher and classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. In addition, the Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with on going opportunities to read, write, and speak in order to help them gain fluency. The ESL teacher carefully analyzes the data from the NYSESLAT and the ELL Periodic Assessment. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ESL teacher is able to drive instruction. She also articulates with the classroom teacher making her aware of what areas the student might have deficits. The school has learned a great deal from reviewing the data from both the ELL Periodic Assesment and the NYSESLAT . Our findings are as follows: there needs to be an increment in teaching idiomatic expressions, increase in academic language, and an emphasis on non-fiction readings.

Overall, we have an improvement in our ESL program. On-going assessments are designed to collect further evidence of student learning or need for change that are systematically implemented across grades. Students are becoming English proficient more quickly and are scoring higher on both the ELA and the State Math Tests.

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: <u>Albert V. Maiscalco</u>		School DBN: <u>046</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Maffeo	Principal		1/1/01
	Assistant Principal		1/1/01
Sarah Cottone	Parent Coordinator		1/1/01
Paola Guddemi	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **31R046** School Name: **Albert V. Maniscalco**

Cluster: **6** Network: **604**

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

Part A: Needs Assessment Findings

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

The Parent/Guardian in the Home Language identification Survey (HLIS) demonstrates the parent's language choice. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey to see trends of parental choice. All home language responses are entered into ATS and lists are generated to ensure that proper language documents are sent home when available.

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.

We are meeting the needs of our non-English speaking parents in written translation and oral interpretation. Notifications are sent to parents in their native language when available. The Translation and Interpretation Unit of the DOE is available to provide assistance with conference calls and written communication. The findings are reported at faculty conferences, PTA meetings, Parent-Teacher Conferences and School Leadership Team meetings.

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.

Based on parent's needs, P.S. 46 will access written translation of the necessary documents within the time frame stipulated by the Translation and Interpretation Unit of the DOE.

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.

Based on the parent's needs P.S.46 will provide oral interpretation services. For immediate situations, if the parent is Spanish speaking, with the approval of the parent, we will request the assistance of one of our Spanish speaking staff member. For all other languages we will request another parent or the child of the parent with permission from the parent or guardian. The Translation and Interpretation Unit of the DOE is available to provide assistance with conference calls and written communication. Interpreters are hired through DOE approved vendors for parent/teacher conferences and workshops.

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>.

P.S.46 will strive to provide non-English speaking families with translation and interpretation services to foster parent involvement and eliminate any language barriers that might impede involvement in their child's education. The Language Allocation Policy Team will send home information in the language of the student and set up parent/teacher workshops offering the parent the opportunity to learn about educational approaches and to inform parents about the Language Allocation Policy. Our Parent Coordinator will act as a liaison to make the parents feel welcomed and a part of the school community.

The parent survey and program forms, and an analysis of the school demographics will serve as a basis for providing a cohesive system. Letters, forms, flyers, notices, permission slips and report cards will be translated in the language the parent chooses. A Department of Education video addressing parent options will be shown in several languages at parent orientation meetings based on our assessed needs. Translators have been and will continue to be provided , to ensure that parents have access to the information they need to be

fully involved in the educational process of their child.

P.S. 46 will look to the Translation and Interpretation Unit of the DOE for direction and guidance in this matter.