



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: POE COTTAGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X246

PRINCIPAL: BEVERLY MILLER

EMAIL: BMILLER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Beverly Miller	*Principal or Designee	
Rhonda Thorne	*UFT Chapter Leader or Designee	
Louisa Keene	*PA/PTA President or Designated Co-President	
Lourdes Moran	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Greenman	Member/ UFT	
Zulma Morales	Member/ UFT Para Rep.	
Alba N. Lopez Linares	Member/ UFT Teacher	
Eleanor LaBoy	Member/ UFT Teacher	
Brenda Smith	Member/ UFT Parent	
Emma Allotta	Member/ UFT Parent	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Improve students ability in ELA to:

- *Develop a written response to informational texts through group activities and with prompting and support in Grades K-2, and*
- *Develop a written opinion or argument based on an analysis of informational texts in Grades 3 – 5.*
- *25% of our special education students and 20% of our ELL population will improve their ability to use evidence to support written arguments between the pre-assessment and post assessment of the CCLS aligned unit of study when assessed against the “Use of Evidence” indicator on the designated rubric.*

Comprehensive needs assessment

The data indicates that students in the sub-groups of ELL and Special Education learners have not performed at grade level against the NYS Standards in ELA. This has been compounded by the changes to the NYS testing program with the changes taking place in order to prepare students for the introduction to the Common Core Standards.

While there was a 5% decrease in Special Education students performing at Level 1 between 2010 and 2011 only 5% in 2010 and 7% in 2011 were assessed at grade level. ELL students found the new assessments more challenging with 5% of students working at Level 3 and 4 in 2010 and 5% in 2011. Once again there was a decrease in Level 1 as students moved to Level 2 (L1 -11%). There was little change in the NSESLAT results between 2010 and 2011.

The ELA Coach, instructional cabinet and the Inquiry team have identified the need for a whole school focus on the development of academic language, reading comprehension of nonfictional text and the development of expository writing which contains appropriate and relevant detail organized around a specific topic.

The students in these sub groups need more experience and instruction in order to improve their learning outcomes.

Instructional strategies/activities

- *Address the needs of ELL and Special Education sub-groups through the following strategies and actions*
 - *Guided Reading in Grade 1 conducted daily by paraprofessionals*
 - *Small group instruction in classes*
 - *Innovative approaches to class placement to accelerate reading and writing development for new comers*
 - *Grouping the students by ability via the After School Program*
 - *Self-contained ESL classes*
 - *Mainstreaming of special needs students into different subject areas*
 - *Service providers push into classes rather than withdrawing students from classes*
 - *Integration of the academics with the arts both visually and musically.*
 - *Collect student work aligned to selected Common Core learning standards*
 - *Teacher teams meet weekly to assess student work using a rubric and plan lessons that require evidence to support a claim.*
 - *Teachers supported through the coaching model*

Annual Goal #1

Improve students ability in ELA to:

- *Develop a written response to informational texts through group activities and with prompting and support in Grades K-2, and*
- *Develop a written opinion or argument based on an analysis of informational texts in Grades 3 – 5.*
- *25% of our special education students and 20% of our ELL population will improve their ability to use evidence to support written arguments between the pre-assessment and post assessment of the CCLS aligned unit of study when assessed against the “Use of Evidence” indicator on the designated rubric.*
 - *RTI provided for ELLs and Special needs students through a push-in, pull-out model*
 - *Weekly visits from Network specialists to:*
 - *Observe self contained and ICT classes and support teachers by giving feedback and suggestions on how to deliver a more rigorous instructional program*
 - *Support teachers with suggestions on how to develop inclusive lesson plans for all populations in the targeted classes that include special needs students*
- *Implement the NYCDOE Citywide Expectations for ELA*
 - *Compare the evidence of student thinking in the student work to the expectations of the selected Common Core standards*
 - *Support teachers in a variety of ways: in class modeling, providing professional development on how to use performance tasks, establish a protocol for looking at student work, providing rigorous tasks for the teachers to use in class*
 - *Identify areas for refinement in curriculum content and instruction needed to implement the Common Core-aligned tasks in the winter/spring.*
 - *Develop collaborative lessons incorporating opportunities for research, and development of the oral and written skills needed to provide evidence to support arguments.*
 - *Learn to understand what rigorous tasks look like by using Webb’s Depth of Knowledge (DOK) and Hess’ Matrix as lenses. Recognize DOK Level 3 and 4 tasks. Engage students in deeper reasoning and higher-order thinking opportunities throughout the year.*
 - *Engage students more frequently in both analyzing informational texts and writing arguments in response to those texts.*
 - *Analyze curriculum plans in ELA, Social Studies, Science and Math to determine the percentage of time students are required to read informational texts at each grade level. Analyze the results and develop a plan that ensures that 4th and 5th grade students will be reading informational texts at least 50% of the time by 2013-2014.*
 - *Implement the literacy culminating tasks using the Teacher’s College Reading and Writing Plans, and performance tasks embedded in the NYCDOE sample units of study aligned to the CCLS.*
 - *Use of a rubric to assess comprehension of the informational text and students’ skills in expressing a written opinion or argument against the targeted CCLS in reading informational texts and writing.*
 - *Look for trends and areas in teacher practice and planning that need developing, share lessons learned among staff.*
 - *Use lessons learned throughout the year to revise observation and feedback cycles, professional development, and curricula for the 2012-2013 school year*

Staff & Resources

Teachers are involved in an on-going way in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities through a schedule of meetings across the year. For example, monthly faculty meetings, common preps, department meetings, inquiry meetings etc.

Annual Goal #1

Improve students ability in ELA to:

- *Develop a written response to informational texts through group activities and with prompting and support in Grades K-2, and*
- *Develop a written opinion or argument based on an analysis of informational texts in Grades 3 – 5.*
- *25% of our special education students and 20% of our ELL population will improve their ability to use evidence to support written arguments between the pre-assessment and post assessment of the CCLS aligned unit of study when assessed against the “Use of Evidence” indicator on the designated rubric.*

Timeline

- *Organize a timeline for completing the NYCDOE Expectations for ELA in 2011-2012.*
 - *Decide which teachers will implement Common Core-aligned tasks and units to ensure that all students complete one literacy task.*
 - *Review curriculum maps to determine when in the winter of 2011-12 to implement the Common Core-aligned units and culminating tasks.*
 - *Schedule teacher team meetings.*

Strategies to increase parental involvement

Improve opportunities to engage students and families in regular discussions and activities that assist students to progress and meet school and class expectations.

The percentage of parents responding to how often they ‘talked with a teacher or other adult at your child’s school’ to share with them important information about your child’s academic progress’ saying about once a month or more than once a month on the 2012 Learning Environment Survey increases from 65% to 70%

Teacher response to ‘Obtaining information from parents about student learning needs is a priority at my school’ will increase from 16% to 36% strongly agreeing on the Learning Environment Survey 2012

- *Openly solicit parent’s active involvement and suggestions on how to better work with their child/ren through a questionnaire mailed/emailed out in August before the first Parent/Teacher meeting*
- *Bimonthly send information home to families via a Parent Newsletter explaining:*
 - *Information on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library*
 - *Developmental stages of reading, writing and math to help parents gauge their child’s progress and look forward to the next step*
 - *Include monthly grade updates to inform parents about learning events in the classroom and standards being focused on in that period*
 - *Pilot the 246pocottage.org website to also include this information*
- *Pilot a homework/classroom Website for students and their family on the Internet to access the homework schedule and relevant resources*
- *Include a regular section on student goal setting, self assessment and feedback in the Noteworthy Section for the Staff Weekly Bulletin*
- *Invite parents to workshops including grade specific content on a monthly basis to show how to assist students with specific strategies, activities, homework and the use of ARIS Parent Link*
- *Expand the ways parents can ‘catch up’ on content/activities presented at school-based meetings, workshops and Open School Week by providing electronic or video access to material*
- *Increase the access to e-mail communication with parents by developing a Parent e-mail distribution list*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.*

Annual Goal #1

Improve students ability in ELA to:

- *Develop a written response to informational texts through group activities and with prompting and support in Grades K-2, and*
- *Develop a written opinion or argument based on an analysis of informational texts in Grades 3 – 5.*
- *25% of our special education students and 20% of our ELL population will improve their ability to use evidence to support written arguments between the pre-assessment and post assessment of the CCLS aligned unit of study when assessed against the “Use of Evidence” indicator on the designated rubric.*

- *100 % of our staff is highly qualified.*
- *We employ a rigorous interview process at our school in order to attract HQT.*
- *Staff are supported by an ELA coach, Administrative Team and Network specialists in developing their skills*
- *The Principal and teachers will collaborate to set and monitor teacher goals using the competencies from the Framework for Teaching 2011.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *We have implemented the federally funded Fresh Fruit and Vegetable program that supplies all students with a snack of a fresh fruit or vegetable daily. This snack is served outside of the scheduled lunchtime.*
- *DreamYard is a resident art program that utilizes the arts as a tool to improve teaching and learning while building community through creatively challenging programs.*
- *After school program that focus on the literacy skills needed to demonstrate progress*
- *Kids Rock is a grant that donates guitars to schools and develops teachers so that they can teach students to play.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following personnel will be involved in implementing the action plan:

- *Classrooms teachers*
- *Administrators*
- *Literacy Coach*
- *Network Specialists*
- *Parent Coordinator*

The following sources will be used to fund the actions/strategies/activities described in this goal:

- *TL Fair Student Funding*
- *Title I School Wide Projects*
- *TL Children First Network Support*

Annual Goal #1

Improve students ability in ELA to:

- *Develop a written response to informational texts through group activities and with prompting and support in Grades K-2, and*
- *Develop a written opinion or argument based on an analysis of informational texts in Grades 3 – 5.*
- *25% of our special education students and 20% of our ELL population will improve their ability to use evidence to support written arguments between the pre-assessment and post assessment of the CCLS aligned unit of study when assessed against the “Use of Evidence” indicator on the designated rubric.*

- *Title III LEP – Afterschool*
- *TL Parent Coordinator*

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

Improve progress in Mathematics by developing student's ability to: Model with Mathematics, and Construct Viable Arguments and Critique the Reasoning of Others in Grades K-5.

25% of SWD students and 10% of ELL students will move up at least one level in the "Reasoning and Proof" or the "Representations" area of the Exemplars rubric used by teachers between the pre-assessment and post assessment of the CCLS aligned unit of study.

Comprehensive needs assessment

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

The data indicates that students in the sub-groups of ELL and Special Education learners have not performed at grade level against the NYS Standards in Math. This has been compounded by the changes to the NYS testing program with the changes taking place in order to prepare students for the introduction to the Common Core Standards.

There was an increase in SWD students performing at Level 1 (L1 +6%) and a 9% decrease in SWD students performing at Level 2 between 2010 and 2011. In 2011 23% of SWD students were assessed at grade level compared to 26% in 2010.

On the 2011 School Progress Report students in Self Contained classes, ELL students were in the top 40% citywide in terms of making exceptional progress. Black and Hispanic Males in the Lowest Third Citywide students were in the top 20% citywide in Math.

ELL students found the new assessments more challenging with 5% of students working at Level 3 and 4 in 2010 and 5% in 2011. Once again there was a decrease in Level 1 as students moved to Level 2 (L1 -11%).

The math coach and teachers have identified the need for a whole-school focus on open-ended problem solving and the introduction of performance tasks as a focus. The students in these sub groups need more experience and instruction in this area in order to improve their learning outcomes.

Instructional strategies/activities

Address the needs of ELL and Special Education sub-groups through the following strategies and actions

- **ST (Spatial Temporal) Math** is a research-based language independent program utilizing various computer games that help students learn math skills aligned to the state standards. ST Math promotes mathematical understanding through the practice of math concepts, skills and applied problem solving.
- **Introduction of Exemplars tasks:** This year we are introducing the exemplars tasks to students in grades K-5. Exemplars are real world tasks that provide teachers with a way of assessing students problem solving and communication skills. The exemplar tasks will be used to help our students with the Core Curriculum aligned tasks initiative that is part of the 2011-2012 City wide instructional expectations.

Implement the NYCDOE Citywide Expectations for Math

- Increase the number of opportunities students have to respond to a cognitively demanding performance task by introducing Exemplars K-5 into the math curriculum. Students in the extended day program will have the opportunity to engage in these tasks in small groups.
- Collect student work aligned to selected Common Core standards and plan for fall/early winter study in teacher teams.
 - Teacher teams meet with the math coach once a month during the math common planning session to assess student work using a rubric and plan

Annual Goal #2

Improve progress in Mathematics by developing student's ability to: Model with Mathematics, and Construct Viable Arguments and Critique the Reasoning of Others in Grades K-5.

25% of SWD students and 10% of ELL students will move up at least one level in the "Reasoning and Proof" or the "Representations" area of the Exemplars rubric used by teachers between the pre-assessment and post assessment of the CCLS aligned unit of study.

lessons that require students to model with mathematics and construct viable arguments and critique the reasoning of others.

- *Teacher teams will meet to assess student work regularly on the extended day Thursday planning meeting.*
- *Teacher teams will meet on the November Professional Development Day to continue to look at student work.*
- *Use the Common Core Library (CCL) "surfacing gaps" activity as a protocol to look at student work and Exemplar tasks.*
- *Compare the evidence of student thinking in the student work to the expectations of the selected Common Core standards*
- *Support to be provided in a variety of ways by the Math Coach: in class support, providing professional development on how to use Exemplars, establish a protocol for looking at student work, providing rigorous tasks for the teachers to use in class*
- *Identify areas for refinement in curriculum content and instruction needed to implement the Common Core-aligned tasks in the winter/spring.*
- *Develop collaborative lessons incorporating opportunities for problem solving, modeling mathematics and constructing and defending arguments.*
- *Model how to clearly put together mathematical arguments and analyze the arguments of others.*
- *Learn to understand what rigorous tasks look like by using Webb's Depth of Knowledge (DOK) and Hess' Matrix as lenses. Recognize DOK Level 3 and 4 tasks. Engage students in deeper reasoning and higher-order thinking opportunities throughout the year.*
- *Engage students more frequently in modeling with mathematics, providing viable arguments in response to problem solving tasks and critiquing the thinking of other students.*
- *Plan to have students learn to use mathematics to solve authentic problems and construct and defend their solutions paths, allowing them to show their mathematical thinking.*
- *Implement the math culminating tasks using the sample units from the Common Core Library.*
 - *Coach to provide professional development on the sample units from the Common Core Library*
 - *Use rubrics to assess students' skills in modeling with mathematics, expressing viable arguments, and critiquing reasoning of others.*
- *Look for trends and areas in teacher practice and planning that need developing, share lessons learned among staff.*
- *Use lessons learned throughout the year to revise observation and feedback cycles, professional development, and curricula for the 2012-2013.*

Staff & Resources

Teachers are involved in an on-going way in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities through a schedule of meetings across the year. For example, monthly faculty meetings, common preps, department meetings, inquiry meetings etc.

Timeline

- *Math Coach will be responsible to organize a timeline for completing the NYCDOE Expectations for Math in 2011-2012.*
 - *Decide which teachers will implement Common Core-aligned tasks and units to ensure that all students complete one mathematics task.*
 - *Review pacing calendars and Everyday Math units to determine when in the winter of 2011-12 to implement the Common Core-aligned units and culminating tasks.*
 - *Schedule teacher team meetings for Math.*

Annual Goal #2

Improve progress in Mathematics by developing student's ability to: Model with Mathematics, and Construct Viable Arguments and Critique the Reasoning of Others in Grades K-5.

25% of SWD students and 10% of ELL students will move up at least one level in the "Reasoning and Proof" or the "Representations" area of the Exemplars rubric used by teachers between the pre-assessment and post assessment of the CCLS aligned unit of study.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *Openly solicit parent's active involvement and suggestions on how to better work with their child/ren through a questionnaire mailed/emailed out in August before the first Parent/Teacher meeting*
- *Bimonthly send information home to families via a Parent Newsletter explaining:*
 - *Information on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library*
 - *Developmental stages of reading, writing and math to help parents gauge their child's progress and look forward to the next step**Include monthly grade updates to inform parents about learning events in the classroom and standards being focused on in that period*
 - *Pilot the 246pocottage.org website to also include this information*
- *Pilot a homework/classroom Website for students and their family on the Internet to access the homework schedule and relevant resources*
- *Include a regular section on student goal setting, self assessment and feedback in the Noteworthy Section for the Staff Weekly Bulletin*
- *Invite parents to workshops including grade specific content on a monthly basis to show how to assist students with specific strategies, activities, homework and the use of ARIS Parent Link*
- *Expand the ways parents can 'catch up' on content/activities presented at school-based meetings, workshops and Open School Week by providing electronic or video access to material*
- *Increase the access to e-mail communication with parents by developing a Parent e-mail distribution list*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *100 % of our staff is highly qualified.*
- *We employ a rigorous interview process at our school in order to attract HQT.*
- *Staff are supported by a Math coach, Administrative Team and Network specialists in developing their skills*
- *The Principal and teachers will collaborate to set and monitor teacher goals using the six Competencies from the Framework for Teaching 2011.*

Service and program coordination

- *Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.*
- *DreamYard is a resident art program that uses the arts as a tool to improve teaching and learning while building community through creatively challenging programs.*

Annual Goal #2

Improve progress in Mathematics by developing student's ability to: Model with Mathematics, and Construct Viable Arguments and Critique the Reasoning of Others in Grades K-5.

25% of SWD students and 10% of ELL students will move up at least one level in the "Reasoning and Proof" or the "Representations" area of the Exemplars rubric used by teachers between the pre-assessment and post assessment of the CCLS aligned unit of study.

- *After school program that focuses on the mathematical skills needed to demonstrate progress*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following personnel will be involved in implementing the action plan:

- *Classrooms teachers*
- *Math Coach*
- *Parent Coordinator*

The following sources will be used to fund the actions/strategies/activities described in this goal:

- *TL Fair Student Funding*
- *Title I School Wide Projects*
- *TL Children First Network Support*
- *Title III LEP – Afterschool*
- *TL Parent Coordinator*

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

Improve teacher effectiveness by developing a shared understanding of instructional excellence, articulating clear expectations for teacher practice, and focusing teacher feedback through the use of Danielson's Framework for Teaching 2011.

Learning Environment Survey results 2012: 85% of teachers agree or strongly agree that school leaders give them regular feedback about their teaching (up from 77% in 2010-2011).

Comprehensive needs assessment

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

The data indicates that students in the sub-groups of ELL and Special Education learners have not performed at grade level against the NYS Standards in ELA and Math. This has been compounded by the changes to the NYS testing program with the changes taking place in order to prepare students for the introduction to the Common Core Standards.

The ELA Coach, instructional cabinet and the Inquiry team have identified the need for a whole school focus on the development of academic language, reading comprehension of nonfictional text and the development of expository writing which contains appropriate and relevant detail organized around a specific topic.

The Math coach and teachers have identified the need for a whole-school focus on open-ended problem solving and the introduction of performance tasks as a focus. The students in these sub groups need more experience and instruction in this area in order to improve their learning outcomes.

Instructional strategies/activities

Leadership Cabinet of principal and three APs:

- *Map out timeline for formal and informal observations for 2011-2012*
- *Map out a series of meetings during the year for the Leadership Cabinet to continue to moderate and build a shared understanding of processes and use of the Framework*
- *Develop/review processes and forms needed for conducting observations*
 - *Review forms for Individual Teacher Goals and Professional Development Plans and adjust where needed*
 - *Build own protocols and norms for using the Framework for Teaching for observations*
- *Introduce the Framework for Teaching to faculty and provide on-going opportunities to develop a shared understanding of instructional excellence*
- *Conduct a series of formative observations for each teacher giving timely, evidence-based, actionable feedback after each one*

Teachers:

- *Participate in Faculty Conferences and other meetings where the Framework for Teaching when approved is introduced and discussed over the year*
- *Meet with the principal to set goals and plan using the six competencies from Danielson's Framework for Teaching 2011 when approved.*
- *Participate in pre-observation and post-observation discussions based on the identified Framework competencies*
- *Receive and act on evidence-based, actionable feedback on teaching effectiveness based on informal classroom observations, and snapshots of instruction*

Annual Goal #3

Improve teacher effectiveness by developing a shared understanding of instructional excellence, articulating clear expectations for teacher practice, and focusing teacher feedback through the use of Danielson's Framework for Teaching 2011.

Learning Environment Survey results 2012: 85% of teachers agree or strongly agree that school leaders give them regular feedback about their teaching (up from 77% in 2010-2011).

- *Participate in regular professional development based on identified and developmental needs*

Coaches and grade leaders:

- *Plan and provide professional learning opportunities that accommodate the developmental needs of teachers from new to experienced.*

Staff & Resources

Teachers are involved in an on-going way in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities through a schedule of meetings across the year. For example, monthly faculty meetings, common preps, department meetings, inquiry meetings etc.

Timeline

September 2011 thru June 2012

Strategies to increase parental involvement

- *Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.*
- *Openly solicit parent's active involvement and suggestions on how to better work with their child/ren through a questionnaire mailed/emailed out in August before the first Parent/Teacher meeting*
- *Bimonthly send information home to families via a Parent Newsletter explaining:*
 - *Information on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library*
 - *Developmental stages of reading, writing and math to help parents gauge their child's progress and look forward to the next step*
 - *Include monthly grade updates to inform parents about learning events in the classroom and standards being focused on in that period*
 - *Pilot the 246poecottage.org website to also include this information*
- *Pilot a homework/classroom Website for students and their family on the Internet to access the homework schedule and relevant resources*
- *Include a regular section on student goal setting, self assessment and feedback in the Noteworthy Section for the Staff Weekly Bulletin*
- *Invite parents to workshops including grade specific content on a monthly basis to show how to assist students with specific strategies, activities, homework and the use of ARIS Parent Link*
- *Expand the ways parents can 'catch up' on content/activities presented at school-based meetings, workshops and Open School Week by providing electronic or video access to material*
- *Increase the access to e-mail communication with parents by developing a Parent e-mail distribution list.*

Annual Goal #3

Improve teacher effectiveness by developing a shared understanding of instructional excellence, articulating clear expectations for teacher practice, and focusing teacher feedback through the use of Danielson's Framework for Teaching 2011.

Learning Environment Survey results 2012: 85% of teachers agree or strongly agree that school leaders give them regular feedback about their teaching (up from 77% in 2010-2011).

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *100 % of our staff is highly qualified.*
- *We employ a rigorous interview process at our school in order to attract HQT.*
- *Staff are supported by a Math coach, Administrative Team and Network specialists in developing their skills*
- *The Principal and teachers will collaborate to set and monitor teacher goals using the six Competencies from the Framework for Teaching 2011.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *Structured Professional development addressing the specific needs of the individual teacher*
- *Developing a common language about good teaching, assessment etc.*
- *Engaging in professional conversations with administrators and/or colleagues and/or coaches*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The following personnel will be involved in implementing the action plan:

- *Classrooms teachers*
- *Coaches – Math, Literacy*
- *Parent Coordinator*

The following sources will be used to fund the actions/strategies/activities described in this goal:

- *TL Fair Student Funding*
- *Title I School Wide Projects*
- *TL Children First Network Support*
- *Title III LEP – Afterschool*
- *TL Parent Coordinator*

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	11	6	N/A	N/A	2	0	0	15
1	27	10	N/A	N/A	5	0	1	9
2	21	16	N/A	N/A	4	0	1	4
3	10	3	N/A	N/A	3	0	2	0
4	22	4	10	0	2	4	0	0
5	9	3	0	10	4	2	0	0
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<i>During school day AIS staff for general education students, SWD's, and ELL's push into classes or pull out small groups (8-10 students) for focused instruction using various materials for Intervention (Harcourt) Decodable books: Para professionals provide guiding reading to first grade students. Grades 2-5, TC assessment followed by work on individual needs. Specific intervention is continued during extended day.</i>
Mathematics	<i>Teachers provide small group instruction during the day school and during extended day tutoring sessions. After school Academy providing additional enrichment time will commence in December. Participating students will be grouped according to grade level and performance indicator and will be challenged based on the Everyday Math end of unit exams and ACUITY ITA assessments. Teachers will use the "Coach" book as an instructional intervention and guide, math journals, skill drills, math vocabulary building and authentic application of skills in preparing our students for academic success</i>
Science	<i>Specialist evaluates assessments so that areas of student and whole class weakness can be identified to inform instruction. During extended day teachers provide AIS instruction to a small group of up to 10 students utilizing project-based instruction. Students are immersed in analyzing those social issues that impact their environment as the instructional focus. Through this AIS model students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data and drawing a conclusion, and communicating their results.</i>
Social Studies	<i>Teachers provide small group instruction during extended day periods. Utilizing non fiction texts, research methodology.</i>
At-risk Services provided by the Guidance Counselor	<i>Strategies used: Character education, play therapy, art therapy. Instruction is delivered one to one and small group.</i>
At-risk Services provided by the School Psychologist	<i>Conducts Functional Behavior Assessments (FBAs) & Behavior Intervention plans with guidance prior to referrals for behavioral concerns. Formal & informal classroom observations using methods including interval time sampling, anecdotal observations & Antecedent Behavior Consequences (ABC) data collection to identify possible triggers and/or reinforcers of behaviors</i>
At-risk Services provided by the Social Worker	<i>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral. An evaluation, functional behavioral assessment (FBA), a behavioral intervention plans (BIP). Consultation with families referred to a community agency</i>
At-risk Health-related Services	<i>Open Airways classes teach students with asthma how to function with asthma; warning signs for treatment; how to properly use medication. Vision & hearing screenings ensures that students with vision or hearing problems are assisted with obtaining glasses or hearing aids. Free dental exams provide info about good dental practices. Doctors' sessions ensures that all students have a physical exam.</i>

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

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

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

PS 246 SCHOOL PARENTAL INVOLVEMENT POLICY

GENERAL EXPECTATIONS

P.S. 246 agrees to implement the following statutory requirements:

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

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

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

- That parents play an integral role in assisting their child's learning;*
- That parents are encouraged to be actively involved in their child's education*
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- P.S. 246 will take the following actions to involve parents in the joint development of the Parental Involvement plan. Representatives from the elected PTA and School Leadership Team members will work closely with the school's Parent Coordinator to develop this action plan.*

P.S. 246 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

As part of regularly scheduled sub-committee PTA meetings, and as part of the responsibilities of the Parent Coordinator, parents are invited to participate in principal led informational meetings/forums to increase parental awareness of the school's progress and plans.

P.S. 246 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- Title I Saturday ESL Program for Parents*
- Title I Saturday Computer Classes for parents*
- Everyday Math*
- Science*
- Good Shepherd after School Program*

These programs are coordinator through the administration of the after-school program Good Shepherd Services in collaboration with the Parent Coordinator. Meetings are held with parents invited to elicit ideas and recommendations based on need. The school pays reasonable and necessary expenses associated with parental involvement activities including transportation and childcare costs. P.S. 246 will take the following actions to

conduct with involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and improving the quality of its Title I, Part A Program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise if necessary (and with the involvement of parents) its parental involvement policy: The evaluation will be conducted through surveys. The Parent Coordinator will be responsible for the survey. Parents will be involved in development of the survey and interpreting the results. P.S. 246 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph: Parents will be invited to workshops and open house(s) to learn about the common core standards, Chancellors expectations and curriculum. Written announcements, informational booklets and various educational websites will be provided. Parents will have access to standardized test results. Regular and flexible meeting times are available for parents to meet with their child's educational provider(s). The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, use of technology, as appropriate.

The school will, with the assistance of the network and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utilization of parental contributions, and how to implement and coordinate parent programs and build ties between parents and schools by attending workshops as offered. The School will to the extent feasible and appropriate, coordinate and integrate parental involvement programs in activities.

The school will take the following actions to ensure that information related to the school and parent-programs, meeting, and activities, is sent to the parents of Title I participating children in an understandable and uniform format including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. All communications are translated.

PS 246 SCHOOL PARENT COMPACT

P.S. 246 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The School-Parent Compact is in effect during school year 2010-2011.

PART I – REQUIRED SCHOOL – PARENT COMPACT PROVISIONS □ SCHOOL RESPONSIBILITIES □

PS 246 will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- by using scientifically/researched based programs in all academic areas
- continue provision of intensive AIS services to all students not meeting city and state standards
- professional development surrounding assessment data and individualized instruction
- continue weekly grade level meetings for collaboration and professional development
- continue to analyze data to effectively implement differentiated lessons

PS 246 will hold parent-teacher conferences during which the COMPACT will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- during the fall and spring of the academic year
- scheduled class and/or individual conferences on an as needed basis

PS 246 will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- report cards will be given three times per year
- annual review of IEP goals for special education students

- *daily progress reports for students on an as needed basis*
- *bulletins, memorandums, calendars and announcements*

PS 246 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- *during fall and spring afternoon and evening parent teacher conferences*
- *scheduled appointments with teachers and administrators as needed*
- *phone conferences and letters*
- *contact through parent coordinator*

PS 246 will provide parent opportunities to volunteer and participate in the school and to observe classroom activities as follows:

- *parents may complete volunteer training in order to assist in school activities*
- *chaperone class trips and activities*
- *contact parent coordinator*
- *attend scheduled class celebrations and performances*
- *attend open school week* □

PARENT RESPONSIBILITIES □

We, as parents will support our children's learning in the following ways: Supporting my child's learning by making education a priority in our home by:

- *making sure my child is on-time and prepared for school everyday*
- *monitoring attendance*
- *discussing my child's school activities everyday*
- *scheduling daily homework time and assuring homework is completed*
- *limiting and monitoring the amount of television and play time*
- *volunteering at my child's school*
- *promoting positive use of my child's extracurricular time*
- *reading with my child*
- *staying informed about my child's education and communicating with the school*
- *being aware of and abiding by the rules and regulations of the school and district*
- *communicating positive values and character traits, such as respect, hard work and responsibility*
- *supporting the school's discipline policy*
- *helping my child accept consequences for negative behavior*

STUDENT RESPONSIBILITIES

We the students of PS 246 will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *come to school prepared and ready to do our best*
- *listen and follow directions of school staff*
- *be honest and respect the rights of others*
- *follow the school's code of conduct*
- *do our homework everyday and ask for help when needed*
- *study for tests and assignments*
- *read at home daily*
- *get adequate rest every night*
- *give to our parents or guardians all notices and information we receive at school everyday*

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X246 School Name: Poe Cottage

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

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

Category: Basic Focused Comprehensive

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

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

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

We are designated SINI for ELA (all students). Our students were deficient in grade level acumen that would have allowed them to achieve grade level proficiency on the New York State ELA.

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

PS 246 will conduct a winter (Feb) and spring (April) vacation intensive ELA program to increase student achievement through strategic intervention aligned with the Common Core Standards. This program will augment students' scholastic achievement on the New York State ELA assessments and will prepare students with the skills necessary to succeed in middle and high schools, and the approaching millennium. Our continued emphasis will be on intensive additional instruction in reading in grades 3 through 5. The strategies and activities we will choose for our after school programs are based on data from the 2010-2011 ELA Assessments, September/December TC Assessment.

The program will service approximately 135 students with the assistance of 8 classroom teachers (ratio of 15 students to 1 teacher) There will be approximately three classes on each grade. The classes will be organized with two separate ELA teachers in the classrooms in order to allow for small targeted intervention groups. Other staff members will include 1 supervisor to ensure the efficient and effective running of the program and 1 ELA coach (for an hour on each day) to provide ongoing professional development to teachers around best practices in reading and writing. Ongoing oversight, monitoring and review will be conducted by program supervisor and coach.

Program Development:

The program will be constructed around the academic needs of students and will take into account the following items:

- Needs analysis of student performance
- The number of students needing intervention in ELA at each grade level and within each standards area
- The range of performance levels of eligible students are determined through state and school-based assessments.
- Staffing, instructional approaches, and scheduling options needed to meet the range of intensity and services required by AIS.
- Instruction based on reading level and competencies/challenges.
- Small group instruction

- **Reduced student to teacher ratio (15 students maximum per class)**

Part B: For Title I SINI Schools Only

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

Professional Development will take place for one hour at the end of each instructional day to review and plan instructional components and to analyze both informal and formal assessments determining student progress and next steps.

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

The coaching mentoring model where the coach demonstrates, models and supports teachers in their planning and implementation of literacy based lessons continues to be an integral part of our daily instruction.

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

Parent notification letter will be distributed to parents in both languages English and Spanish by the January deadline.

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Maria Quail	District 10	Borough Bronx	School Number 246
School Name The Poe Cottage School			

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

Principal Beverly Pascal Miller	Assistant Principal Rufina Ortiz
Coach Ellen Johnson-Torres	Coach Doreen Argenti
ESL Teacher Alba Linares	Guidance Counselor Tara Cannistraci
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Eleonor Rios
Related Service Provider Annette Jimenez	Other Yasmina Martinez
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	6	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	1
Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	684	Total Number of ELLs	204	ELLs as share of total student population (%)	29.82%
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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) At registration parents of students new to the NYC public school system go through an initial screening process that includes the following: Ms. Linares our certified ESL and Spanish bilingual teacher, administers the Home Language Identification Survey (HLIS) to the parent and reviews the HLIS to determine if the child is an ELL student. If the child speaks only English, he/she enters the general education program. If the home language is other than English, the child and the parent are informally interviewed in English and in their native language by the bilingual Assistant Principal or Ms. Linares.

If the child speaks a language other than English, the child is scheduled to be administered the Language Assessment Battery-Revised (LAB-R) in English by Ms. Linares. If the child does not pass the LAB-R, he/she is administered the Spanish LAB. The process takes place within 10 days after registration. If the child scores at a beginning, intermediate or advanced level he/she is an ELL and is eligible for ESL services. The student is then assessed with a brief writing sample and reading comprehension passage in their native language.

To ensure that all ELLs are administered the NYSESLAT, our Test Coordinator and ESL teacher use both the RLER and RLAT ATS reports to confirm all eligible ELLs are identified. Once students' eligibility is confirmed, a testing schedule is generated that includes time, location and test administrator responsible for administration of NYSESLAT components.

Teachers at P.S. 246, in collaboration with administrators, coaches, and school based data specialists, engage in annual data analysis sessions at the end of the school year and again in the fall of the successive year. During these sessions, NYSESLAT results are analyzed and discussed to make decisions for continuation of services, appropriate placement, and to map out a strategic action plan for our ELL population for the subsequent year. Teachers are scheduled to work in teams to look at students work and develop instructional plans that would consider students' strength to address the areas of weakness.

2) Parents are informed about their child's eligibility for ESL services and program choices available within 10 days after registration. The Bilingual supervisor and the ESL teacher, in collaboration with the parent coordinator and community liaison plan, schedule and facilitate orientation sessions at that time to engage parents in an open discussion about the choices available, what research indicates regarding most effective programs for ELL students and to answer any questions they may have. During the orientation, the DOE video is presented and the DOE brochure describing the options available to them (Transitional Bilingual, Freestanding ESL and Dual Language Program) is distributed in the parent's native language. Interpretation and translation service is provided as needed.

At the end of the orientation parents are given the program selection form to complete indicating the program of their choice. The original document is placed in the student's cumulative record and a copy filed and kept in the main office. At P. S. 246, we do not offer a Dual Language Program. Therefore, parents who prefer this program are informed in their native language about the choice of placing their child in a school where the program is available. Information on where these schools are located is provided to the parents for their consideration. They are also kept informed when a program becomes available.

We offer our parents of ELL students many opportunities to maintain communication with the school community by keeping them informed of school activities and services being provided to their children. This information is disseminated via our bilingual (Spanish) parent outreach phone calling system, letters, notices, monthly meetings and monthly calendars. Translation and interpretation service is accessible and provided as needed to confer with parents of ELL students.

3) A translated version of continuation of service or non-entitlement letter is sent to the parents in the fall to inform them about eligibility for the upcoming year. The Parent’s Survey and Program Selection forms are distributed during scheduled orientation sessions after the administration of the LAB-R to new eligible students, parents not in attendance are reached via phone calls and through mail to ensure that every parent of an ELL student is well informed and has an opportunity to complete the Survey and Program Selection form indicating their preference. Entitlement letters along with Parent Survey and Program Selection Forms are collected and kept on file in room 321. Using an official class list, the ESL teacher keeps track and confirms that entitlement letters are returned. collected The parents not in attendance to the scheduled orientation meeting are contacted by our community liaison, Angela Cruz, who invites them to come in and receive the information necessary to complete the form. This process is coordinated and facilitated by a Bilingual/ ESL supervisor, our licensed ESL teacher and the collaboration of our Parent and Community Liaison.

4) Identified ELL student’s placement for the most part is made in consultation with the parent and based on the results of the initial interview of the parent and the child, the results of the LAB-R, the Spanish LAB, and the parent's program selection form. Once again entitlement letters, and Parent Survey and Program Selection Forms are filed in room 321.

5) Our review of the Parent Survey and Parent Selection forms for the past few years indicate that at P.S. 246, parents have selected either transitional bilingual or Freestanding ESL program as their preferred option. The trend on parent selection reveals that in the year 2010-2011, 42% chose the transitional bilingual program while 58% chose the Freestanding ESL program. For the current school year the trend that 61% have chosen Transitional Bilingual and 39% have chosen the freestanding ESL. Although 61% of the parents have chosen transitional bilingual program, we currently do not have TBE in grade 3-5. However, when the parents are referred to other schools with space in TBE or DL programs as per CR Part 154, 100% of the parents prefer to stay at P.S. 246 where the child receives services through the available program(s).

6) Yes, program models offered at P.S. 246 are aligned with parents’ 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●
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This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional	1	1	1											3

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	204	Newcomers (ELLs receiving service 0-3 years)	157	Special Education	39
SIFE	1	ELLs receiving service 4-6 years	47	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	69		5	0	0	0	0	0	0	69
Dual Language										0
ESL	88	1	12	47		22	0	0	0	135
Total	157	1	17	47	0	22	0	0	0	204

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	26	18											69
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	25	26	18	0	69									

**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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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
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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	2	9	11	28	38	40								128
Chinese														0
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2	2	1										5
TOTAL	3	11	13	29	38	41	0	135						

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).
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) Instruction-

a) At P.S. 246, the programs and approaches followed to delivered instruction for ELLs are designed to support varying levels of instructional work expected to bring literacy and learning standards to par with the expectation for monolingual students. Keeping this in mind and after the truncation of our 6th graders into the Middle Schools we no longer departmentalized the 5th Grade. Our ELL programs are organized by grades and heterogeneously grouped in all grades. The school utilizes 50 minute blocks across eight teaching periods per

A. Programming and Scheduling Information

day. Bilingual, ESL, general education teachers and specialists have common preparation time to plan, organize and coordinate instruction and to develop goals for the students. These times is also scheduled to collected and analyze student data in order to develop differentiated lessons. ESL classes are heterogeneously grouped and language proficiency levels are mixed in the bilingual and ESL classes. In grade 3, a team teaching model has been implemented structured to address the academic and linguistic needs of the ELL students in this particular class. Bilingual and ESL teachers group students according to their proficiency level in each modality to differentiate their instruction and meet their specific needs.

b) Transitional Bilingual classes have resources and the necessary support to ensure that content and ESL instruction is in alignment with that of the monolingual students. This program includes: an ESL component structured to develop skills in listening, speaking, reading and writing in English; content development in native language and English to build subject matter knowledge; and a Native Language Arts (NLA) component to develop skills in listening, speaking, reading and writing in the students' home language. Our Free-standing ESL Program consists of self-contained in grades K, 2, 3, and 5 and a push-in organizational model in grades 1, 4 and Special Education classes. A fully bilingual licensed teacher conducts instruction in all grades. A certified ESL teacher conducts instruction using ESL methodologies to make content comprehensive and facilitate accelerated second language acquisition in grades 1, 2, and 4. This teacher works in small groups and in collaboration with the classroom teacher provides continuity of instruction while helping students meet academic and linguistic goals.

2) To ensure that the mandated number of instructional minutes for ESL, ELA and NLA is provided, our bilingual and ESL teachers adhere to the mandated time as indicated by the CR Part 154 to service our ELLs. ESL (Beginners and Intermediate 360 minutes per week and Advanced 180 minutes per week), ELA (Advanced 180 minutes per week), TBE/NL (Beginners, 60-90 minutes per day, Intermediate, 45-60 minutes per day, Advanced, 45 minutes per day). Instruction is delivered to our ELL students in a way that is explicit and comprehensive. That means organizing teaching practices to meet student needs as well as implementing systems to ensure that these students are receiving services including extra support to prepare them for mandated tests. Teachers in the TBE program provide instruction in two languages the native language of the student (Spanish) with a strong support to develop the second language (English). Grade-level academic work is delivered in Spanish for student to continue academic progress while developing second language proficiency. English instruction increases as student develop fluency in English. The free-standing ESL Program delivers academic content instruction in English with native language support to make content comprehensive and incorporating ESL and ELA methodologies and strategies and help the student meet or exceed New York State and City standards. Students are heterogeneously grouped in all grades. Teachers follow a balanced literacy approach to teaching that includes the structure of the workshop model to deliver Reading, Writing and Math lessons.

3. The goal of a content-based literacy approach is the successful comprehension of content-area texts and successful writing in the content areas (e.g., an essay, a report, an explanation of how a problem is solved in math). This approach involves the identification of potential sources of students' comprehension difficulties, and targets instruction to address them. In all grades Mathematical concepts are taught through Everyday Math and supported by ST Math a unique math educational process that engages students' spatial temporal reasoning abilities to explain, understand, and solve multi-step problems. Science follows New York City Elementary Science Scope and Sequence. We use an inquiry approach that includes experimentations, investigations, designs and hands-on experiential learning. Social Studies follow the units of study developed by NYC teachers in alignment with the NYS Core Curriculum and the Common Core Standards. Instruction is supported through the use of varied resources: the development of Key Ideas, a Social Studies core library in every classroom, field trips, neighborhood walks, technology driven lessons and projects based units of study. As part of this approach, teachers in TBE as well as in the Freestanding ESL program provide explicit instruction in language and literacy skills (e.g., vocabulary instruction) within the context of meaningful purposes and with a strong support of their native language (Spanish). Teachers encouraging students to use Spanish equivalent terms to make connections is a common practice, as their language is celebrated to gain understanding and promote learning.

Instruction in the classroom is explicit and purposeful, actively engaging students and promoting their own understanding of the process involved to gain new knowledge. To be explicit, teachers define, explain, discuss, and reinforce good comprehension strategies in multiple contexts and across different types (e.g. genres) of text. Teachers also connect strategies to the specific purposes of reading certain texts and present these strategies as part of the active process of comprehension. Instruction is planned in such a way that students understand that they need to focus on the language and the thinking behind the strategies.

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%

A. Programming and Scheduling Information

practice teachers are reminding students of the focus of the lesson, are giving a structure to classroom procedures—before, during, after and both students and teacher evaluate the lesson in light of the objectives developed. The language objectives are aligned to the ESI

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. Academic Intervention Services for at risk ELL students are designed to help them achieve the learning standards in English Language Arts, Math, Social Studies and Science. Students taking city and state standardized tests who score below designated performance levels are targeted as in need of AIS. Students in one through grade two who lack reading readiness are eligible for AIS small group instruction, guided reading and after school support delivered by fully certified teachers. Academic and support services include supplementary small group instruction in ESL, reading and content area instruction. ELL students also participate in extended day programs, after school tutorial programs, weekend programs, summer school programs. Supplemental interventions from guidance and support staff are provided as needed. An individualized language development plan (ILDLP) is developed, which is an extension of our goal setting protocol to use as the basis for our instruction of our ELL student at risk. It includes:

- An assessment of the student's present level of academic performance in English (reading, writing, math, etc.)
- An assessment of the student's English and native language proficiency
- Diagnosis of strengths and weaknesses
- A statement of short term goals
- A suggested timeline for mastering the goal
- Identification of staff responsible for supporting the student
- Recommendation for teaching materials and strategies
- Appropriate ongoing assessments and progress monitoring.

The following are some of the areas we focus in:

Phonemic Awareness: Phonemic awareness is difficult for ELLs especially long time ELLs because they may not yet have enough experience with English to be able to distinguish sounds that differ from those of their native language. These differences vary from one language to another. Teachers use targeted assessments to identify which sounds of English cause confusion, depending on the language backgrounds of their students, and provide more practice in these sounds.

Phonics: Systematic phonics instruction has proven to be very effective in helping newcomer ELLs, even those at fairly low levels of language proficiency, to learn to decode words. We provide SIFE ELL students with additional time and practice to learn to hear and produce the sounds of English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than native English speakers need. Additional time for phonics instruction is built into push-in and extended day reading programs for ELL's in all categories.

Oral language development: Phonics and phonemic skills, though important for newcomers, do not facilitate reading comprehension if students' oral language proficiency is not developed to the level of the texts they are expected to read. For this reason, we have combined reading instruction with intensive development of the oral language needed to understand the text. These programs combine effective reading programs for these ELLs and combine systematic phonics instruction with a print-rich environment that provides exposure to appealing reading materials in varied genres.

Vocabulary: English language learners are many thousands words behind their native English speaking peers. They need more vocabulary instruction than their native-speaking peers; they also need multiple exposures to the vocabulary to be able to retain new words. Everything a teacher of ELLs does should revolve around vocabulary acquisition - explaining, demonstrating, drawing, repeating, rephrasing, reading,

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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A. Programming and Scheduling Information

C. Schools with Dual Language Programs

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

N/A

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. Our teachers consistently participate in professional development to deepen their understanding of the ELL students and support their work for strategic grouping and planning to meet each student specific need. As a result of this effort teachers continue to implement best practice for vocabulary development through direct instruction of vocabulary words, making it an interactive and daily practice, using a systematic and cyclical approach and connecting students to vocabulary words learned. In addition, students are more consistently targeted in areas such as: adding details and extending responses, understanding what the question is asking, answering all parts of a multi-part question, using graphic organizers to plan answers, reading response journals, etc. Teachers incorporate a differentiated approach to teaching and consider the different modalities to develop the necessary academic language. They are developed in literacy via Teachers College Reading and Writing Project calendar days, monthly mathematics calendar days for all grade K-5. They attend institutes offered by the OELL and have been trained in a variety of topics such as: The Common Core Standards and the ELL, Addressing the Needs of ELLs, and Modifying Lessons for ELLs. All training is turn-keyed to the rest of the staff and monitored accordingly to ensure its implementation in the classrooms. Technology, Social Studies and Science specialists attend DOE sponsored PD sessions led by highly qualified staff in the areas of literacy, math, social studies and technology. The following are some topics to be addressed at P.S. 246 regarding English Language Learners: The Identification Process, The CCS and the ELL, Chancellor's Regulations and ELLs Compliance on Services Provided for ELLs in General and Special Education, Assessment Procedures and Accommodations for ELLs, Strategies and Methodologies to differentiate Instruction to Strengthen Support for the ELL.

Teachers are also being developed in looking at student work to plan lessons that incorporate the common core standards, targeting specific needs of students with necessary level of support for individual students. A Guided Reading room has been created and will continue to be developed where teachers can have easy access to leveled text that matches students' instructional level.

Teachers are deepening their understanding of the components and philosophy of a Balanced Literacy Approach to learning, revisiting each of these components and going over the structure of the workshop model for both reading and writing. Educational Assistants are currently in training to gain understanding about guided reading, administration and analysis of running record and development of targeted guided reading lessons on leveled text in order to provide additional support to our 1st graders (ELLs and Gen. educ.) in the classroom and help them become readers. This initiative help us build capacity as our first graders, especially our ELLs, improve and show growth across expected reading levels for the grade. As we move forward in the initial implementation of the Common Core Learning Standards, we will continue to offer our teachers targeted professional development gear towards addressing the NYS K-5 Literacy and Mathematics CCLS to empower all students become independent and lifelong learners. We began this process at the end of the summer with a series of workshops led by our literacy and math coaches. Teachers meeting by grade, in collaborative teams will continue to work with the coaches on looking at the CCS throughout the year to review curriculum maps to implement the Common Core-aligned units and culminating tasks session on alignment of Common Core Standards with repetitive units of study. Teachers will collect student work aligned to selected Common Core standards and plan for fall/early winter study. Teacher teams meet once a week to assess student work using a rubric and plan lessons that require evidence to support a claim. Teacher use the Common Core Library (CCL) "surfacing gaps" activity as a protocol to look at student work and teacher tasks.

We are developing a resourceful Guided Reading room where teachers can easily access leveled text to match students' instructional level. Calendar for this year needed

2. Guidance counselor in collaboration with teachers and the feeder schools maintain on-going communication and follow the transition of

D. Professional Development and Support for School Staff

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We are developing a resourceful Guided Reading room where teachers can easily access leveled text to match students' instructional level. Calendar for this year needed

2. Guidance counselor in collaboration with teachers and the feeder schools maintain on-going communication and follow the transition of our ELL students into the middle school setting. Support and training is provided by the administrative team on:

- Effectively interviewing student/family
- Articulation with teacher, parent and ELL student
- Monitoring student progress
- Requesting teacher input
- Articulation with feeder/receiver schools
- Middle School Application Process

3. All PS 246 staff have received a minimum of 7.5 hours of training as per Jose P. Currently, we have no new pedagogues in our TO but teachers have been consistently developed at the school level through in-house workshops such as: Developing thematic units, Separating Difference from Disability, Multiculturalism, and the ELL in the mainstream classroom. Our teachers have also participated of PD offered by the OELL such as: Intervention strategies for Slow Learners, Examining the Common Core Standards for literacy and Mathematics, Making It happen for ELLs, Helping Our ELL Meet CCS in Math, and the CCS and Implications for the ELL Student to name a few.

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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) Communication with parents is on-going via progress reports, notices, monthly calendar, monthly meetings and conferences. Parents are able to participate in their children's education by attending monthly workshops, adult ESL classes and technology classes that are offered after school and/or Saturdays. Technology workshops for parents, ESL and adult literacy classes for parents, Family Math Workshops, Parent/Student Science Workshops and a computer literacy program introduce parents to hands-on experiences to education used in their children's classrooms. Support staff (resource teachers and guidance counselors) conducts classes for parents and schedule conferences for families to help them navigate the school environment, monitor students' progress and meet the educational needs of their children.

2) Our Parent Coordinator organizes and articulates with Community Base Organizations (CBO) to assist and inform parents about resources available to them in the community. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA/Math testing, and how they can support their child's learning at home literacy. The parent coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community outreach and to get parent involve in the school life. A translated version of materials and handouts is provided where possible. A Spanish bilingual community support staff member is also available to serve as a liaison between parents, teachers and students.

3) We evaluate our parents' needs by closely analyzing the results of the NYC School Survey and our own developed Annual Parent Needs Survey administered at the end of each school year. We envision to improve our offering more opportunities to engage students and families in regular discussions and activities that will support students to show progress and meet school and class expectations.

We send information home to families via monthly memo and calendar explaining:

- oInformation on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library
- oDevelopmental stages of reading, writing and math to help parents gauge their child's progress and look forward to the next step
- oInclude monthly grade updates to inform parents about learning events in the classroom and standards being focused on during that period
- oPilot the 246pocottage.org website which will include the above mentioned information.

Guided by our parents' interests, needs and expertise, the parent coordinator in collaboration with the Parent Teacher Association (PTA) schedule workshops and activities aligned to their interest and to encourage parental involvement. Some activities scheduled for this year are:

- Learning Leaders Program- creating great school volunteers
- Word Bingo Nights- Parent and child engaging in playing word games, they can use to help their child(ren) at home.
- Literacy and Math Workshops-
 - Helping your child(ren) at home
 - Resources available to families (e.g. websites)
 - Dial-A-Teacher
 - Saturday Computer and ESL Literacy for Adults

4) The results of the School Survey and our needs assessment survey assist us to map out monthly activities for parental involvement and help us discover talents and develop parents to take on leadership roles within our school community. This is evident as more parents are becoming actively engaged in the decision making process of the school and are involved not only in scheduled programs activities but also assisting in the daily routines of school life (arrival, dismissal, lunch, classrooms assistance, book fair, etc.).

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

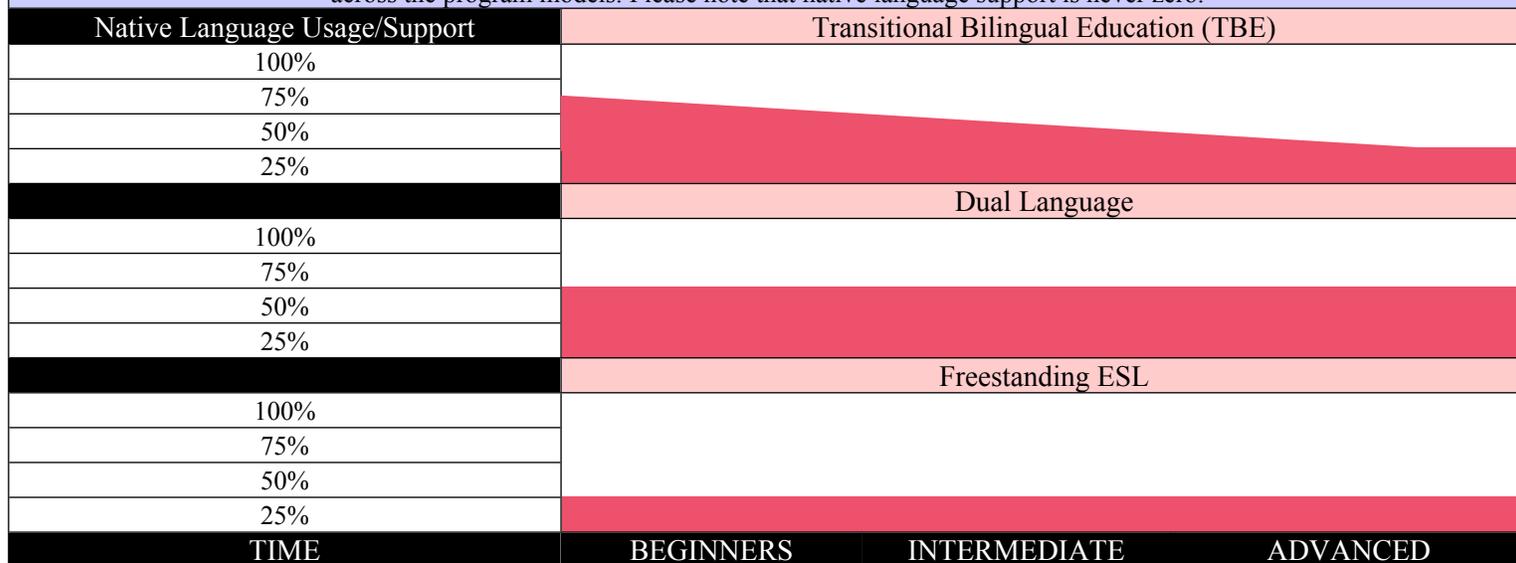
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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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?

8. Academic Intervention Services for at risk ELL students are designed to help them achieve the learning standards in English Language Arts, Math, Social Studies and Science. Students taking city and state standardized tests who score below designated performance levels are targeted as in need of AIS. Students in one through grade two who lack reading readiness are eligible for AIS small group instruction, guided reading and after school support delivered by fully certified teachers. Academic and support services include supplementary small group instruction in ESL, reading and content area instruction. ELL students also participate in extended day programs, after school tutorial programs, weekend programs, summer school programs. Supplemental interventions from guidance and support staff are provided as needed. An individualized language development plan (ILDLP) is developed, which is an extension of our goal setting protocol to use as the basis for our instruction of our ELL student at risk. It includes:

- An assessment of the student's present level of academic performance in English (reading, writing, math, etc.)
- An assessment of the student's English and native language proficiency
- Diagnosis of strengths and weaknesses
- A statement of short term goals
- A suggested timeline for mastering the goal
- Identification of staff responsible for supporting the student
- Recommendation for teaching materials and strategies
- Appropriate ongoing assessments and progress monitoring.

The following are some of the areas we focus in:

Phonemic Awareness: Phonemic awareness is difficult for ELLs especially long time ELLs because they may not yet have enough experience with English to be able to distinguish sounds that differ from those of their native language. These differences vary from one language to another. Teachers use targeted assessments to identify which sounds of English cause confusion, depending on the language backgrounds of their students, and provide more practice in these sounds.

Phonics: Systematic phonics instruction has proven to be very effective in helping newcomer ELLs, even those at fairly low levels of language proficiency, to learn to decode words. We provide SIFE ELL students with additional time and practice to learn to hear and produce the sounds of English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than native English speakers need. Additional time for phonics instruction is built into push-in and extended day reading programs for ELL's in all categories.

Oral language development: Phonics and phonemic skills, though important for newcomers, do not facilitate reading comprehension if students' oral language proficiency is not developed to the level of the texts they are expected to read. For this reason, we have combined reading instruction with intensive development of the oral language needed to understand the text. These programs combine effective reading programs for these ELLs and combine systematic phonics instruction with a print-rich environment that provides exposure to appealing reading materials in varied genres.

Vocabulary: English language learners are many thousands words behind their native English speaking peers. They need more vocabulary instruction than their native-speaking peers; they also need multiple exposures to the vocabulary to be able to retain new words. Everything a teacher of ELLs does should revolve around vocabulary acquisition - explaining, demonstrating, drawing, repeating, rephrasing, reading, writing, and manipulating with words throughout every aspect of instruction. The meanings of words are acquired through multiple opportunities to hear, say, read, and write the words in slightly different meaningful contexts. Teachers will have to create these contexts in

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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.

I

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)?

N/A

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.)
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Teachers are deepening their understanding of the components and philosophy of a Balanced Literacy Approach to learning, revisiting each of these components and going over the structure of the workshop model for both reading and writing. Educational Assistants are currently in training to gain understanding about guided reading, administration and analysis of running record and development of targeted guided reading lessons on leveled text in order to provide additional support to our 1st graders (ELLs and Gen. educ.) in the classroom and help them become readers. This initiative help us build capacity as our first graders, especially our ELLs, improve and show growth across expected reading levels for the grade. As we move forward in the initial implementation of the Common Core Learning Standards, we will continue to offer our teachers targeted professional development gear towards addressing the NYS K-5 Literacy and Mathematics CCLS to empower all students become independent and lifelong learners. We began this process at the end of the summer with a series of workshops led by our literacy and math coaches. Teachers meeting by grade, in collaborative teams will continue to work with the coaches on looking at the CCS throughout the year to review curriculum maps to implement the Common Core-aligned units and culminating tasks session on alignment of Common Core Standards with repetitive units of study. Teachers will collect student work aligned to selected Common Core standards and plan for fall/early winter study. Teacher teams meet once a week to assess student work using a rubric and plan lessons that require evidence to support a claim. Teacher use the Common Core Library (CCL) "surfacing gaps" activity as a protocol to look at student work and teacher tasks.

We are developing a resourceful Guided Reading room where teachers can easily access leveled text to match students' instructional level. Calendar for this year needed

2. Guidance counselor in collaboration with teachers and the feeder schools maintain on-going communication and follow the transition of our ELL students into the middle school setting. Support and training is provided by the administrative team on:

- Effectively interviewing student/family
- Articulation with teacher, parent and ELL student
- Monitoring student progress
- Requesting teacher input
- Articulation with feeder/receiver schools
- Middle School Application Process

3. All PS 246 staff have received a minimum of 7.5 hours of training as per Jose P. Currently, we have no new pedagogues in our TO but teachers have been consistently developed at the school level through in-house workshops such as: Developing thematic units, Separating Difference from Disability, Multiculturalism, and the ELL in the mainstream classroom. Our teachers have also participated of PD offered by the OELL such as: Intervention strategies for Slow Learners, Examining the Common Core Standards for literacy and Mathematics, Making It happen for ELLs, Helping Our ELL Meet CCS in Math, and the CCS and Implications for the ELL Student to name a few.

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) Communication with parents is on-going via progress reports, notices, monthly calendar, monthly meetings and conferences. Parents are able to participate in their children's education by attending monthly workshops, adult ESL classes and technology classes that are offered after school and/or Saturdays. Technology workshops for parents, ESL and adult literacy classes for parents, Family Math Workshops, Parent/Student Science Workshops and a computer literacy program introduce parents to hands-on experiences to education used in their children's classrooms. Support staff (resource teachers and guidance counselors) conducts classes for parents and schedule conferences for families to help them navigate the school environment, monitor students' progress and meet the educational needs of their children.

2) Our Parent Coordinator organizes and articulates with Community Base Organizations (CBO) to assist and inform parents about resources available to them in the community. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA/Math testing, and how they can support their child's learning at home literacy. The parent coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community outreach and to get parent involve in the school life. A translated version of materials and handouts is provided where possible. A Spanish bilingual community support staff member is also available to serve as a liaison between parents, teachers and students.

3) We evaluate our parents' needs by closely analyzing the results of the NYC School Survey and our own developed Annual Parent Needs Survey administered at the end of each school year. We envision to improve our offering more opportunities to engage students and families in regular discussions and activities that will support students to show progress and meet school and class expectations.

We send information home to families via monthly memo and calendar explaining:

- oInformation on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library
- oDevelopmental stages of reading, writing and math to help parents gauge their child's progress and look forward to the next step
- oInclude monthly grade updates to inform parents about learning events in the classroom and standards being focused on during that period
- oPilot the 246pocottage.org website which will include the above mentioned information.

Guided by our parents' interests, needs and expertise, the parent coordinator in collaboration with the Parent Teacher Association (PTA) schedule workshops and activities aligned to their interest and to encourage parental involvement. Some activities scheduled for this year are:

- Learning Leaders Program- creating great school volunteers
- Word Bingo Nights- Parent and child engaging in playing word games, they can use to help their child(ren) at home.
- Literacy and Math Workshops-
 - Helping your child(ren) at home
 - Resources available to families (e.g. websites)
 - Dial-A-Teacher
 - Saturday Computer and ESL Literacy for Adults

4) The results of the School Survey and our needs assessment survey assist us to map out monthly activities for parental involvement and help us discover talents and develop parents to take on leadership roles within our school community. This is evident as more parents are becoming actively engaged in the decision making process of the school and are involved not only in scheduled programs activities but also assisting in the daily routines of school life (arrival, dismissal, lunch, classrooms assistance, book fair, etc.).

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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)	23	13	2	5	12	5								60
Intermediate(I)	11	7	16	10	12	5								61
Advanced (A)	1	8	9	16	13	18								65
Total	35	28	27	31	37	28	0	0	0	0	0	0	0	186

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	4	3	1	0	6	0							
	I	12	4	4	3	1	2							
	A	10	13	7	19	10	8							
	P	9	19	20	9	26	32							
READING/ WRITING	B	23	13	2	5	11	5							
	I	11	7	16	10	13	5							
	A	1	8	9	16	12	18							
	P	0	11	5	0	7	14							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	17	9	3	0	29
4	14	12	2	0	28
5	18	21	0	0	39
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	1	0	2	3

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	16	3	10	0	0	0	35
4	10	2	21	5	10	0	1	0	49

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	0	26	3	11	0	1	0	45
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0		0		0		3		3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	18	6	14	1	2	0	45
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) P.S. 246 uses the following assessments tools to assess early literacy skills of ELLs students: Teachers College Reading Assessments (Lee and Low BEBOP Books), ELA Predictive and other assessments across various units of study to inform instruction.

Data collected is analyzed and ELLs learning is tracked and monitored through:

- Informal assessments (e.g., identifying common items, word lists, journal writing, graphic organizers, role playing, readers' theater) informal reading inventories and oral reading
- Informal assessment in small groups: Using low-level texts focused on nonfiction topics, assess comprehension through oral and written responses to the reading
- Retesting over the term to determine student progress and movement to next level
- Informally, total physical response activities, speaking, reading with less emphasis on Paper/pencil tests
- Picture-based, realia-based activities to stimulate responses, requiring knowledge of appropriate vocabulary
- Interviews and oral presentations (with rubrics) to demonstrate progress
- Students create learning posters to demonstrate what they have learned

Leadership and teachers meet at least once a month during preparation time and on extended time on Thursdays to look at student work, analyze Interim Assessment data , TC Assessment and discussed students' progress to make decision on grouping, differentiate instruction and necessary level of support for our ELL students. This also helps to early identify students that would need additional services and closely monitor their progress.

2) Patterns in proficiency levels reflected in the last NYSESLAT results indicate more significant increases in listening and speaking. Therefore, there is a need to put a greater emphasis on reading and writing instruction. To address this need we will focus on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at their appropriate level of difficulty. In addition, LAB-R result provide us with an initial insight on the proficiency level of the student not only for service eligibility but also facilitating grouping and initial level of support as well.

3) Instructional decisions are based on student needs. The results/patterns across the NYSESLAT modalities (reading/writing and listening/speaking, will be used to differentiate instruction to accommodate the students individual learning styles. The patterns of proficiency vary across the grades. NYSESLAT test score ranges for Listening and Speaking (L&S) and Reading and Writing (R&W) will continue to be carefully analyzed and closely considered for more effective planning to match students' specific learning needs and enable them to move from one language proficiency level to the next. We must continue supporting aLL teachers in developing and implementing focused-engaging lessons utilizing ESL methodologies, strategies and materials that would help the students acquire second language proficiency more effectively while keeping academic rigor. Both programs follow an explicit and systematic approach targeting the four

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.

I

Part VI: LAP Assurances

School Name:

P.S. 246

School DBN: 10X109

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Pascal Miller	Principal		11/21/11
Rufina Ortiz	Assistant Principal		11/21/11
Eleonor Rios	Parent Coordinator		11/21/11
Alba Linares	ESL Teacher		11/21/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		

School Name:

P.S. 246

School DBN: 10X109

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ellen Jonhson-Torres	Coach		11/21/11
Doreen Argenti	Coach		11/21/11
Tara Cannistraci	Guidance Counselor		11/21/11
	Network Leader		
Yasmina Martinez	Other <u>IEP Bil. Teacher</u>		11/21/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X246 **School Name:** PS 246 Poe Cottage

Cluster: DSSI Cluster 01 **Network:** CFN 109

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

Part A: Needs Assessment Findings

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.

To ensure PS 246 reaches its highest potential parent involvement is one of the most important components of our program. Our school fulfills parent notification requirements by providing each family with Language Assistance as needed.

The school keeps information about parents' preferred language of communication on the emergency contact cards and in ATS. On entry families complete the Home Language Student Information Survey.

The majority of our students (55%) are from Hispanic households so our families require translation in Spanish. 41% speak English at home. 4% of our families speak languages other than English and Spanish including Bengali, Albanian, French, and Vietnamese.

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.

Currently we rely on staff and families to support translation and interpretation in these languages where needed. Most of these families speak adequate English or have suitable interpreters within the household. This information is shared with staff via faculty meetings and with families via the PTA.

Parents can express a preference for their children to be placed in an ESL or Bilingual class.

The school has a designated person and a procedure in place to make arrangements for translation and interpretation services. There is a list of staff able to assist with translation available to all staff including the school safety officers. A copy of the Language

Identification Card has also been made available. The school has signs posted letting parents know about their rights to language access services.

The school uses the materials available on the NYCDOE Translation and Interpretation website to let parents know about their rights to language access services. The school has copies of the Parent Bill of Rights and the Family Guide in the appropriate languages for parents. We also display a welcome sign in multiple languages.

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.

School handbooks are translated in-house by the school.

The school translates citywide documents into Spanish and into other languages needed through the Department of Education Translation Services.

All parent / student notices, notices, letters and report cards are translated into Spanish. We are fortunate to have a bilingual Assistant Principal, Parent Coordinator, Secretaries, and Office Manager who are able to do this work.

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

The school has a process in place to make sure that the required translation services are available during school hours and for parent/teacher conferences and meetings.

All parent / student meetings, and phone calls made using the school messenger system are translated into Spanish. We have bilingual personnel available to assist in this effort; Assistant Principal, Parent Coordinator, Secretaries, and Office Manager who are able to do Spanish translations.

Our Assistant Principal, Parent Coordinator or Bilingual teachers translate all meetings.

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>.

The school has procedures that ensure Limited English Speaking parents can participate in activities, and their child's academic education in meaningful ways.

The school does not use minors to provide translation services.

The Translation and Interpretation Unit Have the school Parent Coordinator on the NYCDOE language access requirements. In collaboration with the Parent Coordinator, a school Community Liaison officer meets parents and supports all families in accessing activities and translation services.

A copy of the Parents Bill of Rights is handed out at Open Houses and parent meetings. Interpretation notice signs are posted at the school entrance and in the school office.

The Safety officer have a copy of the " I'm a parent and I speak..." signs that indicate the different languages they might speak.

Safety Plan procedures are incorporated into the School Handbook that students and families get annually.

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: P.S. 246	DBN: 10X246
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 107 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input 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: 6 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: We continually strive to narrow the achievement gap between our English Language Learners (ELL) and native English speakers. With this end in mind, we will be implementing an After School Literacy Academy for 107 ELL students in grades 2 through 5. An interactive, engaging and risk-free environment will be provided in which ELL's can practice their second language, develop a positive attitude towards acquiring the English and build their academic language in context while targeting expected ESL standard competencies. Participants will show improvement in language acquisition and reading skills as evidence by NYSESLAT proficiency level and TC Assessment. Students will engage in Listening, Speaking, Reading and Writing experiences in order to show movement from one level of English proficiency to another. Using Gear Up Intervention Program and the Empire State NYSESLAT practice book, teachers will plan strategic lessons to help students become better readers while practicing the types of questions found on the NYSESLAT such as: multiple-choice, short written response, extended written response, and oral response using picture description, sentence completion, storytelling with sequential images, word/sentence comprehension and comprehension of conversational language through social interaction.

The program has been scheduled to run twice a week, Mondays and Fridays from 2:45 pm to 4:45 pm, starting Dec 12, 2011 to April 27, 2012 for a total of 14 weeks.

December (12,16,19) ,January (6,9,13,20,23,27,30), February,(3,6,10,13,17,27)

March (2,5,9,12,16,19,23,26, 30), April (2,16,20,23,27)

Instructional services will be provided based on the English proficiency level of the students as determined by both quantitative (NYSESLAT levels -- Beginning, Intermediate, Advanced) and qualitative data. We will target 107 ELL students who have been serviced in grades 2, 3, 4, and 5. Instructional approach will support ELL students whose NYSESLAT analysis indicates that they are not advancing on the Reading and Writing modalities. These students will receive additional literacy support in ESL and ELA strategies in a variety of readings using materials (Gear-Up/ NYSESLAT Practice) purchased by Title III funds including fiction and nonfiction texts. To further support our students and to provide continuity, areas of study will be connected to specific targeted units of study covered during the day program. Reading material will be provided for students to read in the after school program and at home with their families. Instruction will be conducted in English by a team of 6 teachers; 3 certified ESL, 2 certified bilingual teachers and 1 content area teacher.

Participating students will have the opportunity to experience all language acquisition modalities as they express themselves through literacy. Targeted ELL students will engage in listening-speaking, reading-writing activities of varied difficulty, including role-playing while developing competency in the second

Part B: Direct Instruction Supplemental Program Information

language. The expected outcome is to increase performance of targeted ELLs on the NYSESLAT and ELA as well as acceleration of achievement in other content areas.

Based on a two-hour format, the program will be structured following a rotational schedule that will allow students to have academic instruction in one-hour intervals based on groupings, premised on their grade and NYSESLAT proficiency levels.

Time	Tuesday	Thursday
2:45-3:00	Snack -N- Chat/Social Interaction	Snack -N- Chat/ Social Interaction
3:00-3:15	(Read Aloud, Shared Reading, Shared Writing)	
3:15-4:05	Group A (Guided Reading)	Group A (Guided Reading)
Session 1 -----	Group B & C (Independent Work/ Centers, NYSESLAT Practice	Group B & C (Independent Work/Centers NYSESLAT Integrated Practice)
Session 2 -- -----	Group B (Guided Reading) Group A & C (SW/Centers)	Group C (Guided Reading) Group A & B (SW/Centers)
4:05-4:35	NYSESLAT Practice Listening/Speaking Listening/Reading	NYSESLAT Practice Reading/ Writing Speaking/Writing
4:35-4:45	Sharing Time/ Summarizing Learning	

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: In order to implement and deliver an effective ELLs instructional program appropriate for the targeted students, we will develop six professional development sessions through a Title III ELL Study Group. Six participating teachers in the Title III program will engage in an after school

Part C: Professional Development

ELL Study Group to deepen their understanding of second language acquisition and academic language development, incorporating a word study piece that will help them best guide students as they develop literacy in English. The study group will focus on strategies to connect with functional vocabulary words identifying the most common language functions currently being used in the classroom (e.g. asking for directions, permission, apologizing, etc.), infusing Common Core Standards and develop teaching and learning activities that would match the language needs of the students. The work will be guided by professional readings such as: Pauline Gibbons, Learning to Learn in a Second Language and Words Their Way with English Language Learners by D.R. Bear. In addition, teachers will study lessons for the after school Title III program that integrate standard-based rubrics targeting language indicators in the continuum of language learning. Teachers will collaborate to enhance the current language and content objectives that can be taught concurrently throughout the ELL after School Literacy program. The ELL study group will meet Fridays from 4:45 to 5:45 PM for 6 sessions from January – March, 2012. This work will be facilitated by Ms. Ortiz, our ELL coordinator and Ms. Johnson-Torres, our literacy Coach.

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: In addition to our mandated activities, we will provide parent outreach and training activities to help them become active participants in the education of their children. It is our goal to ensure that parents of ELLs feel comfortable in our school environment and are involved in the academic lives of their children. Based on the results of a parent survey completed in the Fall and the premise of keeping parents engaged in experiences that would facilitate a more targeted support for their children 's education at home, our parents will participate in a specially designed ESL and Computer Saturday Program. This Saturday ESL and Computer program will afford them the opportunity to improve and gain knowledge in two critical areas of interest: English Language acquisition skills and basic computer knowledge. This program has been created to help ELL parents become more confident and develop skills in using the computer and gain more access to English as necessary tools to support and help their children reach higher level of achievement.

The program will be held on Saturdays from 9 am to 12 noon as follows: December 3-10-17, 2011, January 7-14-21-28, 2012 and February 4 and 11. Instruction will be conducted by a team of 2 teachers; 1 certified bilingual speech teacher, Ms. Annette Jimenez and 1 certified special education technology teacher, Mr. Lito Verdeflor.

Parents will be notified about these activities in English and Spanish through dissemination of letters, flyers, phone calls, monthly PTA meetings and calendar.

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		