



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE EDGAR ALLAN POE LITERACY DEVELOPMENT SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 10X046

**PRINCIPAL:** JENNIFER ALEXANDER-ADE **EMAIL:** JALEXAN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** SONIA MENENDEZ

**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
Jennifer Alexander-Ade	*Principal	
Geraldine Kelly	*UFT Chapter Leader	
Maria Correa	*PA President	
Iraida Rodriguez	DC 37 Representative	
Jesse Yarbrough	Teacher / SLT Chairperson	
Cheryl Clarke	Parent / Title 1 Representative	
Jacqueline Rivera	Parent	
Arleen Rios	Parent	
Hawa Diakite	Parent	
Robin Medina	Teacher	
Aly Harris	Teacher	
Myra Faulkner	Teacher	

## **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**

By June 2012, at least 35% of all students in grades 3, 4, and 5 will meet or exceed performance levels in ELA, by clearly defining benchmark goals that will move them towards the next levels, measured by state test scores.

### **Comprehensive needs assessment**

Priority area for improving student performance based on progress report

### **Instructional strategies/activities**

Principal and APs will identify all lowest 1/3 students for targeted interventions and AIS supports. • Classroom Teachers will set goals by group levels using an action plan strategy guide for support with targeted lessons. • Classroom teachers will monitor progress with 2 monthly assessments, and acuity • High level 2 students will be mentored by “adoptive” volunteer staff and teachers • Parent workshops facilitated by the coaches will focus on how parents can work with their children on addressing specific areas of need and understanding standardized tests • Staff Developers, coaches, Assistant principals and the principal will work with classroom teachers in analyzing data identifying skills, and co-teaching. • Level 3 students will be engaged in selected Renzulli project tasks by Learning Styles

### **Strategies to increase parental involvement**

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including 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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

To attract HQT, we will attend Hiring Fairs, and have we have also made a partnership with Lehman and Mercy Colleges to screen perspective candidates. To ensure that current staff becomes highly qualified, in order to achieve this goal, we will provide ongoing feedback and Professional Development. We will enlist the aid of our network for outside learning opportunities.

### **Service and program coordination**

Federal, State and local services, including are being coordinated with the instructional strategies/activities to achieve this goal by implementing an afterschool SES Program to supplement instruction in the core content areas.

### **Budget and resources alignment**

Per session for APs, Grade level Teachers, and coaches will be funded with Title 1 funds. \*AIS Portfolios for Extended day and zero period will be maintained with baselines, benchmarks and student work. • Completed Renzuilli projects will be showcased by each class • Attendance for parent workshops, teacher workshops, and extended day will be maintained. • Principal will introduce the goals to the staff and parents during faculty conference and Parent orientations • Data Specialist will provide each classroom teacher a breakdown of class levels

## 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**

To improve student performance for the ELL subgroup population in literacy as indicated on the New York State ELA exam where student progress is demonstrated.

### **Comprehensive needs assessment**

Did not make AYP for this subgroup

### **Instructional strategies/activities**

ELLs will participate in special initiatives with Puppety in Practice (PIP), designed to provide differentiated instruction that meets the needs of different learning styles, particularly supportive of the needs of ELLs • GenreArts residencies for our K-2 students will offer additional ways to engage students in gaining new language skills • Additional resources will be provided through software and online activities that are linked to our curriculum map, including ExC-ELL, Ticket to Read and Achieve 3000 • Principal and staff will attend workshops offered by OELL in improving strategies for the ELLs • Periodic Assessment for the ELLs will be given in October as acquiring a baseline for the ELL students.

### **Strategies to increase parental involvement**

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including 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

### **Strategies for attracting Highly Qualified Teachers (HQT)**

To attract HQT, we will attend Hiring Fairs, and have we have also made a partnership with Lehman and Mercy Colleges to screen perspective candidates. To ensure that current staff becomes highly qualified, in order to achieve this goal, we will provide ongoing feedback and Professional Development. We will enlist the aid of our network for outside learning opportunities.

### **Service and program coordination**

Federal, State and local services, including are being coordinated with the instructional strategies/activities to achieve this goal by implementing an afterschool SES Program to supplement instruction for ELLs in Literacy.

### **Budget and resources alignment**

Principal will support the Testing Coordinator and Head teacher in identifying the ELLs and coordinating activities. • ELL Academy will start in Mid-October with Title III funds • Achieve 3000 and Ticket to Read will start in November • Genre Arts Residencies will start in mid-October. ExC-ELL Consultants will be paid with 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**

By June 2012, the SWD student subgroup will have improved their ELA score to reach the safe harbor target of an effective AMO of 70

**Comprehensive needs assessment**

Did not make AYP for this subgroup

**Instructional strategies/activities**

• SWD will participate in special initiatives with Puppety in Practice (PIP), designed to provide differentiated instruction that meets the needs of different learning styles. • Guidance Counselors will support students in Lunch Clubs in areas of self-esteem, doing your best, and achievement • Additional resources will be provided through software and online activities that are linked to our curriculum map, including Ticket to Read and Achieve 3000 • Principal and staff will attend workshops offered by CFN 109 in improving strategies for the SWDs • SWD Liaison will attend monthly meetings, ensure students are receiving supports and services • IEP teacher will monitor student IEP goals and annual reviews • Social Worker interns will work 1 on 1 with “at Risk” students to encourage, support, and monitor progress • Instructional Support team will meet weekly to support teachers with “At Risk” students • Student Intervention team will meet weekly to identify families in need of social services and connect them with community resources.

**Strategies to increase parental involvement**

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including 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

**Strategies for attracting Highly Qualified Teachers (HQT)**

To attract HQT, we will attend Hiring Fairs, and have we have also made a partnership with Lehman and Mercy Colleges to screen perspective candidates. To ensure that current staff becomes highly qualified, in order to achieve this goal, we will provide ongoing feedback and Professional Development. We will enlist the aid of our network for outside learning opportunities.

**Service and program coordination**

Federal, State and local services, including are being coordinated with the instructional strategies/activities to achieve this goal by implementing an afterschool SES Program to supplement instruction in the core content areas.

**Budget and resources alignment**

• Logs for all IST, SIT and social worker meetings will be maintained by the school • IEP teacher will check SESIS and maintain timely supports • Guidance Counselors will maintain Lunch Club logs • Students will have own passwords to log onto Achieve 3000 and Ticket to read • Technology liaison will monitor student's activities on these sites, and monitor classroom's teachers follow-up of students

## 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**

By June 2012, all students in Grades K-5 will be engaged in a performance task in literacy and math aligned to the New York State Common Core Learning Standards

**Comprehensive needs assessment**

Priority area for improving student performance based on progress report

**Instructional strategies/activities**

The AUSSIE Consultants, Literacy and math coaches along with a select group of teachers will review the current curriculum by grade to identify tasks aligned with the NYS CCLS and to identify gaps. • Principal will create blocks of time in the schedule for teachers to work in grade level teams • Teachers will design collaborative lessons that incorporate the performance task benchmarks to final product standards. • Teachers will collaboratively design a rubric to assess student work. • Teachers will meet monthly by grade teams to use a protocol to look at student work and assess student progress and thinking. • Parents will be informed of this expectation through the Parent Newsletter, and meetings with the teacher

**Strategies to increase parental involvement**

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including 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

**Strategies for attracting Highly Qualified Teachers (HQT)**

To attract HQT, we will attend Hiring Fairs, and we have also made a partnership with Lehman and Mercy Colleges to screen perspective candidates. To ensure that current staff becomes highly qualified, in order to achieve this goal, we will provide ongoing feedback and Professional Development. We will enlist the aid of our network for outside learning opportunities.

**Service and program coordination**

Federal, State and local services, including are being coordinated with the instructional strategies/activities to achieve this goal by implementing an afterschool SES Program to supplement instruction in the core content areas.

**Budget and resources alignment**

• Literacy Coach will maintain attendance for Teachers Team meetings. • Students will engage in learning activity aligned to the standard and maintain work in portfolios • Parents will sign student goals and be kept informed of student progress. Per Session for coaches will be paid with Title I 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**

By June 2012, all teachers will engage in observation and feedback using a research based rubric that articulates clear expectations for teacher practice.

**Comprehensive needs assessment**

Improving teacher quality and effectiveness

**Instructional strategies/activities**

Principal will assign teachers to APs, and give APs a schedule for formal observations. • Principal, APs and coaches will meet to establish a timeline for monthly focus walks. • Principal and her cabinet will introduce the Charlotte Danielson's Rubric via PDs • Principal and her cabinet will use the facilitation Guide provided by ARIS Common Core Library to build a common understanding of Danielson's rubric • Principal will familiarize herself and her staff on the other resources available in the Common Core Library.

**Strategies to increase parental involvement**

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including 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

**Strategies for attracting Highly Qualified Teachers (HQT)**

To attract HQT, we will attend Hiring Fairs, and we have also made a partnership with Lehman and Mercy Colleges to screen perspective candidates. To ensure that current staff becomes highly qualified, in order to achieve this goal, we will provide ongoing feedback and Professional Development. We will enlist the aid of our network for outside learning opportunities.

**Service and program coordination**

Federal, State and local services, including are being coordinated with the instructional strategies/activities to achieve this goal by implementing an afterschool SES Program to supplement instruction in the core content areas.

**Budget and resources alignment**

Attendance of teachers who have participated in PD to understand the expectation of strengthening teacher practice with the use of Charlotte Danielson's (CD's) rubric will be maintained in the logs. • Feedback on informal and formal observations will be evident of using CD's Rubric. • The ARIS Learns transcript report will track staff usage of ARIS learning resources in the Common Core Library

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	169	169	N/A	N/A	15	0	5	0
<b>1</b>	127	24	N/A	N/A	28	0	15	0
<b>2</b>	19	71	N/A	N/A	32	0	15	3
<b>3</b>	148	25	N/A	N/A	30	0	15	5
<b>4</b>	144	138	125	75	30	0	15	7
<b>5</b>	124	98	75	125	40	0	20	7
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<p><b>ELA:</b></p> <p>1) Extended Day</p> <p>2) Small Group In Class Instruction</p> <p>3) Small group Test prep</p> <p>4) 0 Period Early Morning/ Small Group and Individual Instruction</p> <p>5) Holdover Student Support</p> <p>6) Collaboration with SES Providers</p>	<p>1) Test-taking strategies and preparation for ELA support Includes a component for ELL students and is required for holdover students.</p> <p>2) Provided by Guided Reading Teachers, Coaches, Assistant Principals and Educational Assistants.</p> <p>3) After school and on Saturdays for 3rd, 4th and 5th grade students to prepare for the NYS and NYC exams.</p> <p>4) All out of classroom teachers provide 30 minutes of focused instruction in reading.</p> <p>5) Differentiated instruction by classroom teachers. 0-period 30minute sessions by staff developers, and Early Grade Reduction teachers.</p> <p>6) Through a collaboration with Innovative Educational program, Brienza, and Edison Learning SES Providers, we will continue to focus on appropriate prevention and intervention instruction for all at risk students.</p>
<p><b>Mathematics:</b></p> <p>1) Extended Day</p> <p>2) Small Group Test Prep</p> <p>3) 0 Period Early Morning Small Group and Individual Instruction</p> <p>4) Holdover Student Support</p>	<p>1) Test-taking strategies and preparation mathematics support includes a component for ELL students and is required for Holdover students.</p> <p>2) After school and on Saturdays for 3rd, 4th and 5th grade students to prepare for the NYC &amp; NYS Math Tests</p> <p>3) All out of classroom teachers provide 30 minutes of focused instruction in mathematics</p> <p>4) Differentiated instruction by classroom teachers. 0-period 30minute sessions by staff developers, and Early Grade Reduction teachers.</p>
<p><b>Science</b></p> <p>1) Small Group Test Prep</p>	<p>1) After school and on Saturdays for 4th grade students to prepare for the NYS Science Test</p>

<b>Social Studies:</b> 1) Small Group Test Prep	Differentiated small groups on Map Skills, and other related skills in the classroom.
<b>At-risk Services provided by the Guidance Counselor</b>	Provided by Student Support Teacher, Guidance Counselors, Family Workers and Health Aides
<b>At-risk Services provided by the School Psychologist</b>	Our School Psychologist does not currently see groups due to the heavy case load of the school. However, she is a major contributor to effectiveness of “At Risk” interventions during our weekly Student Intervention Team meetings.
<b>At-risk Services provided by the Social Worker</b>	PS 46 has a full time Social Worker, Eneida Maydwell, and a Bilingual Social Worker, Jocelyn Bonacarti for the SBST. Ms. Maydwell currently supervises 4 SW Interns, 2 from Columbia University and 2 from Lehman College. They are here daily supporting our “At Risk” population with individual and group counseling.
<b>At-risk Health-related Services</b>	Our school nurse does see small groups of students related to asthma, diabetes, nutrition, and obesity.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 10X046      **School Name:** The Edgar Allan Poe Literacy Development School

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**    Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
               Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic             Focused             Comprehensive

**Intervention:**     School Quality Review (SQR)                     External School Curriculum Audit (ESCA)  
                           Joint Intervention Team visit (JIT)                     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

*The JIT recommended a closer look at our Dual Language program. As a result we have partnered with Dr. Margarita Calderon, Ph.D. to supplement our Dual Language design with her direction for English Language Learners. Dr. Calderon and her consultants will provide ongoing Professional Development for our Dual Language Teachers. Dr. Calderon is a Principal Research Scientist for the Center for Research on Education of Students Placed at Risk (CRESPAR), Johns Hopkins University. She is also the author of resources on English Language acquisition and Dual Language Instruction.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

*The school was identified as needing improvement Restructuring Advanced: Comprehensive. To support improvement school wide we have begun an extended implementation of the research based reading program, Awards. These resource materials specifically address the needs of the ELL's and Students with Disabilities. We have also established Grade Level leaders to review data and target instruction. Also a curriculum committee has been established to look at the gaps in the curriculum, and to insure coherence in our daily plans.*

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### **Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

*The 10 percent of Title I funds for professional development will be used for consultation and training with AUSSIE. The AUSSIE consultants in Literacy and Math will continue to work with our coaches to modify our curriculum to align with the Common Core Learning Standards and to work more effectively with both Students with Disabilities and ELL students. They will also assist us in implementing Performance Tasks for all grades K-5, in ELA and Math. The consultants will help build capacity by setting up "Lab Sites" in classrooms across the grades, including in an ELL and SWD classroom. The focus of this lab site will be on vocabulary instruction.*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

*The teacher-mentoring program we will use is the 1-to-1 coaching method with coaches, staff developers, and assistant principals as school mentors. The mentors provide observations, intervisitations, as well as engage in demonstration lessons. They also assist teachers in their lesson planning.*

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

*PS46 will notify all parents of the school's identification for school improvement during parent orientations in the beginning of the school year, and again with a notification letter sent home via backpack. Five parent orientations were scheduled in October. The principal reviewed the school's status and graphs to show exactly the percentage of students in grades 3, 4, and 5 to meet levels 3 and 4 on the ELA and on the Math exams. The data was then further broken down to show the ELL and the Students with Disabilities subgroups. The graph examined the changes over the past 5 years, and the goals for improvement.*

**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 <b>Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>046</b>
School Name <b>The Edgar Allan Poe Literacy Development</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Jennifer Alexander-Ade</b>	Assistant Principal <b>Roxanna Bello-Sullivan</b>
Coach <b>Maria Elena Guzman/ Literacy</b>	Coach <b>Widalys Quiles</b>
ESL Teacher <b>Cleofis Cabral</b>	Guidance Counselor <b>Yaira Rodriguez</b>
Teacher/Subject Area <b>Widalys Quiles/ Bilingual</b>	Parent <b>Maria Correa</b>
Teacher/Subject Area <b>Jesse Yarbrough/ Bilingual</b>	Parent Coordinator <b>Maria G. Cruz</b>
Related Service Provider <b>Virginia Marrero/IEP Teacher</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### 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	<b>6</b>	Number of certified bilingual teachers	<b>15</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>4</b>	Number of special education teachers with bilingual extensions	<b>4</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>4</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>1251</b>	Total Number of ELLs	<b>469</b>	ELLs as share of total student population (%)	<b>37.49%</b>
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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. 

Q1: Students who are newcomers to the NYC Public school System are identified at registration via an oral interview conducted in English or Spanish with the Home Language Identification Survey by a member of the PS46 Registration Team.

The Registration Team comprises of Ms. Paolucci, Head Teacher for the Lilac Kindergarten Mini School, Ms. Cabral, a certified ESL teacher, Ms. Quiles, the Bilingual Staff Developer, Ms. Lawer, a Bilingual Speech Teacher, Ms. Marrero, the IEP Teacher, Ms. Fernandez, the Bilingual Guided Reading Teacher, Ms. Shecter, a Speech Teacher and Ms. Earley, a Guided Reading Teacher. The registration team members are all pedagogues. The languages spoken at registration are English and Spanish.

Upon completion of the interview, Ms. Cabral will review the questions and identify whether the student is an English Language Learner (ELL) and eligible for Lab R testing. The Testing Coordinator, Ms. Castrodad, will then assign a member of the registration team to administer the Lab R, and if applicable the Spanish Lab to all ELL students within the first 10 days of enrollment.

ELLs are annually evaluated using the NYSESLAT to assess their English acquirement in Listening, Speaking, Reading, and Writing. All ELL students are indicated in ATS as ESL eligible. They are identified for NYSESLAT testing by the Testing Coordinator Ms. Castrodad. Ms Castrodad oversees the NYSESLAT Testing, insuring that all 4 components of the NYSESLAT are administered to all eligible students.

Q2: Parents and guardians of newly enrolled ELL students are invited to a Parent Orientation within the first 10 days of enrollment, which describes the 3 program choices offered by NYC Public Schools for ELLs. The programs to choose from are Transitional Bilingual Education (TBE), Dual Language (DL), or Free Standing English as a Second language (ESL). The orientation is conducted by the Bilingual Staff developer Widalys Quiles, and the Parent Coordinator, Maria Cruz. During the orientation parents watch a video and receive a Parent Guide in their home language which describes the 3 program choices. The parents then receive a Program Selection Form which they are asked to fill out and to number their preferred choices as 1, 2, or 3. PS 46 offers all 3 program choices.

Q3: Entitlement letters for any student eligible for ELL services are sent home via backpack. If a parent does not return the signed forms, phone calls are made by the Bilingual Staff Developer. If a parent does not attend the orientation to receive the Parent Survey and Program Selection form, the forms are sent home via backpack and phone calls are made to ensure that parents understand the choices. If a form is not returned the default program for ELLs is Transitional Bilingual Education as per CR part 154. All returned forms are filed in the Main Office in alphabetical order by school year.

Q4: The criteria used to place identified ELL students in bilingual or ESL programs are dependent upon parent choice and the student's level of English proficiency. After reviewing the HLIS and the Program Selection Form the ESL teacher and Staff Developer assist the parents in making the best informed choice.

Q5: After reviewing the Parent Surveys and Program Selection forms at PS46 for the past few years, the trend in program choices that parents have requested are towards ESL and Dual Language programs. Our ESL classes are at capacity in all classes K-5. Our Dual Language classes in K are also at capacity. Future programming seems to indicate that we would need more ESL classes and less bilingual classes to accommodate the parent's choice.

Q6: Program models are aligned with parent request at PS46. We offer all 3 program models: TBE, DL, and ESL.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1	1	1	1	1	1								6
<b>Dual Language</b> (50%:50%)	2	2	2	2	2	1								11
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	1	1	1	1	1								6
<b>Push-In</b>														0
<b>Total</b>	4	4	4	4	4	3	0	0	0	0	0	0	0	23

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	469	Newcomers (ELLs receiving service 0-3 years)	394	Special Education	61
SIFE	6	ELLs receiving service 4-6 years	74	Long-Term (completed 6 years)	1

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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	129	0	18	25	6	6	0	0	0	154
Dual Language	144	0	0	18	0	0	0	0	0	162
ESL	121	0	25	31	0	12	1	0	0	153
Total	394	0	43	74	6	18	1	0	0	469

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	23	27	24	19	32	29								154
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
<b>TOTAL</b>	<b>23</b>	<b>27</b>	<b>24</b>	<b>19</b>	<b>32</b>	<b>29</b>	<b>0</b>	<b>154</b>						

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP	EL	EP								
Spanish	33	17	41	16	30	27	27	21	24	25	7	20							162	126
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>33</b>	<b>17</b>	<b>41</b>	<b>16</b>	<b>30</b>	<b>27</b>	<b>27</b>	<b>21</b>	<b>24</b>	<b>25</b>	<b>7</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>162</b>	<b>126</b>

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	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): 127      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 127

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

**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	15	13	5	12	7	10								62
Chinese														0
Russian														0
Bengali	2	2	1		1									6
Urdu														0
Arabic			1	1	1	1								4
Haitian				1		1								2
French	1				1									2
Korean														0
Punjabi			1											1
Polish														0
Albanian	1	1												2
Other	6	3	5	4	9	7								34
<b>TOTAL</b>	<b>25</b>	<b>19</b>	<b>13</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>0</b>	<b>113</b>						

## 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?

Q1: PS46 offers instruction for our ELLs via TBE, DL, or ESL programs. The ESL program has 2 models of instruction either as an ESL free-standing class or a push in/pull out model with an ESL teacher. Ms. Maria P. Guzman a certified Bilingual teacher, teaches the push in/pullout model for students in grades K-2. As per the new NYSED guidelines, a certified Bilingual teacher can provide push-in or pull-out ESL services to English Language Learners. Ms. Cabral, a certified ESL teacher, teaches the push in/pull out model for Grades 3 – 5. Students of mixed proficiency are heterogeneous grouped in the free-standing ESL classes. However, students in the push in/pull out model are grouped by proficiency levels.

The Dual Language model uses a 50-50 model in grades K, 1, 2 and 3, with a new grade being added each year. By the 2013-2014 school, all grades in the DL program will be 50% Spanish and 50% English. These changes are being implemented as per the consultation of Dr. Margarita Calderon. The students in the DL program are mixed heterogeneously by proficiency, with many having already become proficient on the NYSESAT assessment.

Students in the Transitional Bilingual Program receive instruction in both English and Spanish by certified bilingual teachers. Students are grouped heterogeneously by proficiency level. Language allocation in the TBE meets state mandates as per CR PART 154 (see response to question number 2).

Q2: The bilingual classroom teacher is assisted by, Ms. Bello, the Assistant Principal for the bilingual classes to ensure that a program is created that explicitly delivers the mandated instructional time in compliance with CR 154. Beginner and intermediate level students in the push in/pull out programs receive 360 minutes per week of explicit ESL instruction. Students at the advanced levels receive 180 minutes weekly. The ESL teachers' programs are monitored by the principal to ensure that the mandated hours are received by each student.

Literacy instruction in DL classrooms alternates from native language to English language at the end of each unit, approximately every six weeks. Thus, the allocation of language arts instruction in DL classes is 50% ELA and 50% NLA. However, this is new language allocation policy that has been implemented in grades K, 1, 2 and 3, with a new grade adopting this model each year. By 2014, all DL classes will be 50%-50%.

Q3: Content areas are delivered in each program model in various ways according to the program. In the ESL classes content is delivered in English only. In the Dual Language classes content is delivered in English or Spanish via schedule for a 50/50 split of both languages daily. In the TBE classes content area of the curriculum is delivered in Spanish for 35 minutes with 10 minutes of ESL support. The goal

## A. Programming and Scheduling Information

of Content Area instruction in the TBE model is to transfer the knowledge acquired in their native language to English, as the students become more English Proficient.

Native language supports are provided in all content areas. All DL and TBE classrooms receive class sets of Everyday Math and Math Steps in both English and Spanish. Also, science and social studies curriculum materials (textbooks, workbooks, supplemental materials) are provided in both English and Spanish. DL classes alternate the language of instruction in the content areas by unit, switching language approximately once a month. There is no native language support in ESL classes; instead, teachers used research-based ESL strategies, such as TPR, visual aides, to support language acquisition in all content areas.

Q4: The ELL students are appropriately evaluated in their native language with formative assessments created by the teachers. The teachers also maintain conference logs and student portfolios. The teachers also administer the DRA in Spanish which is the EDL. The transitional bilingual and dual language programs both have guided reading materials in the native language and leveled libraries in the native language as well. Math, Science, and Social Studies materials are also available in Spanish.

Q5: The ELL subgroups are further differentiated according to the following:

### a. PLAN FOR SIFE STUDENTS

The classroom teachers have all been notified of any SIFE students in their classrooms. We will continue to use a guided reading teacher whose schedule has been divided between general guided reading groups and guided reading/writing groups for SIFE students to service students with interruption of formal education. We will also continue to use Achieve 3000, a differentiated program that uses technology and current events on the students' Reading level. We will continue to monitor their progress with running records, and progress reports from Achieve 3000. These students will also meet with the Bilingual Social Worker Ms. Maydwell or a Guidance Counselor to help them adapt to their environment.

### b. PLAN FOR ELLS IN US SCHOOLS LESS THAN THREE YEARS (NEWCOMERS)

ELLs in schools less than three years will be placed in their appropriate program based on the Lab R or NYSESLAT scores. Their scores will be analyzed and instruction that supports their individual needs will be delivered. Additional supports such as AIS small groups, 1 to 1 instruction as needed, ELL Academy After-School program, and Push in Supports with "Estrellita" a native language program for beginners will be provided to applicable students.

### c. PLAN FOR ELLS RECEIVING 4-6 YEARS OF SERVICE

An emphasis on Enrichment will be placed for these students, along with target differentiation. We will continue to monitor their progress, and use interest survey to generate projects and more independence.

### d. PLAN FOR ELLS IN US SCHOOLS SIX YEARS OR MORE

Students' progress will be closely monitored by the classroom teacher, bilingual coordinator and guidance to ensure that the student receives the support he/she needs.

### e. PLAN FOR ELLS IDENTIFIED AS HAVING SPECIAL NEEDS

ELLs identified as having special needs, will receive those special supports they require by a certified Special Education Teacher, and a certified ESL or Bilingual Teacher. Ms. Cabral and Ms. Maria P. Guzman have been assigned to instruct these students along with their classroom teachers. We will no longer X-code students according to their IEP.

Q6: The Instructional strategies and grade level materials teachers of ELL-SWD use that both provide access to academic content areas and accelerate English language development are the America's Choice curriculum and the AWARDS Reading program. The AWARDS program is a research based program that scaffolds comprehension with engaging non-fiction literature. Students in grades 3-5 will also use Achieve 3000. Achieve 3000 uses current event articles on the student's level. In Mathematics, the students will be instructed with Everyday Math.

Teachers will use sound teaching practices for ELLs, such as providing many picture supports, cooperative learning groups to encourage speaking, develop listening skills, using TPR, and providing instruction that supports their learning styles. Our special education teachers

## A. Programming and Scheduling Information

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	Dual Language		
75%	Dual Language		
50%	Dual Language		
25%	Dual Language		
100%	Freestanding ESL		
75%	Freestanding ESL		
50%	Freestanding ESL		
25%	Freestanding ESL		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

### Courses Taught in Languages Other than English

## 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?

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Q9: ELLs reaching proficiency on the NYSESLAT are entitled to 2 additional years of support. Students in TBE programs, who reach proficiency, may be transferred to Dual Language program, where they will receive equal support in both languages. Students in ESL who become proficient may be transferred to a monolingual class. Parents are given the option of keeping their child in the ESL or Bilingual

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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8****Beginning****Intermediate****Advanced****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)?

Q1: The DL program utilizes a daily 50-50 model with 3 periods in NL and 3 periods of English each day.

Q2: The EP and ELL students are integrated 100% of the time in DL classrooms.

Q3: Language is separated into 6 – 8 weeks blocks of time for the literacy block. For example, for 6 weeks the students may be working on Informational Reports in English, and the Content Area would be conducted in Spanish. Followed by the next 6 – 8 weeks where the Literacy Block is conducted in Spanish and the Content Area in English. This gives the students an opportunity to fully complete a study in one language, and have 50% of the day in both languages.

Q4: The Dual Language model that is used is self-contained.

Q5: In the DL program, emergent literacy is taught in both languages in 6 – 8 week blocks of time in grades K – 3. In grades 4 and 5 the Spanish language is taught during literacy as enrichment. We are growing out our literacy model from the K – 2 program of last year to the K – 3 this year. We plan to add 4th grade to next year's students, then 5th grade the year after that until we are fully DL in grades K-5.

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

Q1: The language allocation policy will be a big part of our professional development for the ELL personnel at our school. We will also continue to work closely with our ELL Compliance and network liaison to provide professional development to our staff. Our 2nd Grade ESL teacher, Ms. Zeitler, is currently participating in BETAC professional development and has an advisor that comes to PS46 to support her. All of the DL teachers will receive professional development by Dr. Margarita Calderon, a noted author in English language acquisition and DL instruction, and her consultants. We will continue to inform our teachers of professional development opportunities outside of our school offered by the OELL and others. A yearlong calendar has been developed by the coaches and Staff Developer to implement monthly PD for all ELL personnel. Items included differentiated instruction, Achieve 3000 consultants, Dr. Calderon, and technological support by the Bronx Integrated Service Center.

Through the UFT Teacher Center, professional institutes will be provided to selected staff members including assistant principals and teachers of ELL's on November 22, December 8th, December 20th and January 10th. In addition, a spring and summer institute will be offered to additional staff members that teach ELL's. On December 4th, teachers of ELL's, Parent Coordinator, Bilingual Guidance Counselors, and Assistant Principals will be invited to attend a citywide conference for ELL's. This session will focus on zeroing in on academic language. Teacher Center will also be providing these workshops. Our Bilingual/ESL Coach will be facilitating the grade 3-5 sessions. Teacher Center Coach/Liaison and Literacy Staff Developer attend ongoing Professional Development for the Estrellita Program and other PD offered by venues such as TC, BETAC etc., and turnkey the information to teachers of ELL students. Furthermore, on December 12th, January 12th and 13th and in February, The Margarita Calderon Consultants will provide Professional Development to our Dual Language Teachers using the ExC-ELL model and strategies.

Q2: Guidance counselors, the parent coordinator, assistant principals, coaches, and head teachers assist ELLs as they transition from Elementary to Middle School. They inform parents of MS choice and ensure applications are completed on time. Guidance Counselors attend workshops provided by the Children's First Network on Middle School Choice and other topics to assist parents and students. A meeting has been scheduled for December 2011 to inform parents about the Middle School Choices. They attend open houses, and conduct fairs in Spanish and English in the different Middle Schools.

Q3: As a UFT Teacher Center school, we get priority on availability of many professional development opportunities throughout the city offered by the Teacher's center. Our Teacher's center coach along with the principal assigns teachers to these various opportunities

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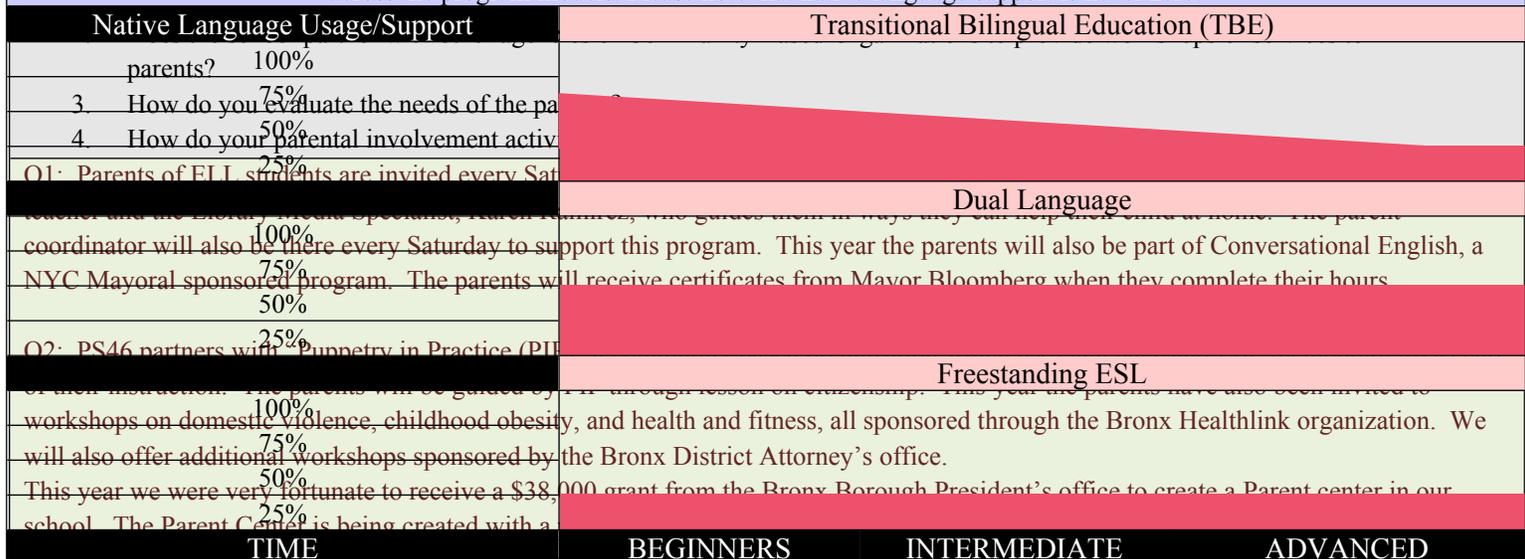
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Q3: As a UFT Teacher Center school, we get priority on availability of many professional development opportunities throughout the city offered by the Teacher's center. Our Teacher's center coach along with the principal assigns teachers to these various opportunities pertaining to the planning and instructing of ELL. Our new teachers will be provided 7 1/2 hours of mandated Jose P training by a certified ESL teacher. PS 46 has contacted our Network ESL support Liaison, Yonella Rodriguez, to schedule Jose P. Workshops for new teachers or teachers who have not been trained in this required workshop.

### Native Language Usage and Supports

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



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

## 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?

Q1: Parents of ELL students are invited every Saturday to participate in ELL instruction for themselves. They are taught by an ESL teacher and the Library Media Specialist, Karen Ramirez, who guides them in ways they can help their child at home. The parent coordinator will also be there every Saturday to support this program. This year the parents will also be part of Conversational English, a NYC Mayoral sponsored program. The parents will receive certificates from Mayor Bloomberg when they complete their hours.

Q2: PS46 partners with “Puppetry in Practice (PIP)” a community based organization which uses language and ESL methodologies as part of their instruction. The parents will be guided by PIP through lesson on citizenship. This year the parents have also been invited to workshops on domestic violence, childhood obesity, and health and fitness, all sponsored through the Bronx Healthlink organization. We will also offer additional workshops sponsored by the Bronx District Attorney’s office.

This year we were very fortunate to receive a \$38,000 grant from the Bronx Borough President’s office to create a Parent center in our school. The Parent Center is being created with a partnership with Mercy College. Dr. Aramina Vega-Ferrer has spearheaded this initiative to support parent learning and involvement. Construction has begun on this project and it will be completed in the New Year.

Q3: Parents needs are evaluated through conversations, surveys, and requests via the teachers, Parent’s Association, and Parent Coordinator.

Q4: Parent Involvement activities address the needs of the parents by successfully establishing a Saturday program, bringing in teaching artists, and sending home all communications translated in Spanish for parent understanding.

## B. Programming and Scheduling Information--Continued

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## Additional Information

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Paste additional information here

## C. Schools with Dual Language Programs

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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)?
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Q1: The DL program utilizes a daily 50-50 model with 3 periods in NL and 3 periods of English each day.

Q2: The EP and ELL students are integrated 100% of the time in DL classrooms.

Q3: Language is separated into 6 – 8 weeks blocks of time for the literacy block. For example, for 6 weeks the students may be working on Informational Reports in English, and the Content Area would be conducted in Spanish. Followed by the next 6 – 8 weeks where the Literacy Block is conducted in Spanish and the Content Area in English. This gives the students an opportunity to fully complete a study in one language, and have 50% of the day in both languages.

Q4: The Dual Language model that is used is self-contained.

Q5: In the DL program, emergent literacy is taught in both languages in 6 – 8 week blocks of time in grades K – 3. In grades 4 and 5 the Spanish language is taught during literacy as enrichment. We are growing out our literacy model from the K – 2 program of last year to the K – 3 this year. We plan to add 4th grade to next year's students, then 5th grade the year after that until we are fully DL in grades K-5.

## 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.

Q1: The language allocation policy will be a big part of our professional development for the ELL personnel at our school. We will also continue to work closely with our ELL Compliance and network liaison to provide professional development to our staff. Our 2nd Grade ESL teacher, Ms. Zeitler, is currently participating in BETAC professional development and has an advisor that comes to PS46 to support her. All of the DL teachers will receive professional development by Dr. Margarita Calderon, a noted author in English language acquisition and DL instruction, and her consultants. We will continue to inform our teachers of professional development opportunities outside of our school offered by the OELL and others. A yearlong calendar has been developed by the coaches and Staff Developer to implement monthly PD for all ELL personnel. Items included differentiated instruction, Achieve 3000 consultants, Dr. Calderon, and technological support by the Bronx Integrated Service Center.

Through the UFT Teacher Center, professional institutes will be provided to selected staff members including assistant principals and teachers of ELL's on November 22, December 8th, December 20th and January 10th. In addition, a spring and summer institute will be offered to additional staff members that teach ELL's. On December 4th, teachers of ELL's, Parent Coordinator, Bilingual Guidance Counselors, and Assistant Principals will be invited to attend a citywide conference for ELL's. This session will focus on zeroing in on academic language. Teacher Center will also be providing these workshops. Our Bilingual/ESL Coach will be facilitating the grade 3-5 sessions. Teacher Center Coach/Liaison and Literacy Staff Developer attend ongoing Professional Development for the Estrellita Program and other PD offered by venues such as TC, BETAC etc., and turnkey the information to teachers of ELL students. Furthermore, on December 12th, January 12th and 13th and in February, The Margarita Calderon Consultants will provide Professional Development to our

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Q2: Guidance counselors, the parent coordinator, assistant principals, coaches, and head teachers assist ELLs as they transition from Elementary to Middle School. They inform parents of MS choice and ensure applications are completed on time. Guidance Counselors attend workshops provided by the Children's First Network on Middle School Choice and other topics to assist parents and students. A meeting has been scheduled for December 2011 to inform parents about the Middle School Choices. They attend open houses, and conduct fairs in Spanish and English in the different Middle Schools.

Q3: As a UFT Teacher Center school, we get priority on availability of many professional development opportunities throughout the city offered by the Teacher's center. Our Teacher's center coach along with the principal assigns teachers to these various opportunities pertaining to the planning and instructing of ELL. Our new teachers will be provided 7 ½ hours of mandated Jose P training by a certified ESL teacher. PS 46 has contacted our Network ESL support Liaison, Yonella Rodriguez, to schedule Jose P. Workshops for new teachers or teachers who have not been trained in this required workshop.

## 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?

Q1: Parents of ELL students are invited every Saturday to participate in ELL instruction for themselves. They are taught by an ESL teacher and the Library Media Specialist, Karen Ramirez, who guides them in ways they can help their child at home. The parent coordinator will also be there every Saturday to support this program. This year the parents will also be part of Conversational English, a NYC Mayoral sponsored program. The parents will receive certificates from Mayor Bloomberg when they complete their hours.

Q2: PS46 partners with "Puppetry in Practice (PIP)" a community based organization which uses language and ESL methodologies as part of their instruction. The parents will be guided by PIP through lesson on citizenship. This year the parents have also been invited to workshops on domestic violence, childhood obesity, and health and fitness, all sponsored through the Bronx Healthlink organization. We will also offer additional workshops sponsored by the Bronx District Attorney's office.

This year we were very fortunate to receive a \$38,000 grant from the Bronx Borough President's office to create a Parent center in our school. The Parent Center is being created with a partnership with Mercy College. Dr. Aramina Vega-Ferrer has spearheaded this initiative to support parent learning and involvement. Construction has begun on this project and it will be completed in the New Year.

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Q3: Parents needs are evaluated through conversations, surveys, and requests via the teachers, Parent’s Association, and Parent Coordinator.

Q4: Parent Involvement activities address the needs of the parents by successfully establishing a Saturday program, bringing in teaching artists, and sending home all communications translated in Spanish for parent understanding.

## 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)	130	30	29	9	7	13								218
Intermediate(I)	26	25	30	38	17	18								154
Advanced (A)	4	19	20	26	32	21								122
Total	160	74	79	73	56	52	0	0	0	0	0	0	0	494

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	10	6	4	3	3	5							
	I	32	10	4	9	4	7							
	A	23	43	40	32	33	28							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	16	20	34	38	35	30							
READING/ WRITING	<b>B</b>	48	29	29	8	6	11							
	<b>I</b>	26	25	30	38	18	19							
	<b>A</b>	4	16	20	23	24	14							
	<b>P</b>	2	9	4	11	26	28							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	45	20	8	0	73
4	20	37	17	0	74
5	39	23	9	1	72
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	32	13	40	3	11	0	1	0	100
4	17	11	28	3	30	0	2	0	91
5	22	10	40	1	10	2	5	0	90
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	14	5	16	2	25	5	4	0	71
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

**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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	34	23	27	20				
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.

Q1: At PS46, we use the DRA2 to assess and monitor progress of literacy skills. The DRA2 has also been purchased in Spanish (EDL) to assess student's development in their native language. The DRA2 assesses the literacy skills in Reading Comprehension, fluency, and decoding of the ELLs in English and the EDL assesses the students' skills in Spanish. The baseline results of the DRA2 in the DL, TBE, and ESL programs show that in the DL and ESL classes there are a number of students who are below an approaching standard as assessed

## 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

<b>School Name: <u>The Edgar Allan Poe Literacy</u></b>		<b>School DBN: <u>10X046</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Alexander-Ade	Principal		11/18/11
Roxanna Bello-Sullivan	Assistant Principal		11/18/11
Maria G. Cruz	Parent Coordinator		11/18/11
Cleofis Cabral	ESL Teacher		11/18/11
Maria Correa	Parent		11/18/11
Jesse Yarbrough	Teacher/Subject Area		11/18/11
Virginia Marrero	Teacher/Subject Area		11/18/11
Elizabeth Murphy	Coach		11/18/11
Widalys Quiles	Coach		11/18/11
Yaira Rodriguez	Guidance Counselor		11/18/11
	Network Leader		1/1/01
Erica Paolucci	Other <u>Head Teacher</u>		11/18/11
Mary Champagne	Other <u>AP/Data</u>		11/18/11
	Other		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:** 10X046      **School Name:** The Edgar Allan Poe Literacy DS

**Cluster:** \_\_\_\_\_      **Network:** CFN 109

**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**

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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.

Nearly forty percent of the students at PS 46 are indentified as English Language Learners. During registration, PS 46 staff members determine the primary language spoken at home by each student. The Bilingual Staff Developer, Widalys Quiles and the ESL Teacher, Ms. Cabral, administer the Home Language Identification Survey as part of an oral interview. Both of these teachers are fluent in Spanish. There are other staff members who are fluent in Albanian, French, and Italian. All written communication is always distributed in English and Spanish. The HLIS is available in many languages and it aides in determining the language needs of the families. This information is recorded and maintained in the Main Office on the Blue Emergency Cards and is entered into ATS by the Pupil Accounting Secretary Helen Knightner.

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

The major findings of our school's written translation and oral interpretation needs are that our population requires Spanish translations for all communications. Signs describing the availability of phone translations are posted in the lobby and Main Office as parents enter the building. The Parent Coordinator assists the parents in identifying the language they would need to communicate with the staff. The school community is notified of these availabilities at Parent Orientations, Parent Meeting, and SLT meetings.

## Part B: Strategies and Activities

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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.

During registration, PS46 determines the primary language spoken by the parent of each student via the oral interview and completion of the Home language Identification Survey. This provides the specific language spoken by the families and if the primary language is not English, the Bilingual Staff Developer, and the Parent Coordinator will determine if the parent may need language assistance in order to communicate with the staff. Parents are provided with translated Program Selection Forms and parent guides. We maintain a current record of the primary language on the Blue Emergency cards and in the ATS System in the Main Office.

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.

PS 46 provides translation and interpretation services to all parents who require assistance. If no staff member is available, who is fluent in the language of the parent, and the parent is accompanied by another adult, that adult may serve as an interpreter. PS 46 will also utilize the phone translation services provided by the DOE.

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>.

Per session will be used before or after school for staff members to translate documents if needed. Parental notifications and requirements for translation and interpretation services will meet all guidelines by the Chancellor's Regulations.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Edgar Allan Poe	DBN: 10X046
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 125
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input type="checkbox"/> *5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9
# of certified ESL/Bilingual teachers: 8
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The goals of the ELL Academy are to help students acquire a level of proficiency in their second language; to provide differentiated instruction to all students in order to meet their English language needs; to encourage students to have a positive outlook in their abilities to learn a new language; to provide specialized instruction so that students may acquire a level of proficiency in their NYSESLAT exam; to help students demonstrate academic progress in Mathematics and English Language Arts by using different teaching strategies and tools as a guide and; to help students transfer skills of the native language into their second language acquisition.

The ELL Academy meets on Tuesdays and Thursdays from 3:30-5:30 PM and currently serves 3rd, 4th, and 5th grade students for an approximate total of 125 students. The students invited and attending the program are currently at the Beginner or Intermediate stages of English development. There are 7 classrooms with licensed teachers in either Bilingual or ESL Instruction. There is also 1 computer lab teacher to assist with Achieve 3000. The day is divided into one hour of literacy and one hour of math.

The curricula used to foster the English language modalities of speaking, listening, reading and writing are the "Language Proficiency Kits" and the "NYSESLAT & Beyond" practice books. As a supplement to the literacy block, each group is using "Numbers Exploration", the 4th grade is using "Advantage Mathematics" and the 5th grade is using "Math to Know". The Everyday Math Games are used on the laptop once a week to supplement the topics covered in math.

The program will run from November 10th until May 1st, giving students a total of 80 hours of instruction in the ELL After School Academy.

### Part C: Professional Development

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

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

**Part C: Professional Development**

Begin description here: Dr. Margarita Calderon, Ph.D. and her consultants will provide ongoing Professional Development for our Dual Language Teachers. Dr. Calderon is a Principal Research Scientist for the Center for Research on Education of Students Placed at Risk (CRESPAR), Johns Hopkins University. She is also the author of resources on English Language acquisition and Dual Language Instruction.

The Dual language teachers began this work last year, and will continue to implement some of the strategies to supplement their DL instruction. The professional development is scheduled for 4 full day sessions with her consultants modeling for teachers and observing them implementing the strategies taught. The sessions have been scheduled for December 12th, March 7th, 8th, and 9th.

**Part D: Parental Engagement Activities**

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

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

Begin description here: The parents are full partners in the education of their children at P.S. 46. This year work in underway on a Parent Center that is being created with funding received from the Bronx Borough President’s office. The Parent Center will be a place of full operation with a Parent Coordinator who works closely with the Parents Association in coordinating, planning and providing all parent literacy classes, parenting workshops and parent volunteer workshops.

Parents will also be invited to participate in a parent institute on Saturdays for 20 sessions to enrich and expand their participation in their children’s education via ESL classes, literacy classes, trips and art projects. This institute will help bridge the culture of the home and school. Parents will be included in parent workshops to support their children’s language acquisition as it is developed through the various programs. The program that is scheduled to begin this year is 10 sessions on citizenship and conversational English. This program is a NYC Mayoral Program that was very successful last year and we look forward to the sessions this year. These services will be provided by a certified ESL teacher, the Library Media Specialist, and the parent Coordinator. The parent classes will be held from 9AM to 12:00 PM, and a light breakfast will be served. The classes are scheduled as follows: January 14th, 21st, 28th, February 4th, 11th, March 3rd, 10th, 17th, 24th, and 31st.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

**Part E: Budget**

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

Allocation Amount: \$

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