



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 146 EDWARD J. COLLINS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X146

PRINCIPAL: JANET-ANN SANDERSON **EMAIL:** JSANDER@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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
Janet-Ann Sanderson	*Principal or Designee	
Virginia Agosto	*UFT Chapter Leader or Designee	
Alima Daniels	*PA/PTA President	
Matilda Outlaw	Member/ PA Vice President	
Michelle Lincoln	Member/ Parent	
Migdalia Rivera	Member/ Parent	
Michelle Green	Member/ Parent	
Abigail Cotto	Member/ Teacher	
Linda Mondesire	Member/ Teacher	
Laura Benua	Member/ Teacher	
Juan Ortiz	Member/ School Counselor	

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, students in grades 3-5 will demonstrate progress toward state standards in ELA as measured by a 5% decrease in the percentage of students scoring at level 1 on the NYS ELA assessment.

Comprehensive needs assessment

Assessments of student performance in ELA show continued need for improvement. Between 2006 and 2009, the percentage of students performing at level 1 on the NYS ELA decreased from 21% to below 3%. With the re-norming of the exam in 2010, 25% of students in grades 3-5 scored at level 1. In 2011, 17% of students scored at level 1.

Instructional strategies/activities

1. Implementation of Response to Intervention (RTI)

- An RTI Team, established in 2010, will continue to guide the school-wide implementation of RTI. The RTI Team is composed of Administrators and Coaches, the Counselor, Psychologist and Social Worker, related service providers (SETTS/IEP, Speech & Language, ESL), and AIS teachers.

Responsibilities of the RTI Team include:

- Identification, remediation, and prevention of learning and behavioral problems, including
 - maintaining compliance for students receiving Special Education services;
 - monitoring at-risk students and implementing appropriate interventions;
 - conducting Functional Behavioral Assessments and developing Behavior Intervention Plans, as warranted for individual students; and
 - meeting with parents of Special Education and at-risk students to explain the special needs process and to involve parents in strategies to maintain academic stability for their children.
- Management and oversight of RTI academic interventions, including
 - identifying appropriate assessments and benchmarks to screen students and monitor progress;
 - identifying appropriate intervention programs and instruction, and scheduling their implementation;
 - maintaining communication with teachers to monitor the delivery of interventions and students' responses; and
 - keeping records of the interventions applied and assessed responses.
- Professional development of teaching staff about the RTI framework and interventions.
- Dissemination of information to the school community, including conducting RTI workshops for parents.

RTI Team members with primary responsibility for addressing learning and behavioral problems (Administrators, Counselor, Psychologist, Social Worker, SETSS/IEP, and Speech) meet every week during the school day to discuss individual students' needs. Academic interventions are planned and monitored by other RTI Team members (Administrators, Coaches, SETSS/IEP, ESL and AIS teachers), who meet periodically during the school day and outside of school hours.

- All students in grades K-5 participate in Universal Screening assessments provided by Renaissance Star Assessments. Universal Screenings are given three times per year, in November, March, and June. Results are used to identify students for Tier II and Tier III interventions. Students' responses to intervention are assessed with Progress Monitoring tools provided by Renaissance Star Assessments. Students who show a positive response to intervention are moved out of Tier II and back to Tier I. Students who do not respond continue in Tier II, with modifications to delivery of instruction, or move on to more intensive intervention in Tier III.

- Tier I is the ELA curriculum which is delivered to all students in general and special education. All students receive 100-150 minutes/day of ELA instruction. ELA instruction follows Balanced Literacy, and includes independent, shared and guided reading, read alouds, direct instruction in reading strategies, word study, phonics and grammar, and direct instruction in writing. ELA instruction is differentiated according to data derived from assessments embedded in the literacy programs, the NYS ELA and interim ELA assessments, Acuity, and teacher-made assessments. The research-based programs and materials used in the Tier I ELA curriculum include:
 - 100 Book Challenge and IRLA (K-5)
 - Junior Great Books (2-5)
 - Focus and Kaplan Advantage (3-5)
 - SuccessMaker (selected students in grades 3-5)
 - Making Meaning (K-3)
 - ReadWell (K-2)
 - Waterford (K-2)
 - Foundations (selected students in K-3)
 - Lucy Caulkins' Units of Study writing program (K-3)
 - Inside Writing (3-5)

- Tier II interventions are delivered to students identified by Universal Screenings. Tier II interventions are provided to identified students in grades K-5 during the school day by classroom and AIS teachers. Tier II interventions are also delivered during Extended Day (37.5 min/day, 4 days/wk) to students in grades 2-5 with a student-teacher ratio of no more than 10:1. Progress is monitored every 6-8 weeks to determine students' response to intervention. Tier II interventions are IRLA, which develops reading comprehension through focused independent reading and intensive conferencing, Guided Reading targeting deficiencies identified by IRLA, and Foundations, a reading intervention program that builds phonemic awareness and phonics, decoding, spelling and vocabulary skills.

- Tier III interventions are delivered to students identified as significantly below level in Universal Screenings and students who do not show a positive response to Tier II intervention. Tier III interventions are Foundations, Guided Reading, and Guided Writing. Tier III interventions are delivered to very small groups during Extended Day (37.5 min/day, 4 days/wk) by the Literacy Coach (grade 3) and the SETTS/IEP teacher (grades 4-5).

- Professional Development in RTI
 Administrators and other RTI Team members will receive professional development in RTI from the Network, and turnkey that information to all teaching staff. Network experts will also provide professional development activities in the school. PD will be provided at monthly Faculty Conferences and Grade Meetings, on PD days in November and June, and at weekly grade-level meetings. Teachers will also use the on-line tool PD 360 to build understanding of RTI. In connection with a comprehensive professional development initiative (described in Goal #3 below), teachers will develop Professional Growth Plans and track how the RTI framework supports student achievement and other professional goals.

2. Alignment of curriculum and instruction with Common Core Learning Standards (CCLS)

- We will increase effectiveness of ELA instruction by continuing to study and implement the Common Core Learning Standards (CCLS). Teaching staff began to study the CCLS in 2010-11, with guidance from Administrators, Coaches and other RTI Team members, and Network staff. In 2011-12, we will continue to move toward full implementation of the CCLS with a focused study of standards related to reading and writing of non-fiction.
- Teachers on each grade level (K-5) will create task bundles which are aligned to CCLS. These task bundles will incorporate rigorous student work, and be accessible to all students in all grades. Task bundles will focus on reading and writing non-fiction texts linked to the grade-level content prescribed on the NYC Scope & Sequence for Science and/or the Scope & Sequence for Social Studies. Tasks will focus on the Key Ideas and Details of non-fiction texts (Reading Informational Text Standards 1-3), and will require students to read and comprehend texts of increasing complexity (Reading Informational Text Standard 10). Task bundles will include writing of informative/explanatory texts appropriate for each grade level (Writing Standard 2).
- Development of the CCLS-aligned task bundles will be facilitated by instructional planning and curriculum mapping tools from Collaborative Learning, Inc., which are being provided by the Network. These on-line tools help teachers align their lesson plans to standards, and identify any gaps or redundancies in instruction. Teachers will work with these tools in grade-level groups to develop CCLS-aligned task bundles, and to study the links between each component of a unit or lesson and the CCLS.
- All teachers and all students will participate in CCLS-aligned task bundles. The timeline for implementation is:
 - October-November: With the support of Administrators and Coaches, teachers renew their study of the CCLS;
 - November-December: With the support of Administrators and Coaches, teachers on each grade level collaboratively plan instructional strategies and activities aligned with CCLS (Rdg Info Txt Standards 1-3 and 10 and Writing Standard 2) and grade-level Science and Social Studies content. Planning takes place at monthly Faculty Conferences and Grade Meetings and at weekly grade-level planning sessions.
 - January-April: Teachers deliver instruction and students perform activities aligned to CCLS. Teachers continue collaborative co-planning and monitor progress toward the standards. Evidence of alignment and rigor are collected in portfolios of student work and through classroom observation. Best practices are shared through intervisitation and learning walks.
 - May-June: Culminating activities and events include displays and presentations of student work across the school, Multi-Cultural Day and the Science Fair. Teachers and students reflect on progress, rigor, and the CCLS. Administrators and teachers reflect and plan for 2012-13.
- Professional Development in CCLS
Administrators, Coaches and other RTI Team members will receive professional development about the CCLS from the Network, and turnkey that information to all teaching staff. Network experts will also provide professional development activities in the school. PD will be provided at monthly Faculty Conferences and Grade Meetings, on PD days in November and June, and at weekly grade-level meetings. Teachers will also use the on-line tool PD 360 to build understanding of the CCLS. In connection with a comprehensive professional development initiative (described in Goal #3 below), teachers will develop Professional Growth Plans and track how alignment of instruction to the CCLS supports student achievement and other professional goals.

3. Supplemental Instruction – After School, Winter-Spring 2012

Supplemental instruction in ELA will be provided in an After School program. Students in grades 3-5 who are identified as at risk of not meeting standards on the NYS ELA exam will be strongly encouraged to attend. After School classes will meet 8 hours/week (Monday-Thursday 3:30 – 5:30 p.m.) from January into April (approximately 13 weeks). After School classes will be taught by certified teachers, and make use of Aim Higher! and other standards-based ELA materials.

Strategies to increase parental involvement

1. Information and Access

- The Parent Association (PA) meets monthly to disseminate information to all parents. The Principal drops in on most PA meetings, and also makes presentations to the PA about important topics, such as Title I. The PA elects representatives who attend monthly meetings of the School Leadership Team, and spearhead the development of the Parent Involvement Policy and Parent-School Compact.
- The school distributes a monthly calendar to announce important events, and sends out many informational letters and flyers throughout the year. The school also notifies parents about DOE- UFT- and CBO-sponsored events outside of the school. All written communication from the school to parents is provided in English and Spanish. Translation into lower-incidence languages is provided by parent volunteers.
- The school offers several informational workshops for parents. Events planned for 2011-2012 which directly relate to our academic goals will inform parents about RTI, CCLS, the NYS ELA and Math assessments, Early Literacy in Pre-K-2, the 100 Book Challenge reading program, ARIS Parent Link, and Dial-A-Teacher homework help. Oral translation into Spanish is provided at workshops by school staff, and translation into lower-incidence languages is provided by parent volunteers.
- Parents of students identified as at-risk of poor academic outcomes are invited to meet with the RTI Team to discuss their children individually, and to work with school staff to develop strategies to help their children be successful.
- The Principal and Parent Coordinator maintain an open-door policy for all parents. Teachers are available to parents on Open School days in September, at Parent-Teacher Conferences, and at any time by appointment.
- Parents are welcomed into the school. Many parents volunteer to assist in classrooms, at line-up and dismissal, at lunchtimes, and on field trips. Also, some parents work in the After School program run by the NY Junior Tennis League for students in grades K-5, where they provide homework help and play educational games.
- The PA conducts an annual survey of parents to assess their needs and wants and to make sure that there are no barriers to access. The PA Executive Committee and the School Leadership Team review the survey results, and take steps to address parents' needs.
- The school maintains a Parent Room as a gathering spot and resource center for parents. Resources available include computer and internet access, job listings, assistance with resumes and job applications, referrals to CBOs for services including counseling, housing and nutrition, and adult English language classes.

2. Community Building

- Parents organize activities that help to build a strong, caring school community, including holiday parties, Movie Nights, and an annual Family Day Carnival.
- Parents organize events that promote parent-child bonding, including Father-Daughter and Mother-Son Dances, a Father-Son Game Night and a Mother-Daughter Tea Party.
- Parents are developing Etiquette workshops for students and families to promote manners and respect.
- Parents participate in academic presentations and celebrations, including MultiCultural Day, Multiplication Showdown, Spelling Bee, the Science Fair, and presentations of work by individual classes. Parents also have vital roles in Graduation and Moving Up festivities.
- Parents participate in fundraisers. The PA holds bake sales and staff lunch sales, and parents participate in school fundraisers, such as the Big Apple candy sale and the Scholastic Book Fair.
- Parents organize service projects. In 2011-12, we will participate in Pennies for Patients, a penny collection to benefit cancer patients, and organize a community food drive.

Strategies for attracting Highly Qualified Teachers (HQT)

100% of teachers are Highly Qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers
- Administrators and Coaches mentor and support struggling staff.

Service and program coordination

- Respect For All is a bullying and violence prevention program sponsored by the Anti-Defamation League. The program includes information and activities for students, and workshops for families. Respect For All is coordinated by the Assistant Principal, Counselor and Parent Coordinator.
- Abduction and Abuse Prevention program is led by the School Counselor. This program, called the Yello Dyno, consists of music-based instruction in yelling for help, detecting danger, and trusting your feelings, among other safety skills.
- PS 146 collaborates with community based organizations and other institutions to address the mental health and social development issues that arise in our educating our students. In the area of mental health counseling, students receive counseling and case management services from:

Lincoln Medical and Mental Health Center (Child and Adolescent Behavioral Health Clinic) – Individual counseling.

Fordham Tremont Community Mental Health Center- individual counseling

MHA of NY Family Resource Center (South)- makes counseling referral, parenting support group and education, co-ordinates all services provided to family from other agencies.

Graham Windham- supervision and case management of foster care services (includes educational assistance, psychological evaluation.

Catholic Guardian Society and Home Bureau

Bridges to Health (B2H)- case management including respite service, educational assistance,

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds, and SSS funds to support this action plan, as follows:

- Supervisor per session for the After School program (4 days/week)
- Teacher per session for the After School program (4 days/week) and for professional development
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instruction materials for use during the school day, in Extended Day, and in After School

NYSTL funds will be used for instructional materials.

ARRA RTTT funds, which are not consolidated, will be used to support collection and analysis of ELA data by RTI/Inquiry Team members.

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

By June 2012, students in grades 3-5 will demonstrate progress toward achieving state standards in Mathematics as measured by a 5% decrease in the percentage of students scoring at level 1 on the NYS Mathematics assessment.

Comprehensive needs assessment

Assessments of student performance in Mathematics show continued need for improvement. From 2006 to 2009, the percentage of students performing at level 1 on the NYS Mathematics assessment decreased from 13% to below 3%. With the re-norming of the exam in 2010, 13% of students in grades 3-5 scored at level 1. In 2011, 12% of students performed at level 1.

Instructional strategies/activities

1. Implementation of Response to Intervention (RTI)

- An RTI Team, established in 2010, will continue to guide the school-wide implementation of RTI. The RTI Team is composed of Administrators and Coaches, the Counselor, Psychologist and Social Worker, related service providers (SETTS/IEP, Speech & Language, ESL), and AIS teachers.

Responsibilities of the RTI Team include:

- Identification, remediation, and prevention of learning and behavioral problems, including
 - maintaining compliance for students receiving Special Education services;
 - monitoring at-risk students and implementing appropriate interventions;
 - conducting Functional Behavioral Assessments and developing Behavior Intervention Plans, as warranted for individual students; and
 - meeting with parents of Special Education and at-risk students to explain the special needs process and to involve parents in strategies to maintain academic stability for their children.
- Management and oversight of RTI academic interventions, including
 - identifying appropriate assessments and benchmarks to screen students and monitor progress;
 - identifying appropriate intervention programs and instruction, and scheduling their implementation;
 - maintaining communication with teachers to monitor the delivery of interventions and students' responses; and
 - keeping records of the interventions applied and assessed responses.
- Professional development of teaching staff about the RTI framework and interventions.
- Dissemination of information to the school community, including conducting RTI workshops for parents.

RTI Team members with primary responsibility for addressing learning and behavioral problems (Administrators, Counselor, Psychologist, Social Worker, SETSS/IEP, and Speech) meet every week during the school day to discuss individual students' needs. Academic interventions are planned and monitored by other RTI Team members (Administrators, Coaches, SETSS/IEP, ESL and AIS teachers), who meet periodically during the school day and outside of school hours.

- All students in grades K-5 participate in Universal Screening assessments provided by Renaissance Star Assessments. Universal Screenings are given three times per year, in November, March, and June. Results are used to identify students for Tier II and Tier III interventions. Students' responses to intervention are assessed with Progress Monitoring tools provided by Renaissance Star Assessments. Students who show a positive response to intervention are moved out of Tier II and back to Tier I. Students who do not respond continue in Tier II, with modifications to delivery of instruction, or move on to more intensive intervention in Tier III.
- Tier I is the mathematics curriculum delivered to all students in general and special education. All students receive 100-150 minutes/day of instruction in math. Core math instruction in grades K-5 follows the research-based curriculum EnVision Math. EnVision is an internet based program which gives teachers and students the flexibility of accessing materials at their convenience, in addition to the tangible in-class materials. Frequent assessments are embedded in the program, and teachers are provided with assessment analysis tools. EnVision also promotes differentiation by offering homework and math games with varying levels of difficulty. To supplement EnVision Math, students in grades 3-5 use Strand-by-Strand materials. Students in grades 2-4 use ST Math, an on-line skills-based program. All students (K-5) also use Math Steps workbooks for extra practice and reinforcement. Finally, teachers use Acuity for assessment and re-teaching in identified areas of need.
- Tier II mathematics interventions are provided to students identified by Universal Screenings. Tier II interventions are delivered during the school day by classroom and AIS teachers, and during Extended Day (37.5 min/day, 4 days/wk) by the Math Staff Developer and the AIS Math teacher. Students receiving Tier II intervention have their progress monitored every 6-8 weeks to determine their response to intervention. Tier II math instruction uses the Math Diagnostics and Intervention System materials provided by EnVision Math. Students rotate in and out of small group instruction, based on assessed need.
- Tier III interventions are delivered to students identified as significantly below level in Universal Screenings and students who do not show a positive response to Tier II intervention. Tier III interventions are delivered one-to-one or in small groups of 2-3 students. Tier III Math interventions use the same Math Diagnostics and Intervention System materials used for Tier II intervention, but Tier III instruction is delivered at a slower pace and tailored to individual student's needs. Tier III math intervention is currently being provided to at-risk third graders during the school day and in Extended Day by the Math Staff Developer.
- Professional Development in RTI
Administrators and other RTI Team members will receive professional development in RTI from the Network, and turnkey that information to all teaching staff. Network experts will also provide professional development activities in the school. PD will be provided at monthly Faculty Conferences and Grade Meetings, on PD days in November and June, and at weekly grade-level meetings. Teachers will also use the on-line tool PD 360 to build understanding of RTI. In connection with a comprehensive professional development initiative (described in Goal #3 below), teachers will develop Professional Growth Plans and track how the RTI framework supports student achievement and other professional goals.

2. Alignment of curriculum and instruction with Common Core Learning Standards (CCLS)

In 2011-12, we will roll out the CCLS for Mathematics to all teachers at all grade levels. Full implementation of the CCLS will be delayed until the NYS Mathematics exam is aligned with them in 2014. This year, we will focus on the CCLS' Math Practices, particularly (1) Make sense of problems and persevere in solving them; (2) Reason abstractly and quantitatively, and (3) Construct viable arguments and critique the reasoning of others.

To understand the CCLS and implement the Math Practices, teachers on each grade level (Pre-K – 5) will create task bundles that are aligned to the CCLS. The task bundles will incorporate rigorous student work, and be accessible to all students on all grades. The task bundles will focus on specific domains for

each grade, as follows:

Grades Pre-K – K: Operations and Algebraic Thinking
Grades 1-2: Number Sense and Operations in Base Ten
Grade 3: Operations and Algebraic Thinking
Grades 4-5: Number Operations - Fractions

All students in each grade will be engaged in cognitively demanding math tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution. The goal of the task bundles is to re-focus teaching on understanding math concepts, not just procedures. We will teach the “why” of math, not just the “how.”

Development of the CCLS-aligned task bundles will be facilitated by instructional planning and curriculum mapping tools from Collaborative Learning, Inc., which are being provided by the Network. These on-line tools help teachers align their lesson plans to standards, and identify any gaps or redundancies in instruction. Teachers will work with these tools in grade-level groups to develop CCLS-aligned task bundles, and to study the links between each component of a unit or lesson and the CCLS.

- Professional Development in CCLS

Administrators, Coaches and other RTI Team members will receive professional development about the CCLS from the Network, and turnkey that information to all teaching staff. Network experts will also provide professional development activities in the school. PD will be provided at monthly Faculty Conferences and Grade Meetings, on PD days in November and June, and at weekly grade-level meetings. Teachers will also use the on-line tool PD 360 to build understanding of the CCLS. In connection with a comprehensive professional development initiative (described in Goal #3 below), teachers will develop Professional Growth Plans and track how alignment of instruction to the CCLS supports student achievement and other professional goals.

3. Supplemental Instruction – After School, Winter-Spring 2012

Supplemental instruction in Mathematics will be provided in an After School program. Students in grades 3-5 who are identified as at risk of not meeting standards on the NYS Mathematics exam will be strongly encouraged to attend. After School classes will meet 8 hours/week (Monday-Thursday 3:30 – 5:30 p.m.) from January into April (approximately 13 weeks). After School classes will be taught by certified teachers, and make use of Aim Higher! and other standards-based Math materials.

Strategies to increase parental involvement

1. Information and Access

- The Parent Association (PA) meets monthly to disseminate information to all parents. The Principal drops in on most PA meetings, and also makes presentations to the PA about important topics, such as Title I. The PA elects representatives who attend monthly meetings of the School Leadership Team, and spearhead the development of the Parent Involvement Policy and Parent-School Compact.
- The school distributes a monthly calendar to announce important events, and sends out many informational letters and flyers throughout the year. The school also notifies parents about DOE- UFT- and CBO-sponsored events outside of the school. All written communication from the school to parents is provided in English and Spanish. Translation into lower-incidence languages is provided by parent volunteers.
- The school offers several informational workshops for parents. Events planned for 2011-2012 which directly relate to our academic goals will inform parents about RTI, CCLS, the NYS ELA and Math assessments, Early Literacy in Pre-K-2, the 100 Book Challenge reading program, ARIS Parent Link, and Dial-A-Teacher homework help. Oral translation into Spanish is provided at workshops by school staff, and translation into lower-incidence languages is provided by parent volunteers.
- Parents of students identified as at-risk of poor academic outcomes are invited to meet with the RTI Team to discuss their children individually, and to work with

school staff to develop strategies to help their children be successful.

- The Principal and Parent Coordinator maintain an open-door policy for all parents. Teachers are available to parents on Open School days in September, at Parent-Teacher Conferences, and at any time by appointment.
- Parents are welcomed into the school. Many parents volunteer to assist in classrooms, at line-up and dismissal, at lunchtimes, and on field trips. Also, some parents work in the After School program run by the NY Junior Tennis League for students in grades K-5, where they provide homework help and play educational games.
- The PA conducts an annual survey of parents to assess their needs and wants and to make sure that there are no barriers to access. The PA Executive Committee and the School Leadership Team review the survey results, and take steps to address parents' needs.
- The school maintains a Parent Room as a gathering spot and resource center for parents. Resources available include computer and internet access, job listings, assistance with resumes and job applications, referrals to CBOs for services including counseling, housing and nutrition, and adult English language classes.

2. Community Building

- Parents organize activities that help to build a strong, caring school community, including holiday parties, Movie Nights, and an annual Family Day Carnival.
- Parents organize events that promote parent-child bonding, including Father-Daughter and Mother-Son Dances, a Father-Son Game Night and a Mother-Daughter Tea Party.
- Parents are developing Etiquette workshops for students and families to promote manners and respect.
- Parents participate in academic presentations and celebrations, including MultiCultural Day, Multiplication Showdown, Spelling Bee, the Science Fair, and presentations of work by individual classes. Parents also have vital roles in Graduation and Moving Up festivities.
- Parents participate in fundraisers. The PA holds bake sales and staff lunch sales, and parents participate in school fundraisers, such as the Big Apple candy sale and the Scholastic Book Fair.
- Parents organize service projects. In 2011-12, we will participate in Pennies for Patients, a penny collection to benefit cancer patients, and organize a community food drive.

Strategies for attracting Highly Qualified Teachers (HQT)

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- Administrators and Coaches mentor and support struggling staff.

Service and program coordination

- Respect For All is a bullying and violence prevention program sponsored by the Anti-Defamation League. The program includes information and activities for students, and workshops for families. Respect For All is coordinated by the Assistant Principal, Counselor and Parent Coordinator.
- Abduction and Abuse Prevention program is led by the School Counselor. This program, called the Yello Dyno, consists of music-based instruction in yelling for help, detecting danger, and trusting your feelings, among other safety skills.
- PS 146 collaborates with community based organizations and other institutions to address the mental health and social development issues that arise in our educating our students. In the area of mental health counseling, students receive counseling and case management services from:
 - Lincoln Medical and Mental Health Center (Child and Adolescent Behavioral Health Clinic) – Individual counseling.
 - Fordham Tremont Community Mental Health Center- individual counseling
 - MHA of NY Family Resource Center (South)- makes counseling referral, parenting support group and education, co-ordinates all services provided to

family from other agencies.

Graham Windham- supervision and case management of foster care services (includes educational assistance, psychological evaluation.

Catholic Guardian Society and Home Bureau

Bridges to Health (B2H)- case management including respite service, educational assistance,

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds, and SSS funds to support this action plan, as follows:

- Supervisor per session for the After School program (4 days/week)
- Teacher per session for the After School program (4 days/week) and for professional development
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instruction materials for use during the school day, in Extended Day, and in After School

NYSTL funds will be used for instructional materials.

ARRA RTTT funds, which are not consolidated, will be used to support collection and analysis of ELA data by RTI/Inquiry Team members.

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, 100% of teachers will make progress toward individual professional goals, as measured by rubrics in Danielson's Framework For Teaching, and as demonstrated by classroom observations and student outcomes.

Comprehensive needs assessment

The majority of our students continue not to meet state standards in ELA and Mathematics. This demonstrates the need to address the effectiveness of instruction and the professional growth of teachers.

Instructional strategies/activities

In 2011-2012, Administrators and trained staff will introduce all teachers to Charlotte Danielson's Framework For Teaching, with emphasis on the NYC DOE priority competencies (1e, 2b, 2d, 3b, 3c, 3d). Teachers will use the Danielson Framework to guide personal professional growth and to inform professional development throughout the year. Administrators will use the Danielson Framework to clarify expectations and support teachers..

1. Professional Development

Administrators and Coaches will participate in Network professional development about teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work, and turnkey that information to all teaching staff. The Principal will also participate in the Network Study Group focused on "staging and phasing" the Danielson Framework in the school. In addition to PD provided at Faculty and Grade Meetings and at weekly grade-level meetings, teachers will access information about teacher effectiveness, and other topics that support their professional goals, through the on-line tool PD 360. The shared understanding of effectiveness supplied by the Danielson Framework will inform professional development in all topics, including RTI and CCLS curriculum alignment, throughout the year. Best practices will be shared through intervisitation and learning walks.

2. Professional Growth Plans

Teachers will develop an individual Professional Growth Plan, setting goals and documenting progress toward them. Teachers will formulate goals for student outcomes and goals for personal professional growth. Artifacts, such as lesson plans, conference notes and student work, will be collected to document steps toward goals. Professional Growth Plans will provide teachers with opportunities for reflection and self-evaluation. Administrators will meet teachers individually to review the Growth Plans at the beginning, middle, and end of the school year.

3. Classroom Observations

Administrators will use the Danielson Framework as a guideline for how to conduct informal classroom observations. Administrators will conduct a minimum of six informal observations of each teacher by June 2012. Using the rubrics of the Danielson Framework to establish a common understanding of teacher effectiveness, administrators will support teachers by helping them to identify areas of need and suggesting strategies to improve instruction.

Strategies to increase parental involvement

1. Information and Access

- The Parent Association (PA) meets monthly to disseminate information to all parents. The Principal drops in on most PA meetings, and also makes presentations to the PA about important topics, such as Title I. The PA elects representatives who attend monthly meetings of the School Leadership Team, and spearhead the development of the Parent Involvement Policy and Parent-School Compact.
- The school distributes a monthly calendar to announce important events, and sends out many informational letters and flyers throughout the year. The school also notifies parents about DOE- UFT- and CBO-sponsored events outside of the school. All written communication from the school to parents is provided in English and Spanish. Translation into lower-incidence languages is provided by parent volunteers.
- The school offers several informational workshops for parents. Events planned for 2011-2012 which directly relate to our academic goals will inform parents about RTI, CCLS, the NYS ELA and Math assessments, Early Literacy in Pre-K-2, the 100 Book Challenge reading program, ARIS Parent Link, and Dial-A-Teacher homework help. Oral translation into Spanish is provided at workshops by school staff, and translation into lower-incidence languages is provided by parent volunteers.
- Parents of students identified as at-risk of poor academic outcomes are invited to meet with the RTI Team to discuss their children individually, and to work with school staff to develop strategies to help their children be successful.
- The Principal and Parent Coordinator maintain an open-door policy for all parents. Teachers are available to parents on Open School days in September, at Parent-Teacher Conferences, and at any time by appointment.
- Parents are welcomed into the school. Many parents volunteer to assist in classrooms, at line-up and dismissal, at lunchtimes, and on field trips. Also, some parents work in the After School program run by the NY Junior Tennis League for students in grades K-5, where they provide homework help and play educational games.
- The PA conducts an annual survey of parents to assess their needs and wants and to make sure that there are no barriers to access. The PA Executive Committee and the School Leadership Team review the survey results, and take steps to address parents' needs.
- The school maintains a Parent Room as a gathering spot and resource center for parents. Resources available include computer and internet access, job listings, assistance with resumes and job applications, referrals to CBOs for services including counseling, housing and nutrition, and adult English language classes.

2. Community Building

- Parents organize activities that help to build a strong, caring school community, including holiday parties, Movie Nights, and an annual Family Day Carnival.
- Parents organize events that promote parent-child bonding, including Father-Daughter and Mother-Son Dances, a Father-Son Game Night and a Mother-Daughter Tea Party.
- Parents are developing Etiquette workshops for students and families to promote manners and respect.
- Parents participate in academic presentations and celebrations, including MultiCultural Day, Multiplication Showdown, Spelling Bee, the Science Fair, and presentations of work by individual classes. Parents also have vital roles in Graduation and Moving Up festivities.
- Parents participate in fundraisers. The PA holds bake sales and staff lunch sales, and parents participate in school fundraisers, such as the Big Apple candy sale and the Scholastic Book Fair.
- Parents organize service projects. In 2011-12, we will participate in Pennies for Patients, a penny collection to benefit cancer patients, and organize a community food drive.

Strategies for attracting Highly Qualified Teachers (HQT)

100% of teachers are Highly Qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers
- Administrators and Coaches mentor and support struggling staff.

Service and program coordination

- Respect For All is a bullying and violence prevention program sponsored by the Anti-Defamation League. The program includes information and activities for students, and workshops for families. Respect For All is coordinated by the Assistant Principal, Counselor and Parent Coordinator.
- Abduction and Abuse Prevention program is led by the School Counselor. This program, called the Yello Dyno, consists of music-based instruction in yelling for help, detecting danger, and trusting your feelings, among other safety skills.
- PS 146 collaborates with community based organizations and other institutions to address the mental health and social development issues that arise in our educating our students. In the area of mental health counseling, students receive counseling and case management services from:
 - Lincoln Medical and Mental Health Center (Child and Adolescent Behavioral Health Clinic) – Individual counseling.
 - Fordham Tremont Community Mental Health Center- individual counseling
 - MHA of NY Family Resource Center (South)- makes counseling referral, parenting support group and education, co-ordinates all services provided to family from other agencies.
 - Graham Windham- supervision and case management of foster care services (includes educational assistance, psychological evaluation.
 - Catholic Guardian Society and Home Bureau
 - Bridges to Health (B2H)- case management including respite service, educational assistance,

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation allows us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, Title III funds, and SSS funds to support this action plan, as follows:

- Supervisor per session for the After School program (4 days/week)
- Teacher per session for the After School program (4 days/week) and for professional development
- Professional instructional materials to support curriculum development during the regular school day
- Consumable instruction materials for use during the school day, in Extended Day, and in After School

NYSTL funds will be used for instructional materials.

ARRA RTTT funds, which are not consolidated, will be used to support collection and analysis of ELA data by RTI/Inquiry Team members.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	50	0	N/A	N/A				
1	22	0	N/A	N/A				
2	57	0	N/A	N/A				
3	24	24	N/A	N/A				
4	28	48	64					
5	26	21						
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> -IRLA and Guided Reading, selected students grades 2-5; small group; Extended Day (150 min/wk) -Foundations, selected students grades 2-4, small group, during the school day and in Extended Day (150-200 min/wk) - SuccessMaker, selected students in grades 4-5, during the school day (100-150 min/wk) - Waterford, selected students in grades K-2, during the school day (100 min/wk)
Mathematics	<ul style="list-style-type: none"> - Envision’s Math Diagnostics and Intervention System, selected students in grades 3-5, one-to-one and small group, during the school day and in Extended Day (50-150 min/wk)
Science	All grade 4 students in General and Special Education receive an additional period of Science designated to integrate ELA and Science content (50 min/wk).
Social Studies	
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> - Awareness of one’s feelings, and those of others, impulse control - Stress and anger management, character development, interpersonal skills - Preparation for transition to middle school
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> - Personal and social development: self-awareness, positive attitudes, healthy choices - Academic development: following directions, time management, good study habits, consequences - Career development; career choices, relationship of school subjects, interests and skills to career goals
At-risk Health-related Services	

Edward J. Collins
P.S. 146
968 Cauldwell Avenue
Bronx, New York, 10456
Telephone (718) 378-9664
Fax (718) 328-5858

Janet-Ann Sanderson, Principal
Cynthia Carter, Assistant Principal Da'Lon Whigham, Assistant Principal (I.A.)

“Aiming for Excellence”

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado/Ben Waxman	District 08	Borough Bronx	School Number 146
School Name P.S. 146 Edward J. Collins			

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

Principal Janet-Ann Sanderson	Assistant Principal
Coach Lisanne Schatz (ELA)	Coach Ellen Nelson (Math)
ESL Teacher Laura Benua	Guidance Counselor
Teacher/Subject Area Annie Arroyo/ESL	Parent
Teacher/Subject Area Edwin Bueno/Grade 2	Parent Coordinator Yvette Johnson
Related Service Provider Jeneil McKenzie/SETTS	Other Rebecca Beghin-Johnson/Grade 5
Network Leader Ben Waxman	Other

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	496	Total Number of ELLs	68	ELLs as share of total student population (%)	13.71%
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Part II: ELL Identification Process

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

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

1. Potential ELLs are identified at registration. Every new registrant is met by one of the school's two licensed ESL teachers, who assist with the completion of the Home Language Survey (HLIS) and conduct an initial assessment of the entering student. This system ensures that potential ELLs are identified quickly and accurately.

If the registering student is new to the NYC school system, the parent completes a HLIS, with the assistance of a licensed ESL teacher. The form is available in English, Spanish and French (to match our community's needs), and translations into other languages are downloaded from DOE website as needed. The ESL teacher assists the parent with the HLIS, and conducts a brief interview about the student's home language and previous schooling. Translation into Spanish or French is provided by the ESL teacher or other bilingual school staff. Translation into lower-incidence languages may be provided by parent volunteers, or if necessary, school staff can contact the DOE Translation and Interpretation Unit for assistance.

If the registering student is not new to the NYC school system, information about home language, previous assessments and service entitlement status is retrieved from previous school records and/or the ATS system.

All entering students, including potential ELLs, are given an initial assessment to help guide class placement. The assessment is administered by an ESL teacher as part of the registration process. Tasks address all four language modalities: students are asked to describe a complex picture and answer questions about it, read aloud from leveled texts and answer comprehension questions, and provide a brief age-appropriate writing sample.

If the HLIS indicates that the student's home language is other than English, the LAB-R is administered within 10 days of registration. These tests are hand-scored to determine eligibility for services, and submitted to the DOE on regularly scheduled dates. Students who qualify for language services by their home language and LAB-R score, are (subject to parental choice - see below) provided with ESL services, as described elsewhere in this document.

ELLs are assessed annually with NYSESLAT in accordance with NYSED and NYC DOE guidelines. NYSESLAT is administered to students singly (for the Speaking tasks) or in small groups of 18 or fewer, by the ESL teachers, in the ESL classroom. The ESL classroom is in testing condition, with charts and other materials covered and desks separated in rows. A "Testing Do Not Disturb" sign is posted on the door. All school staff are informed of the testing schedule by memo, and announcements are made requesting quiet around the ESL classroom during testing. All ELLs who fall within a NYSESLAT grade band may be grouped together for testing, including newcomer, SIFE and long-term ELLs and ELLs who are SWD. Testing is scheduled as early in the day as possible, and without disrupting students' regularly scheduled lunchtimes or dismissals. Testing materials are kept secure, and testing is conducted with strict adherence to the guidelines set out in NYSESLAT materials and memoranda.

2. Parents of ELLs who are newly identified by LAB-R are invited to the school to learn about their options for language

services. Parent Orientation meetings are held in September and October, as soon as LAB-R testing is completed. The Orientation Meetings, which are conducted by the ESL teachers and the Parent Coordinator, are scheduled at various times of day to accommodate parents' needs. Meetings take place in the ESL classroom, allowing parents to see some of the resources available to their children at our school. Parents are invited to the meetings by flyers and telephone calls. Information is posted at the entrance to the school and in the Main Office, and the meetings are advertised in the school's monthly calendar. The Orientation Meetings are aimed primarily at parents of newly-entitled ELLs, but are open to all parents of ELLs at our school, including those continuing in ESL from our school or another NYC school.

At the Orientation Meetings, parents are informed about the ELL identification process and about their choices of language programs. Parents view the DOE video, in their choice of language, which describes the ESL, TBE and Dual Language programs. They are also offered a DOE brochure about the programs, again in their choice of language. Parents are given ample opportunity to ask questions about the options. School staff provide information in English, Spanish or French. Translation into lower-incidence languages may be provided by parent volunteers.

If a parent is unable to attend any of the Orientation Meetings, they are invited to meet the ESL teacher individually and are provided with the same information about their choices in language programs. Similarly, parents of ELLs who enter our school later in the school year are met individually to discuss their child's service options. Parents of all newly-entitled ELLs must understand their options and state their choice on a Parent Survey and Program Selection form.

3. Entitlement letters and Parent Survey and Program Selection forms are generated and distributed by the ESL teachers. Entitlement letters and Parent Program and Selection forms are sent in the student's home language. After they have attended an Orientation Meeting or received information about program choices in an individual meeting with an ESL teacher, parents of newly-entitled ELLs are asked to complete a Parent Survey and Program Selection form. Parent Survey and Program Selection forms are kept on file at the school.

Parents of ELLs with continuing entitlement to language services are sent a letter, in their home language, informing them of their child's continuing entitlement. Copies of the continuing entitlement letters are kept on file at the school. Other letters sent to parents are (i) a non-entitlement letter, which is sent to incoming students identified as potential ELLs who test out services on the LAB-R, (ii) a non-entitlement/transition letter, which is sent to parents of ELLs who achieve proficiency on the NYSESLAT, and (iii) a placement letter, which is sent to parents of newly-entitled ELLs after they have completed the Parent Survey and Program Selection form. Each of these letters is sent in the parents' home language. Copies of all letters are kept on file at the school.

4. ELLs are placed in an ESL program based on parent choice. After attending a Parent Orientation Meeting and receiving information about their options, parents complete a Parent Survey and Program Selection form. Nearly all parents opt for ESL (see 5 below). The few parents who express interest in TBE or Dual Language are provided with information about those programs in nearby schools, and assisted with setting up visits to those schools. Information and assistance with language program choice are provided by school staff in the parent's preferred language.

5. Parents of ELLs overwhelmingly choose ESL. In 2011-12, we have 20 newly-entitled ELLs, and all parents have chosen an ESL program. In 2010-11, we had 6 newly-entitled ELLs, and all parents chose ESL. In 2009-10, we had 13 newly-entitled ELLs, and all parents chose ESL. In 2008-09, we had 14 newly-entitled ELLs, and all parent chose ESL. In 2007-08, all 8 parents of newly-entitled ELLs chose ESL. We have to go back to 2005-06 when, out of 17 parents, two chose TBE and one chose Dual Language as their preferred program. Most parents say that they want their child to learn English in school, and that they will teach the home language at home.

6. The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	68	Newcomers (ELLs receiving service 0-3 years)	55	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	12	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	55	0	5	12	0	2	1	0	0	68
Total	55	0	5	12	0	2	1	0	0	68

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	8	7	8	8	7								46
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4	2	2	5	5	2								20
TOTAL	13	11	9	13	13	9	0	68						

Part IV: ELL Programming

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).

A. Programming and Scheduling Information

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?

1. ESL instruction is delivered in a combination of push-in and pull-out sessions. The ESL teacher pushes in to a classroom to support ELLs in their regular classroom curriculum. ELLs are also pulled out to the ESL classroom for supplemental instruction that addresses their particular needs. Grouping is heterogeneous, mixing ELLs at all proficiency levels. ESL groups may combine adjacent grades, with K-1, 2-3 or 4-5 students grouped together. ESL groups also mix together special education and general education ELLs.

2. P.S. 146 has two fully-certified, full-time ESL teachers serving 68 ELLs. This high level of staffing ensures that ELLs receive the mandated minutes of ESL instruction. Students at an Advanced proficiency level on NYSESLAT receive four 50-minute periods (200 min.) per week of ESL instruction, while students at Beginner or Intermediate levels receive eight 50-minute periods (400 min.) of ESL per week. ESL instruction is delivered in a combination of push-in and pull-out sessions. For example, an ESL teacher may push in and support all of the ELLs in a class four times a week, and pull-out just the Beginner and Intermediate students (perhaps mixing those students with ELLs on an adjacent grade) for additional sessions in the ESL classroom.

This mix of push-in and pull-out ESL is beneficial. The push-in component focuses ESL support on the content that students need to master at their grade level. Push-in also promotes close collaboration between ESL and classroom teachers, and ensures that classroom teachers are attuned to ELLs' needs and ESL teaching methods. Pull-out sessions allow ESL instruction to address the specific needs of ELLs, and to use the supplemental materials and resources in the ESL classroom. Pull-outs also allow the use of some ESL teaching methods that might not be appropriate for English proficient students, such as read alouds, vocabulary study activities or songs and chants. Also, pull-out sessions make it possible to meet the mandated instructional minutes for all ELLs, because students from different classes or grades can be grouped together for pull-out instruction.

ESL instruction may be scheduled during periods devoted to any content area, including ELA, Writing, Math, Social Studies or Science. The goal of ESL instruction is to support ELLs in mastery of both English and the content knowledge required for academic success. Thus, ESL support is provided in all content areas, not just ELA.

All students at P.S. 146 are programmed for ELA instruction for a minimum of 12-15 periods (of 50 minutes each) per week. Because Advanced ELLs receive 4 periods of ESL instruction (and not all of those are during ELA periods), it is clear that Advanced ELLs are receiving well more than the mandated 180 minutes/week of ELA instruction in addition to ESL, per CR Part 154.

3. ESL instruction supports students in both English proficiency and content-area knowledge. ESL instruction is delivered in English, with native language supports appropriate to the student's age, native language literacy, and English proficiency level (see 11 below for a description of native-language supports).

ESL instruction makes content comprehensible by employing a variety of research-based teaching methods. ESL instruction makes extensive use of modeling, think-alouds and demonstrations. It provides scaffolding and bridging activities, such as KWL charts, word

A. Programming and Scheduling Information

banks, Think-Pair-Share, brainstorming, graphic organizers and storymaps. It taps into peer support and interactive language development with partner and group work, and breaks down content into chunks with jigsaw activities. Technology, including interactive software, SmartBoards and listening centers, support language acquisition and content comprehension. Read alouds and shared reading promote oral language and ensure a common knowledge base. Content is presented in a variety of modalities, using visual aids, realia and manipulatives, and retention is reinforced with songs and chants, games, role-play and experiential and hands-on learning activities. Extended projects and an inquiry-based approach promote academic rigor and deep learning, and also ensure that students at all proficiency levels have a point of entry into content knowledge. ESL instruction addresses ELL-specific language needs, such as phonemic awareness, vocabulary development, grammar acquisition and first language support (e.g., using cognates) or interference (e.g., in word order). At the same time, ESL instruction supports ELLs in learning the content that is expected of all students at their grade level.

ESL instruction is guided by data, which is drawn from ELL-specific assessments (LAB-R, NYSESLAT and ELL periodic assessments) and from data collected for all students, including all formative and summative assessments and data derived from several literacy and math programs used in our school, including ReadWell and Waterford (K-2), SuccessMaker, 100 Book Challenge (K-5), and Envision Math (K-5). Classroom, ESL and AIS teachers review data on an ongoing basis to monitor student progress, and adjust instruction to develop strengths and address weaknesses. ELLs have been monitored as part of Inquiry Team work, and all teachers receive ongoing professional development in analyzing and applying student data to improve classroom instruction.

For example, the data show (see Part V. Assessment Analysis) that many of our ELLs have strong oral English and relatively poor written English. Therefore, ESL instruction emphasizes reading and writing. Students are taught comprehension strategies (e.g., identifying main ideas and details, using context clues to understand new words, and making inferences) and exposed to a variety of fiction and nonfiction texts. Students plan, draft and edit a variety of writing projects, including informative reports, stories, memoirs, letters, poems, and advertisements. Moreover, because the ELL data show high oral English proficiency, instruction exploits oral language to support written language tasks. Students prepare for reading and writing with oral activities like questioning, brainstorming, building word banks or Think-Pair-Share, and leverage their oral proficiency to create KWL charts, outlines or other graphic organizers before they read or write.

ELLs are supported in their acquisition of content knowledge by the many resources available in their regular classrooms and the school's computer labs, and by the wealth of ELL-specific materials available in the ESL classroom (see 10 below). ELLs are also supported, as necessary, by the targeted intervention programs that are available to all students in the school (see 8 below). Spanish-speaking ELLs are provided with native language supports in several literacy and math programs used in the school (see 14 below). Finally, ELLs are supported by the professional development given to classroom and cluster teachers (see Part D below), and by collaboration between those teachers and the ESL teachers.

4. ELLs with a Spanish language background are assessed with the LAB upon arrival in a NYC school. The LAB provides a formal measure of the student's Spanish literacy. For ELLs with non-Spanish backgrounds, teachers conduct informal assessments by asking students to read or write in their native language. Although we do not provide instruction in languages other than English, we understand that measuring a student's native language proficiency is important, because research shows that higher native language literacy supports success in second language acquisition.

5. Differentiating instruction for ELL Subgroups

a. SIFE students are identified at registration by an ESL teacher and members of the Response to Intervention (RTI) Team. SIFE students are placed in an age-appropriate class and given all appropriate intervention services (described in 8 below). Subject to home language, LAB-R results and parent program choice, the student is given ESL support for a minimum of 360 minutes/week. SIFE ELLs receive both push-in ESL support in their regular classrooms, and pull-out ESL instruction, where they are grouped with other Newcomer ELLs and given the basic English instruction and practice that they need. P.S. 146 currently has no SIFE students. However, two SIFE students graduated from our school, with NYS ELA scores at grade level, in 2008.

b. P.S. 146 is an elementary school, and most of our Newcomers ELLs are in the lower grades K-2. Most of these students are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in a mix of push-in and pull-out sessions, addresses all content areas, employs a variety of research-based teaching methods, and uses data to target instruction at student needs.

A. Programming and Scheduling Information

Newcomer ELLs in the lower grades who have had prior schooling and have some literacy in their home language are grouped together with Newcomer ELLs in the upper grades who are within 2 years of arrival, and pulled-out for ESL instruction that targets their particular needs. This group is taught basic vocabulary and survival English, and given native language support for instruction in content areas. Materials in the ESL classroom (see 13 below), including computer workstations and a multi-lingual library of fiction and non-fiction books, support Newcomer instruction. Newcomers may be asked to read or write in their home language, or demonstrate understanding of material through a picture or a physical response. As their English develops, these students are provided with high-interest low-level materials to help them progress toward grade-level standards.

Newcomer ELLs who have been in US schools for more than one year are required to take the NYS ELA exam in addition to the NYSESLAT. These students are given all possible supports. Because the ELLs are fully integrated with English proficient students, they are provided with the same curricula, programs, intervention services and supplemental instruction to prepare them for the ELA exam that all students receive. Of course, these ELLs also receive ESL support in push-in and pull-out sessions, as described above. ESL instruction that directly supports test-taking ELLs is scheduled during Extended Day (37.5 min/day, 4 days/week). In these sessions, small group instruction provided by an ESL teacher supports reading comprehension in ELA and Math. Extended Day sessions also emphasize writing, since this is the area that holds our ELLs back from reaching English proficiency as measured by both the ELA and the NYSESLAT. Also, throughout the year, ELLs are given the testing accommodations for diagnostic or formative assessments that they have for formal summative assessments (150% time, separate location and native language supports).

c. ELLs receiving service for 4-6 years are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in a mix of push-in and pull-out sessions, addresses all content areas, employs a variety of research-based teaching methods, and uses data to target instruction at student needs.

d. Long-Term ELLs, who have completed 6 years of service, are very few at P.S. 146. Because we are a K-5 school, and students are placed in a grade according to their age, Long-Term ELLs are 5th graders who have repeated a grade at some time in their schooling. Most of these students are Proficient in oral English, but not in written English, although they are typically at an Advanced proficiency in Reading/Writing on NYSESLAT. These students are given ESL support with other ELLs on their grade, in push-in and pull-out sessions, and are provided with any interventions available in the school (see 5 below) to address their identified needs. In 2011-12, we have one Long-Term ELL in 5th grade.

6. Students in self-contained Special Education classes, including ELL-SWDs, take part in the same curriculum as General Education students, and are offered all of the same materials and programs that are offered to General Education students. Special Education classroom teachers and ESL teachers of ELL-SWDs use instructional strategies (e.g. chunking content and scaffolding) to support mastery

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%	7. All students, including ELL-SWDs, are assessed frequently in all content areas. When assessments demonstrate that ELL-SWDs are at similar levels of mastery as General Education students, those SWDs are mainstreamed for instruction. For ESL, all ELL-SWDs are mainstreamed for ESL instruction in grade-level groups. In addition, when assessments show that it will be beneficial, ELL-SWDs are mainstreamed for Extended Day small group instruction in ELA and Mathematics (37.5 min/day, 4 days/week).			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
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?

8. ELLs may participate in any appropriate targeted intervention program available to any other student at P.S. 146. In 2010-11, the school adopted the Response to Intervention (RTI) instructional framework, and began to provide academic interventions in this tiered model. In 2011-12, we will continue these efforts to provide interventions and monitor students' responses to those interventions. All students, including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.

P.S. 146 has acquired Renaissance Star Assessment programs in Literacy and Mathematics. This tool provides universal screenings, which will be conducted 3 times per year, to identify students in need of supplemental (Tier II) instruction in ELA or Math. Tier II instruction will be given during the regular school day and in Extended Day (37.5 min/day, 4 days/week) in small groups of identified students. Interventions in ELA include Foundations (for students in need of phonemic awareness, phonics, and basic reading comprehension) and the 100 Book Challenge's IRLA, which guides and tracks progress in decoding and comprehension skills through focused independent reading and one-to-one teacher-student conferencing. Tier II interventions in Math use the intervention and re-teaching tools provided by Envision Math. Students will be grouped for Tier II interventions on the basis of the Renaissance universal screening tools, and their progress will be monitored by Renaissance progress-monitoring assessments. When students demonstrate mastery of a skill or skill set, they will be rotated out of Tier II, or into a different Tier II intervention group. Students who do not respond to Tier II interventions may continue in Tier II, with adjustments to the delivery of the intervention, or moved on to Tier III, where they will get more intensive intervention in smaller student groups, until they demonstrate progress in the targeted area or skill.

ELLs are fully integrated into the general student population under RTI. ELLs are not excluded from any intervention used in the school.

9. ELLs who reach proficiency on NYSESLAT receive transitional support for two years. Former ELLs are monitored by an ESL teacher during push-in ESL sessions, and are given supplemental ESL support as needed. Former ELLs receive the same testing accommodations as currently-entitled ELLs (150% time, separate location, bilingual glossaries, and native language testing materials for math, science and social studies), and these accommodations are offered for practice, interim and summative State assessments.

10. No new ELL-specific programs are planned for 2011-12. However, the school's continued development of its RTI model, and the enhancements to instruction that RTI entails, should benefit all students, including ELLs.

11. No programs or services for ELLs will be discontinued in 2011-2012.

12. ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are placed in classes with English proficient students, and provided with push-in and pull-out ESL support, as described above. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs.

ELLs have the same opportunities as English proficient students to participate in supplemental programs. Since 2008-09, the NY Junior Tennis League has offered an After School program to all students (K-5), including ELLs. In 2010-11, P.S. 146 offered an After School

B. Programming and Scheduling Information--Continued

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

8. ELLs may participate in any appropriate targeted intervention program available to any other student at P.S. 146. In 2010-11, the school adopted the Response to Intervention (RTI) instructional framework, and began to provide academic interventions in this tiered model. In 2011-12, we will continue these efforts to provide interventions and monitor students' responses to those interventions. All students, including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.

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ELLs are fully integrated into the general student population under RTI. ELLs are not excluded from any intervention used in the school.

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10. No new ELL-specific programs are planned for 2011-12. However, the school's continued development of its RTI model, and the enhancements to instruction that RTI entails, should benefit all students, including ELLs.

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ELLs have the same opportunities as English proficient students to participate in supplemental programs. Since 2008-09, the NY Junior Tennis League has offered an After School program to all students (K-5), including ELLs. In 2010-11, P.S. 146 offered an After School program and a Saturday Academy, to all students in grades 3-5, including ELLs. Instruction in After School and Saturday Academy focused on supporting students in ELA and Math. Due to budget cuts, these supplemental programs had to be cut back, and ran from

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?
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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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P.S. 146 has acquired Renaissance Star Assessment programs in Literacy and Mathematics. This tool provides universal screenings, which will be conducted 3 times per year, to identify students in need of supplemental (Tier II) instruction in ELA or Math. Tier II instruction will be given during the regular school day and in Extended Day (37.5 min/day, 4 days/week) in small groups of identified students. Interventions in ELA include Foundations (for students in need of phonemic awareness, phonics, and basic reading comprehension) and the 100 Book Challenge's IRLA, which guides and tracks progress in decoding and comprehension skills through focused independent reading and one-to-one teacher-student conferencing. Tier II interventions in Math use the intervention and re-teaching tools provided by Envision Math. Students will be grouped for Tier II interventions on the basis of the Renaissance universal screening tools, and their progress will be monitored by Renaissance progress-monitoring assessments. When students demonstrate mastery of a skill or skill set, they will be rotated out of Tier II, or into a different Tier II intervention group. Students who do not respond to Tier II interventions may continue in Tier II, with adjustments to the delivery of the intervention, or moved on to Tier III, where they will get more intensive intervention in smaller student groups, until they demonstrate progress in the targeted area or skill.

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11. No programs or services for ELLs will be discontinued in 2011-2012.

12. ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are placed in classes with English proficient students, and provided with push-in and pull-out ESL support, as described above. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs.

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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)?

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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.

1. All teachers of ELLs are provided with professional development (PD) to support ELL instruction. Some PD takes place outside of the school, at meetings and workshops offered by OELL or Network staff or consultants. Other ELL PD is given inside our school by the certified ESL teachers, Network staff or outside experts. All staff, including Assistant Principals, ESL Teachers, Common Branch Teachers, Special Education Teachers, the Guidance Counselor and the Parent Coordinator, receive PD related to ELLs.

Professional Development takes place in the school in early September (before students arrive) and on designated days in November and June. PD is also given at monthly Faculty Conferences and Grade Meetings, and during the school day in weekly common planning periods. In 2011-12, the ESL teachers and classroom teachers of ELLs will be sent outside of the school to attend relevant PD events offered by OELL and Network staff.

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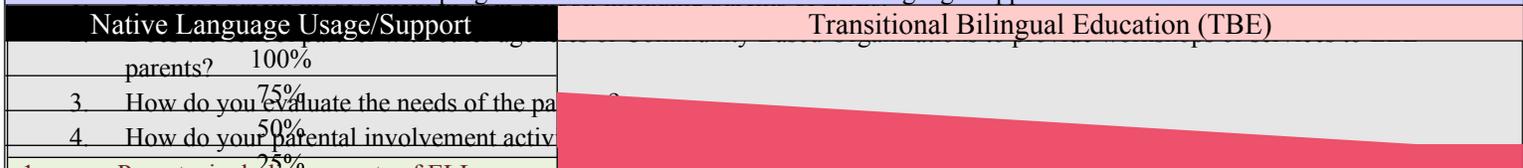
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2. Staff are supported in assisting ELLs as they transition to middle school by school administrators, the ESL teachers, the Guidance Counselor, the Parent Coordinator and the Parent Association. Students and parents are provided with information about middle school applications and information fairs. Parents with limited English proficiency are assisted by bilingual staff, including an ESL teacher and the Guidance Counselor.

3. P.S. 146 has little teacher turnover, and many teachers have already completed 7.5 hours of ELL training per Jose P. Any teacher who has not done so will have ample opportunity to achieve those hours through the in-house PD provided by the ESL teachers, at out-of-school events offered by OELL, or through the online PD program PD 360.

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.



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?

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The Learning Leaders organization is active in our school. Parents are trained to assist teaching and learning in classrooms. In December 2011, Learning Leaders will hold a three day training workshop to bring more parents into the school.

Parent involvement is promoted in many different ways. The school communicates with parents frequently, through calendars of events, information flyers, and the weekly homework sheets provided for every child in the school. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit.

The school holds many workshops and information meetings for parents, including parents of ELLs. Workshops and meetings are conducted in English and Spanish, and translation to lower-incidence languages is provided by parent volunteers whenever necessary and possible. Workshop topics include all of the NYS assessments and many of the literacy and math programs used in the school, including information about home-based components and Internet resources like Study Zone. Other workshops address social and emotional development, transitions to Kindergarten or Middle School, and how to use reporting tools like ARIS and the DOE and NYSED websites.

The school acts as a resource for parents, providing information about services available outside the school. Information about DOE events, including all workshops aimed at parents of ELLs, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a Parent Room with a library of resources for parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges, and CBOs.

The school also promotes parent involvement through a number of academic and social events, competitions and celebrations. There is an annual Multi-Cultural Day, which culminates a study of our students' own and other cultures. We have Spelling Bee and a Multiplication Showdown to promote and celebrate achievement in spelling and math. Annual events like the Father-Daughter and Mother-Son Dances, holiday parties, and the Family Day Carnival effectively draw parents into the school.

2. Three CBOs that the school works with are the Citizen's Advice Bureau, which provides adult ESL classes as well as immigration and refugee services, including translation and interpretation; Beulah/Heiskell Enterprise Center, which focuses on the West African immigrant community and offers programs for adults, such as computer training, and can also help with translation and interpretation; and the Catholic Charities of NY, which also offers immigration and refugee services. All of these CBOs also refer out to other organizations for needed services. Parents of ELLs can access any of these CBOs through the school's Parent Coordinator.

3. The needs and wants of parents, including parents of ELLs, are assessed annually through a survey conducted by the Parent Coordinator and Parent Association (PA) President. The survey assesses parent satisfaction and levels of involvement, and tries to identify barriers to parent participation. The survey is distributed in English and Spanish, with oral translation into low-incidence languages provided by parent volunteers. In addition to the formal survey, parents are always invited to share their needs and wants through the PA, at monthly PA meetings, or with the Parent Coordinator. The Principal also maintains an Open Door Policy and encourages parents to share their concerns with her.

The ESL teachers focus on parents of ELLs. Each year, every ELL parent is asked to come in to a Parent Orientation Meeting, to choose a program for a new student or acknowledge continuing services for their child. ESL teachers informally assess the needs of parents of ELLs at these and other meetings throughout the year. ESL teachers also monitor the Parent Preferred Language codes collected from the Home Language Identification Survey (HLIS) and support efforts to facilitate communication between the school and parents of ELLs.

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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?
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. ELLs may participate in any appropriate targeted intervention program available to any other student at P.S. 146. In 2010-11, the school adopted the Response to Intervention (RTI) instructional framework, and began to provide academic interventions in this tiered model. In 2011-12, we will continue these efforts to provide interventions and monitor students' responses to those interventions. All students, including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.

P.S. 146 has acquired Renaissance Star Assessment programs in Literacy and Mathematics. This tool provides universal screenings, which will be conducted 3 times per year, to identify students in need of supplemental (Tier II) instruction in ELA or Math. Tier II instruction will be given during the regular school day and in Extended Day (37.5 min/day, 4 days/week) in small groups of identified students. Interventions in ELA include Foundations (for students in need of phonemic awareness, phonics, and basic reading comprehension) and the 100 Book Challenge's IRLA, which guides and tracks progress in decoding and comprehension skills through focused independent reading and one-to-one teacher-student conferencing. Tier II interventions in Math use the intervention and re-teaching tools provided by Envision Math. Students will be grouped for Tier II interventions on the basis of the Renaissance universal screening tools, and their progress will be monitored by Renaissance progress-monitoring assessments. When students demonstrate mastery of a skill or skill set, they will be rotated out of Tier II, or into a different Tier II intervention group. Students who do not respond to Tier II interventions may continue in Tier II, with adjustments to the delivery of the intervention, or moved on to Tier III, where they will get more intensive intervention in smaller student groups, until they demonstrate progress in the targeted area or skill.

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C. Schools with Dual Language Programs

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5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. The early literacy skills of ELLs are assessed with LAB-R, NYSESLAT, and ECLAS2. ELLs in grades K-2 are also assessed, on a continual basis, with the computer-based program Waterford. Ongoing assessment is also part of the ReadWell program. ELLs are also assessed through the year in 100 Book Challenge, and progress is tracked through the benchmarks of the IRLA (Independent Reading Level Assessment Framework), which is aligned with the Common Core Standards.

Assessments show that many of our K-1 ELLs struggle with phonemic awareness, and that it is helpful to provide explicit instruction in the sounds of English. Many ELLs master phonemic awareness skills within a year, but some students continue to struggle with phonemic awareness and phonics into 2nd or 3rd grade. Instruction strategies to address this deficit include the use of phonics-based texts in ReadWell, extra phonemic awareness and phonics instruction with Waterford, use of phonics literacy centers in all classrooms, use of Words Their Way and Explode the Code for extra phonics instruction, reinforcement of phonemic awareness and phonics through songs, chants and games, and close monitoring of student progress with ReadWell, Waterford and IRLA data.

2. There are two clear patterns in our LAB-R and NYSESLAT data. First, students are making progress in English proficiency as they advance through the grades. This can be seen in the “Overall NYSESLAT Proficiency Results” chart, which reports on our current 2011-2012 ELL population. As shown, younger students cluster at lower proficiency levels, while upper-grade students ELLs have higher English proficiency. The progression from Beginner in Kindergarten to Advanced or Proficient in the upper grades suggests that instruction of ELLs is effective, and our students are acquiring English.

The second obvious pattern in the NYSESLAT data is that our ELLs are stronger in oral English than in written English. Of the 61 ELLs given the NYSESLAT in 2011, 44% are Proficient in Listening/Speaking, while less than 10% are Proficient in Reading/Writing (this is shown in the “NYSESLAT Modality Analysis”). Of those 61 ELLs, 56 students did not achieve English proficiency, and continue to be entitled to language services. Of those 56 continuing ELLs, 42 ELLs (75%) scored higher in Listening/Speaking than in Reading/Writing. The remaining 25% of continuing ELLs scored at equal levels in oral and written modalities; just one student did better in oral language than in written language. In sum, the data show that our ELLs are significantly stronger in oral English than in written English. Instructional strategies used to leverage our ELLs' strong oral English to improve written language skills are discussed in #3 and #4 below.

ELLs' relative weakness in written English is also evident in the ELA data. In 2011, 56% of ELLs who took the NYS ELA exam scored at level 2, while 26% scored at level 1, and about 18% scored at level 3. ELLs did not perform as well as non-ELLs on the 2011 ELA. For both ELLs and non-ELLs, about half of students achieved level 2. However, the remaining students split differently: for non-ELLs, about one-third of students achieved level 3-4, while for ELLs, about one-third scored at level 1. Thus, while ELLs and non-ELLs both have about 50% at level 2, the remaining non-ELLs trend toward level 3, while the remaining ELLs trend toward level 1.

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

D. Professional Development and Support for School Staff

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Parent involvement is promoted in many different ways. The school communicates with parents frequently, through calendars of events, information flyers, and the weekly homework sheets provided for every child in the school. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit.

The school holds many workshops and information meetings for parents, including parents of ELLs. Workshops and meetings are conducted in English and Spanish, and translation to lower-incidence languages is provided by parent volunteers whenever necessary and possible. Workshop topics include all of the NYS assessments and many of the literacy and math programs used in the school, including information about home-based components and Internet resources like Study Zone. Other workshops address social and emotional development, transitions to Kindergarten or Middle School, and how to use reporting tools like ARIS and the DOE and NYSED websites.

The school acts as a resource for parents, providing information about services available outside the school. Information about DOE events, including all workshops aimed at parents of ELLs, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a Parent Room with a library of resources for parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges, and CBOs.

The school also promotes parent involvement through a number of academic and social events, competitions and celebrations. There is an annual Multi-Cultural Day, which culminates a study of our students' own and other cultures. We have Spelling Bee and a Multiplication Showdown to promote and celebrate achievement in spelling and math. Annual events like the Father-Daughter and Mother-Son Dances, holiday parties, and the Family Day Carnival effectively draw parents into the school.

2. Three CBOs that the school works with are the Citizen's Advice Bureau, which provides adult ESL classes as well as immigration and refugee services, including translation and interpretation; Beulah/Heiskell Enterprise Center, which focuses on the West African immigrant community and offers programs for adults, such as computer training, and can also help with translation and interpretation; and the Catholic Charities of NY, which also offers immigration and refugee services. All of these CBOs also refer out to other organizations for needed services. Parents of ELLs can access any of these CBOs through the school's Parent Coordinator.

3. The needs and wants of parents, including parents of ELLs, are assessed annually through a survey conducted by the Parent Coordinator and Parent Association (PA) President. The survey assesses parent satisfaction and levels of involvement, and tries to identify barriers to parent participation. The survey is distributed in English and Spanish, with oral translation into low-incidence languages provided by parent volunteers. In addition to the formal survey, parents are always invited to share their needs and wants through the PA, at monthly PA meetings, or with the Parent Coordinator. The Principal also maintains an Open Door Policy and encourages parents to share their concerns with her.

The ESL teachers focus on parents of ELLs. Each year, every ELL parent is asked to come in to a Parent Orientation Meeting, to choose a program for a new student or acknowledge continuing services for their child. ESL teachers informally assess the needs of parents of ELLs at these and other meetings throughout the year. ESL teachers also monitor the Parent Preferred Language codes collected from the Home Language Identification Survey (HLIS) and support efforts to facilitate communication between the school and parents of ELLs.

4. Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door

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?

1. Parents, including parents of ELLs, are active at P.S. 146. The Parent Coordinator is highly competent, and the Parent Association is an active presence in the school. Parents participate in many academic and social events throughout the year. Parents hold fund-raising campaigns, including bi-weekly bake sales and sales of homecooked lunches to school staff. Parents volunteer in classrooms on field trips, and provide homework help and educational fun in the NYJTL After School program.

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4. Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door policy for all parents. Parents are directly surveyed about their needs, and teachers and administrators reach out to all parents in writing

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)	8	9	5	6	2	4								34
Intermediate(I)	0	1	3	6	4	2								16
Advanced (A)	5	1	1	1	7	3								18
Total	13	11	9	13	13	9	0	0	0	0	0	0	0	68

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	1	0	9
4	2	5	1	0	8
5	2	2	2	0	6
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	5	0	3	1	2	0	0	0	11
4	0	0	5	2	1	0	1	0	9

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	5	3	1	2	0	0	0	12
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	1	0	2	2	3	0	1	0	9
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

1. The early literacy skills of ELLs are assessed with LAB-R, NYSESLAT, and ECLAS2. ELLs in grades K-2 are also assessed, on a continual basis, with the computer-based program Waterford. Ongoing assessment is also part of the ReadWell program. ELLs are also assessed through the year in 100 Book Challenge, and progress is tracked through the benchmarks of the IRLA (Independent Reading Level Assessment Framework), which is aligned with the Common Core Standards.

Assessments show that many of our K-1 ELLs struggle with phonemic awareness, and that it is helpful to provide explicit instruction in the sounds of English. Many ELLs master phonemic awareness skills within a year, but some students continue to struggle with phonemic awareness and phonics into 2nd or 3rd grade. Instruction strategies to address this deficit include the use of phonics-based texts in ReadWell, extra phonemic awareness and phonics instruction with Waterford, use of phonics literacy centers in all classrooms, use of Words Their Way and Explode the Code for extra phonics instruction, reinforcement of phonemic awareness and phonics through songs, chants and games, and close monitoring of student progress with ReadWell, Waterford and IRLA data.

2. There are two clear patterns in our LAB-R and NYSESLAT data. First, students are making progress in English proficiency as they advance through the grades. This can be seen in the “Overall NYSESLAT Proficiency Results” chart, which reports on our current 2011-2012 ELL population. As shown, younger students cluster at lower proficiency levels, while upper-grade students ELLs have higher English proficiency. The progression from Beginner in Kindergarten to Advanced or Proficient in the upper grades suggests that instruction of ELLs is effective, and our students are acquiring English.

The second obvious pattern in the NYSESLAT data is that our ELLs are stronger in oral English than in written English. Of the 61 ELLs given the NYSESLAT in 2011, 44% are Proficient in Listening/Speaking, while less than 10% are Proficient in Reading/Writing (this is shown in the “NYSESLAT Modality Analysis”). Of those 61 ELLs, 56 students did not achieve English proficiency, and continue to be entitled to language services. Of those 56 continuing ELLs, 42 ELLs (75%) scored higher in Listening/Speaking than in Reading/Writing. The remaining 25% of continuing ELLs scored at equal levels in oral and written modalities; just one student did better in oral language than in written language. In sum, the data show that our ELLs are significantly stronger in oral English than in written English. Instructional strategies used to leverage our ELLs' strong oral English to improve written language skills are discussed in #3 and #4 below.

ELLs' relative weakness in written English is also evident in the ELA data. In 2011, 56% of ELLs who took the NYS ELA exam scored at level 2, while 26% scored at level 1, and about 18% scored at level 3. ELLs did not perform as well as non-ELLs on the 2011 ELA. For both ELLs and non-ELLs, about half of students achieved level 2. However, the remaining students split differently: for non-ELLs, about one-third of students achieved level 3-4, while for ELLs, about one-third scored at level 1. Thus, while ELLs and non-ELLs both have about 50% at level 2, the remaining non-ELLs trend toward level 3, while the remaining ELLs trend toward level 1.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: PS 146X Edward J. Collins		School DBN: 08X146	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet-Ann Sanderson	Principal		12/21/11
	Assistant Principal		
Yvette Johnson	Parent Coordinator		12/21/11
Laura Benua	ESL Teacher		12/21/11
	Parent		
Annie Arroyo/ESL	Teacher/Subject Area		12/21/11
Edwin Bueno/Grade 2	Teacher/Subject Area		12/21/11
Lisanne Schatz (ELA)	Coach		12/21/11
Ellen Nelson (Math)	Coach		12/21/11
	Guidance Counselor		
Ben Waxman	Network Leader		12/21/11
Rebecca Johnson	Other <u>Teacher/Grade 5</u>		12/21/11
Jeneil McKenzie	Other <u>Teacher/SETTS</u>		12/21/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X146 **School Name:** P.S. 146 Edward J. Collins

Cluster: 5 **Network:** CFN 534

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

Part A: Needs Assessment Findings

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

Information about parents' preferred languages is collected on the Home Language Identification Survey, which is completed with an informal interview of the parent(s) and student. Parent preferred language is entered into ATS. Home language information is also collected on the Emergency Contact Blue Card. In addition, the Parent Association conducts an annual survey of parents that includes questions about home languages.

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.

Approximately 20% of parents prefer to communicate with the school in Spanish. Smaller numbers of parents (less than 5% total) express a preference for communication in one of several West African languages represented in the school (e.g., Fulani, Twi, Mandingo, Bambara) or in French. The remaining 75% of parents prefer to communicate with the school in English. Information about students' home languages is collected and reported to the community in the Language Allocation Policy. Teachers are also informed of parents' preferred languages at the beginning of the school year, when the ATS Adult Preferred Language Report is distributed.

Part B: Strategies and Activities

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

All written materials that come from the Department of Education are provided in English, Spanish and French. These include registration forms, home language and ethnicity forms, health forms, emergency contact forms, report cards, promotion in doubt letters, lunch forms, language service entitlement letters, and middle school choice materials. The Bill of Parents Rights and Responsibilities is distributed and also posted in the school in all three languages. All written communication from the school, including letters, notices and flyers, and the monthly calendar, are provided in English and Spanish, with translation into French provided on an as-needed basis. Translation into Spanish and French is provided by school staff. When the school cannot provide a written translation of a document, we provide information about how to obtain translation services from Translation and Interpretation Unit of the DOE.

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

Oral translation into Spanish or French is provided by school staff at registration, at meetings between parents and administrators, at parent-teacher conferences, at parent workshops, and whenever it is needed throughout the year. When Spanish or French translation cannot be provided by school staff, it is provided by parent volunteers. Translation into lower-incidence languages is provided by parent volunteers or, if necessary, by telephone communication with the Translation and Interpretation Unit of 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>.

To fulfill Section VII of Chancellor's Regulations A-663, we will inform parents of their right to have translation and interpretation services at the school, and give them information about how to get translation services. We will inform parents in a written communication (in English, Spanish and French), and also post the information in the school lobby, the Guidance Counselor's office, and the Main Office. Staff and Parent Association Officers will be informed about parents' rights, and about available translation resources, so that parents are not prevented from communicating with the school's administration solely by language barriers.

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: PS 146 Edward J. Collins	DBN: 08X146
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
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 type="checkbox"/> Other:
Total # of ELLs to be served: 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: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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: P.S. 146 will run an After School program for ELLs in grades 3-5. The After School program will begin in January and run through April 2011 (13 weeks), for 2 hours per day (3:30 - 5:30 p.m.) on 4 days per week (Monday-Thursday). The goal of After School instruction is to support students' mastery of ELA and Math content and English proficiency. Materials used will be Aim Higher (ELA and Math), Finish Line for ELLs, and Empire State NYSESLAT. All instruction will be in English, with ESL methodologies used to support ELLs. Two fully certified ESL teachers will participate in the After School program.

Part C: Professional Development

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

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

Begin description here: All teachers of ELLs, including classroom teachers and ESL teachers, receive Professional Development relating to ELLs. Some of this PD is delivered by the school's two certified ESL teachers, and some will be provided by Network staff. Classroom teachers of ELLs and ESL teachers will also attend selected workshops outside of the school offered by OELL or the Network. Other PD opportunities are provided by PD 360, an online tool for professional development. Topics to be covered include understanding ELL assessments, building ELL vocabulary, and scaffolding ELL reading comprehension.

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: Parents of ELLs are included in all parent involvement efforts at the school. These include informational workshops about RTI, the Common Core Standards, NYS ELA and Mathematics assessments, and instructional programs utilized in the school (e.g., 100 Book Challenge, Read Well, EnVision Math). Parents of ELLs are included in all celebrations and social activities, including

Part D: Parental Engagement Activities

Mother-Son and Father-Daughter dances, and holiday celebrations. The PA maintains and distributes information about all DOE workhops for ELL parents, and also provides information about local services, including adult ESL classes at nearby CBOs and public libraries.

Part E: Budget

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

Allocation Amount: \$

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