



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013

**COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: ARTHUR TAPPAN SCHOOL, PS/MS 46

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

DISTRICT 5/ MANHATTAN/05M046

PRINCIPAL: **GEORGE YOUNG**

EMAIL: GYOUNG@SCHOOLS.NYC.GOV

SUPERINTENDENT: **GALE REEVES**

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
George Young	*Principal or Designee	
Nancy Phillips	*UFT Chapter Leader or Designee	
Kircia Jimenez	*PA/PTA President or Designated Co-President	
Jeannette Laurel	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	
Millie Taliaferro	Member/Teacher /Chairperson	
Selena Martinez	Member/Teacher	
Mary Reichman	Member/Teacher	
Angel Vasquez	Member/Parent	
Michelle Howard	Member/Parent	
Stephanie Goodlow	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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: Students with Disabilities

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

By June, 2013 students with disabilities will demonstrate progress toward achieving state standards as measured by a 20% increase in student's scoring at Level 3 and 4 on both the New York State English Language Arts (ELA) assessment and New York State Math assessment and a 20% decrease in students scoring at Level 1. We project that with a 20% increase of students scoring a 3 or 4 on both the NYS ELA and NYS Math exams, there will be an increase of 3 of 11 students scoring a 3 or 4 in 8th grade, in 7th grade, we project an increase of 3 of 11 students, In 6th grade an increase of 3 of 12 students, In 5th grade an increase of 3 of 13 students, in fourth grade an increase of 2 of 6 students and in 3rd grade an increase of 3 of 12 students.

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.

School Accountability Report, School Environmental Survey, School Progress Reports, Quality Review, ARIS Reports, Instructionally Targeted Periodic Assessment (ITA), staff needs survey, NYSTART, ECLASS-2, Running Records, School Benchmark, Student Portfolios, School Wide Weekly and Cumulative Assessments, Teacher Data Reports (TDR), Student Portfolios

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies / activities that encompass the needs of identified student subgroups

- Our students with disabilities will participate in the extended day morning program from Monday-Wednesday 8:00-8:37 and after- school programs grades 3-5 from 3:00-5:00
- Response to Intervention will be used as a framework for monitoring student' progress. Professional Development will be offered to all staff members on the implementation of the Response to Intervention framework.
- The School Intervention Team (SIT) and the Pupil Personnel Committee (PPC) will work with Lead teachers to monitor and support Tier 1 intervention students during early morning sessions. The SETTS teachers will monitor Tier 2 intervention students and will pull out those students who need the support. They will support and monitor students as they work towards their academic goals.
- Students with disabilities will receive additional support during the school day through the use of Kaplan Reading Program, Wilson Reading, Foundations, Great Leaps and Recipe for Reading. This support will be provided by Teachers, Resource Room Specialist and Speech Teacher
- Staff will provide push in and pull out services to all students with disabilities during the school day 8:37 - 2:55
- Students in self contained-contained classes will be provided time to participate in general education classrooms using a flexible service schedule and inclusive classroom
- Special Education Providers (SETSS, Speech, Counseling and Occupational Therapist) will attend grade meetings and provided services as push in and pull out
- Professional Development will continually be provided for all staff on differentiated instruction and teaching students with disabilities
- Teachers will refer to Webb's Depth of Knowledge(DOK) when selecting activities which foster higher order thinking
- Align Curriculum maps to the CCCLS to ensure coherence of instruction and prioritization of standards based on data./Vertical Planning
- Data binders for students containing student conference notes

- Tasks Bundles from the Common Core Standards
- Use of Universal Design (UDL) for learning model
- Students will get continued support in the classroom, be provided extensions, enrichment activities in order for students to deepen what they know
- The Inquiry team will along with classroom teacher continue to track student progress and use data to drive instruction

b)Staff and other resources used to implement these strategies/activities,

- Special Education Teacher Support Services (SETTS) =Tier 2.
- Title 1 ELA Teacher/Coach
- Academic Intervention Service Provider (AIS) =Tier 1
- Speech-Language Provider, Counselor, Occupational Therapist
- Administration/Coaches/Inquiry Team Facilitators: Professional Development Planners and Providers
- Classroom Teachers
- Individualized Education Plan Teacher (IEP Teacher)
- Math Coach

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

- Grade meetings
- Faculty meetings
- Inquiry Team
- Curriculum Team
- Pupil Personal Committee (PPC)
- School Leadership Team (SLT)
- School Implementation Team(SIT)
- Utilize /analyze students self assessment data, student identified needs , and student goals.
- Response to Intervention

All teams listed above meet an administrator and discussed the use of academic assessments to evaluate the effectiveness of the strategies and activities listed above. A checklist has been put in place to evaluate each activity and program. Modifications to the activities are revised based on discussions with the teams.

The school uses:

- Common Core State Standards
- Danielson Framework for teaching
- Tuning Protocol
- Ongoing Strategic planning
- Universal Design for Learning (UDL)
- Webb's Depth of knowledge (DOK)

Using the above models, we will continue to disseminate school newsletters or websites highlighting events, workshops, academic/attendance, and improvement strategies. We will also:

- Enhance our school curriculum and programs
- Focus on what our students know and are able to do
- Give support in the classroom which provides extension and enrichment
- Have our students deepen what they know and move them forward
- Empower the learner
- Use data for student flexible grouping
- Focus on student learning and engagement while students produce rigorous / high level work products
- Establish a collaborative school culture where students focus on career and college readiness

d) Timeline for implementation

September, 2012-June,2013

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents are encouraged to actively participate on the School Leadership Team, The Parent Association, and Title 1 Parent Committee as trained volunteers and welcomed members of our school community. Our school will support families and members by:

- Offering workshops for parents who have students with disabilities geared towards the importance of the home-school connection
- Having Parent Coordinator as a liaison between the school and parent community
- Offering Parent, Teacher and Student Math an Literacy Game Night
- Presenting Cultural Events with students, teachers and parents
- Articles will be sent out to parents on interesting topics about students with disabilities
- Annual IEP/Initial/re-evaluation meetings
- Parents will be invited to classrooms to participate in writing celebration

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

- Holding an annual Title 1 Parent Curriculum Conference
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Supporting or hosting Family Day events
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title 1 Parent Committee
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.

Budget and resources alignment

• Indicate your school's Title I status School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

- 21ST Century Grant: This grant helps support our After-School Program including payment for teachers and paraprofessionals, Professional development for teachers and staff working the After-School Program, Parent Workshops (ENACT), materials and supplies , CBO partnership with Young Audiences.
- Contract for Excellence
- Title I
- Title II supplemental

Service and program coordination

Cultural Institutions: The Metropolitan Museum of Art, Jazz at Lincoln Center, the Apollo Theater Academy, Young Audiences, Carnegie Hall, Urban Arts, Studio in a School.

Higher Education Institutions: The City College of New York(CCNY)

Program Partners: Julliard School of Music , Road Runners Foundation, Columbia Presbyterian, Little Orchestra Society, Music and the Brain, Weill Music Institute, Cooperative, Healthy, Active, Motivated, Positive Students(CHAMPS), The Twenty First Century Learning Community, Vanessa Williams Foundation and The Robin Hood Foundation . These programs will offer exposure to the diverse, cultural, social and educational experiences.

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: English Language Learners

By June of 2013, English Language Learners (ELL) will demonstrate progress toward achieving state standards as measured by a 20 % increase in student scoring at level 3 and 4 on the New York State (NYS) English Language Arts (ELA) and Math assessments and a 25% decrease in students scoring at Level 1. We project that with a 20% increase in 8th grade ELL students scoring a 3 or a 4, there will be an increase of 3 of 11 students who will score a level 3 or 4 on their NYS Math or their NYS ELA exam. In 7th grade, an increase of 2 out of 8 students will score a 3 or 4 on their NYS Math or their NYS ELA exam. In 6th grade, an increase of 3 out of 12 students should score a level 3 or 4 on their NYS ELA or Math exam. In 3rd to 5th grades, an increase of 5 of 25 students would score a level 3 or 4 on their NYS ELA or Math exam. We project that there would be a decrease of level 1 or level 2 ELL students in 8th grade which means that 6 less students should score a 1 or 2 on their NYS ELA or NYS Math exams. In 7th grade, 6 less students should score a level 1 or 2 on their NYS ELA or Math exams. In 6th grade, 5 less students should score a level 1 or 2 on their NYS Math or ELA exams and in grades 3-5, 18 less students should score a level 1 or 2 on their NYS ELA or Math exams.

Comprehensive needs assessment

School accountability Report, School Environmental Survey, School Progress Reports, Quality Review, ARIS and Report, Instructionally Targeted Periodic Assessments(ITA), staff needs survey, NYSTART, ECLAS-2, Running records, School Benchmarks, School Portfolios, School Wide Weekly and Cumulative Assessments, Teacher Data Reports (TDR), Student Portfolios, LAB-R, NYSESLAT, ELSOL

Instructional strategies/activities

a) strategies / activities that encompass the needs of identified student subgroups

- The Inquiry Team will continue to track student progress
- The ELL targeted population will be administered a pre-post test and Reading Assessment System(RAS)
- After School programs grades 3-5 from 3:00-5:00 p.m. and morning program for ELL students Monday –Wednesday 8-8:37
- School Counselors will monitor students' progress and provide any social, emotional intervention or needs.
- c
- Parent outreach system will be in place to support ELL students
- Teachers will work together to differentiate instruction for ELL students.
- Teachers will use Webb Depth of Knowledge to drive instruction.
- Teachers will examine student work and utilization of their readiness level, therefore, providing multiple entry point for student work and lessons.
- ELL teacher will provide additional surfaces to students throughout the school day from 8:37-2:55.

Using the above models, we will continue to disseminate school newsletters or websites highlighting events, workshops, academic/attendance, and improvement strategies. We will also:

- Enhance our school curriculum and programs
- Focus on what our students know and are able to do
- Give support in the classroom which provides extension and enrichment
- Have our students deepen what they know and move them forward

- Empower the learner
- Use data for student flexible grouping

b) Staff and other resources used to implement these strategies/activities,

- Title 1 ESL teacher
- Title 1 ELA Teacher
- Academic Intervention Service Provider (AIS)
- Administration
- Classroom Teachers
- Math Coach

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

- Grade meetings
- Faculty meetings
- Inquiry Team
- Curriculum Team
- Pupil Personal Committee (PPC)
- School Leadership Team (SLT)
- School Implementation Team(SIT)

All teams listed above meet with an administrator and discussed the use of academic assessments to evaluate the effectiveness of the strategies and activities listed above. A checklist has been put in place to evaluate each activity and program. Modifications to the activities are revised based on discussions with the teams.

The school uses:

- Common Core State Standards
- Danielson Framework for teaching
- Tuning Protocol
- Ongoing Strategic planning
- Universal Design for Learning (UDL)
- Webb's Depth of knowledge (DOK)

Using the above models we will continue to:

- Enhance our school curriculum and programs
- Focus on what our students know and are able to do
- Give support in the classroom which provides extension and enrichment
- Have our students deepen what they know and move them forward

- Empower the learner
- Use data for student flexible grouping
- Focus on student learning and engagement while students produce rigorous / high level work products
- Establish a collaborative school culture where students focus on career and college readiness

d) Timeline for implementation

September, 2012-June,2013

Strategies to increase parental involvement

Educational research shows a positive correlation between effective parental involvement and student achievement. As a means of increasing parent involvement, we will:

- Have meeting for parents of ELL students will be held in early September.
- Workshops will be held for parents of ELL students with a focus on reading fluency strategies and comprehension strategies that parents and students can learn together to support academic progress.
- Present Parent, Teacher and Student Math and Literacy Game Night.
- Have a Parent Coordinator as a liaison between the school and parent community

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

- Holding an annual Title 1 Parent Curriculum Conference
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Supporting or hosting Family Day events
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title 1 Parent Committee
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

Cultural Institutions: The Metropolitan Museum of Art, Jazz at Lincoln Center, The Apollo Theater Academy, Young Audiences, Carnegie Hall, Urban Arts, and Studio in a School

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: General Education Students: Interactions With Multimodal Texts

By June 2013, students in grades 3-6 will demonstrate progress toward achieving Common Core Learning Standards as measured by a 30% increase in student scoring level 3 and 4 on both the New York State (NYS) English Language Arts (ELA) assessment and the New York State Math Assessment and a 30% decrease in the students scoring level 1. We project that in 8th grade there will be an increase of 15 students who will score a level 3 or 4 on their NYS ELA exam and an increase of 17 students who will score a level 3 or 4 on their NYS Math exam. This is based on 52 students who scored a 3 or 4 on their NYS ELA exam and 56 students who scored a 3 or 4 on their NYSTP Math exam last year. In 7th grade, we project that there will be an increase of 19 students who will score a 3 or 4 on their NYS ELA exam and an increase of 21 students who will score a 3 or 4 on their NYSTP Math exam. This projection is based on 63 students who passed NYS ELA and 68 students who passed the NYS Math exams last year. In grade 6, we project that there will be an increase of 13 students who will score a level 3 or 4 on their NYS ELA exam and an increase of 12 students who will score a level 3 or 4 on their NYS Math exam. This is based on 64 students having scored a level 3 or 4 on their NYS ELA exam last year and 59 students having scored a level 3 or 4 on their NYS Math exam. In grades 3-5, we project an increase of 34 students to score a level 3 or 4 on their NYS ELA exam and an increase of 38 students to score a level 3 or 4 on their NYS Math exam.

Comprehensive needs assessment

School Accountability Report, School Environmental Survey, School Progress reports, Quality Review, ARIS Reports, Instructionally Targeted Periodic Assessment (ITA), staff needs survey, NYSTART, ECLSS-2, Running Records, School Benchmarks, Student Portfolios, School Wide Weekly and Cumulative Assessments, Teacher Data Reports(TDR), Student Portfolios

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a)strategies/activities that encompass the needs of identified student subgroups,
- Grade level meetings that focus on differentiated instruction and using data to have flexible grouping
- Morning Program Monday-Wednesday from 8:00-8:37 and After- School Program for students in grades 3-5 from 3:00-5:00
- Using the Arts as a way to thematically concept topics and ideas
- Students receiving support in the classroom which provides extensions and enrichment in order for students to deepen what they know and push them further
- Using vertical planning and curriculum maps
- Teaching utilization of Webb's depth of Knowledge. For example, Teachers providing multiple entry points for students
- Response to Intervention will be used as a framework for monitoring student' progress. Professional Development will be offered to all staff members on the implementation of the Response to Intervention framework.
- The School Intervention Team (SIT) and the Pupil Personnel Committee (PPC) will work with Lead teachers to monitor and support Tier 1 intervention students during early morning sessions. The SETTS teachers will monitor Tier 2 intervention students and will pull out those students who need the support. They will support and monitor students as they work towards their academic goals
- Parent outreach system will be in place to support ELL students
- On-going grade level assessments
- Data binders for students with conference notes
- Using Task Bundles to meet grade level expectations
- Ongoing feedback between teachers and students
- Title 1 Reading teacher, supporting at risk students, provides push-in or pull-out services during the school day from 8:37-2:55

- AIS teachers, supporting students at risk, provide push-in or pull-out services during the school day from 8:37-2:55

b) key personnel and other resources used to implement these strategies/activities,

- Classroom teacher
- AIS teacher
- Administration
- Title 1 Reading teacher
- Math Coach
- Special Education support services
- Paraprofessionals

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

- Grade meetings
- Faculty meetings
- Inquiry Team
- Curriculum Team
- Pupil Personal Committee (PPC)
- School Leadership Team (SLT)
- School Implementation Team(SIT)

All teams listed above meet with an administrator and discussed the use of academic assessments to evaluate the effectiveness of the strategies and activities listed above. A checklist has been put in place to evaluate each activity and program. Modifications to the activities are revised based on discussions with the teams.

The school uses:

- Common Core State Standards
- Danielson Framework for teaching
- Tuning Protocol
- Ongoing Strategic planning
- Universal Design for Learning (UDL)
- Webb's Depth of knowledge (DOK)

Using the above models we will continue to:

- Enhance our school curriculum and programs
- Focus on what our students know and are able to do
- Give support in the classroom which provides extension and enrichment
- Have our students deepen what they know and move them forward
- Empower the learner
- Use data for student flexible grouping
- Focus on student learning and engagement while students produce rigorous / high level work products

- Establish a collaborative school culture where students focus on career and college readiness

d) Timeline for implementation

September, 2012-June,2013

Strategies to increase parental involvement

As a means of strengthening the connection and support between our school and the families, we will:

- Provide a workshop on the Common Core State Standards
- Invite parents to attend a training on using ARIS to support student achievement
- Math and Literacy Game Night
- Information session for parents about the State ELA exam and math exam
- Parents being invited to classrooms for writing celebrations
- Parent Coordinator as a liaison between the parent and school community

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

- Holding an annual Title 1 Parent Curriculum Conference
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Supporting or hosting Family Day events
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title 1 Parent Committee
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.

Budget and resources alignment

- Indicate your school's Title I status School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Cultural Institutions: The Metropolitan Museum of Art, Jazz at Lincoln Center, The Apollo Theater Academy, Young Audiences, Carnegie Hall, Urban Arts, and Studio in a School

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4: Pre-K to Grade 2: Addressing the New “Instructional Shifts”

- By June, 2013, all students in grades Pre-K-2 will demonstrate progress toward achieving Common Core Learning Standards as measured by 90% of students meeting or exceeding activity benchmarks on the Early Childhood Language Arts (ECLAS-2), E-PAL(grades 2 and 3), and 100% of students completing grade level performance tasks bundles.

Comprehensive needs assessment

School Accountability Report, School Environmental Survey, School Progress Reports, Quality Review, ARIS Report, Instructionally Targeted Periodic Assessment (ITA), staff needs survey, NYSTART, ECLAS-2, Running Records, School Benchmarks, Student Portfolios, School Wide Weekly and Cumulative Assessments, Teacher Data Reports(TDR), Student Portfolios

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups
 - Grade level meetings with a focus on differentiated instruction, using data to determine flexible grouping, student outcomes and student work
 - Teachers will refer to Webb’s Depth of Knowledge when selecting activities which foster higher order thinking
 - Teachers will create grade level assessments with emphasis on student progress
 - Professional Development on phonics, reading comprehension and fluency
 - Data Binders for students
 - Tasks Bundles aligned with the Common Core State Standards
 - Progress Reports and Reading Records
 - Response to Intervention will be used as a framework for monitoring student’ progress. Professional Development will be offered to all staff members on the implementation of the Response to Intervention framework.
 - The School Intervention Team (SIT) and the Pupil Personnel Committee (PPC) will work with Lead teachers to monitor and support Tier 1 intervention students during early morning sessions. The SETTS teachers will monitor Tier 2 intervention students and will pull out those students who need the support. They will support and monitor students as they work towards their academic goals
 - Engaging students in a curriculum that purposefully aligns key standards
 - School-Wide curriculum maps based on the Common Core State Standards with an emphasis of 90% non-fiction
 - Articulate rigor aligned to college and career readiness
 - Use of Danielson Framework of Teaching models to define what good teaching looks like
 - Inter-Class observation for teachers and modeling great teaching practices
 - Continuing to establish a professional learning community I our school
 - b) key personnel and other resources used to implement these strategies/activities
 - All classroom teachers
 - Title 1 Reading
 - Title Math
 - ELL Provider
 - AIS Teacher

- Administration
- Cluster Teachers
- Special Education Supports for Teachers and providers
- Counselors
- Attendance
- Family Workers
- Paraprofessionals

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Grade Meetings
- Faculty Meetings
- Inquiry Team
- Curriculum Team
- Individual Education Plan Team (IEP)
- Pupil Personal committee (PPC)
- School Leadership Team (SLT)
- School Implementation Team(SIT)

All the teams listed above meet with an administrator and discuss the use of academic assessments to evaluate the effectiveness of the strategies and activities listed above. A checklist has been put in place to evaluate each activity and program. Modifications to activities are revised based on discussions with the teams.

The school uses:

- Common Core State Standards
- Danielson Framework for Teaching
- Tuning Protocol
- Ongoing Strategic Planning
- Universal Design for Learning (UDL)
- Webb's Depth of Knowledge(DOK)

d) timeline for implementation

September, 2012-June,2013

Strategies to increase parental involvement

To increase and improve parent involvement and school quality, our school will:

- Offer workshop in October for Parents about the Common Core State Standards
- Parents will be invited to classrooms throughout the school year with a focus on parents expertise
- There will be evenings where members of the school community (parents, teachers and administrators) discuss their own careers
- Health and Wellness Fair
- Science Fair
- Math and Literacy Game Night
- Enact Workshops

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

- Holding an annual Title 1 Parent Curriculum Conference
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year.
- Supporting or hosting Family Day events
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title 1 Parent Committee
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
- Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- **Cultural Institutions:** The Metropolitan Museum of Art, Jazz at Lincoln Center, The Apollo Theater Academy, Young Audiences, Carnegie hall, Urban Arts, Studio in a School
- **Higher Education Institutions:** The City College of New York (CCNY)
- **Program Partners:** Julliard School of Music, Road Runners Foundation, Columbia Presbyterian, Little Orchestra Society, Music and the Brain, Weill Music Institute, Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS), The Twenty First Century Learning Community, Vanessa Williams Foundation, The Robin Hood Foundation

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5: The Middle School: Teaching Students Test Strategies / Rigor Yields Strong Results

By June, 2013, students in grades 7-8 will progress toward achieving Common Core Learning Standards as measured by a 25% increase in student scoring levels 3 and 4 on the New York State English Language Arts and Math exams. Based on 2011-2012 data, we project an increase in 8th grade of 13 students scoring a 3 or 4 on the NYS ELA exam and an increase of 13 students scoring a 3 or 4 on their NYS Math exam. In 7th grade, we project that there will be an increase of 16 students scoring a 3 or 4 on their NYS ELA exam and an increase of 17 students scoring a 3 or 4 on the NYS Math exam. We will continue to improve student engagement and socio-emotional development for all of our students, while encouraging them to apply to academically challenging High schools.

Comprehensive needs assessment

- School Accountability Report, School Environmental Survey, School Progress Reports, Quality Review, ARIS Report, Instructionally Targeted Periodic Assessment (ITA), staff needs survey, NYSTART, ECLAS-2, Running Records, School Benchmarks, Student Portfolios, School Wide Weekly and Cumulative Assessments, Teacher Data Reports(TDR), Student Portfolios

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
- Response to Intervention will be used as a framework for monitoring student' progress. Professional Development will be offered to all staff members on the implementation of the Response to Intervention framework.
- The School Intervention Team (SIT) and the Pupil Personnel Committee (PPC) will work with Lead teachers to monitor and support Tier 1 intervention students during early morning sessions. The SETTS teachers will monitor Tier 2 intervention students and will pull out those students who need the support. They will support and monitor students as they work towards their academic goals.
- Extended morning for students
- Using time within the school day to give additional support to the students at risk
- Teachers voluntary using an hour after school to additional support to students at risks
- Use of differentiated instruction
- Flexible grouping
- Curriculum Mapping / Vertical planning
- Middle School teacher meetings with a focus on student work and analyzing data
- Guidance Counselor interaction with Middle school teachers, students and parents to discuss strategies for human growth and development
- b) Staff and other resources used to implement these strategies/activities
 - ELA Teacher
 - Math Teacher
 - Social Studies Teacher
 - Science Teacher
 - Foreign Language Teacher

- Guidance Counselor
- Technology Teacher
- Physical Education Teacher
- Music Teacher (Vocal and Band)
- Art Teacher
- Title 1 Reading Teacher
- Title 1 Math Teacher
- Administration

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

- Grade Meetings
- Faculty Meetings
- Inquiry Team
- Curriculum Team
- Individual Education Plan Team (IEP)
- Pupil Personal Committee (PPC)
- School Leadership Team (SLT)
- School Implementation Team(SIT)

The school uses:

- Common Core State Standards
- Danielson Framework for Teaching
- Tuning Protocol
- Ongoing Strategic Planning
- Universal Design for Learning (UDL)
- Webb's Depth of Knowledge(DOK)

d) timeline for implementation.

September, 2012-June,2013

Strategies to increase parental involvement

To further encourage school-level parental involvement, we will

- Personal letters will be sent by Middle School Staff and Administration to parents, explaining policy, procedures and expectations
- Middle School to High School transition sessions during the afternoon and evening
- Parents, Teachers and Administration will escort students to High School Choice Fairs
- Parent Coordinator will act as a liaison between the school and parent community
- Parent, Teacher and Student Math and literacy Game Night will be offered.
- We will offer cultural events with students, teachers and parents
- Provide materials and training to help parents work with their children to improve their achievement level, e.g. literacy, math and use of technology. We will hold at least 5 family workshops that will include: using ARIS to help support the child, creating books and games that focus on ELA and Math skills, strategies on how to help children improve their achievement level, workshop for parents who have students with disabilities and workshop for parents who have children who are ELL,

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- **Cultural Institutions:** The Metropolitan Museum of Art, Jazz at Lincoln Center, The Apollo Theater Academy, Young Audiences, Carnegie hall, Urban Arts, Studio in a School
 - **Higher Education Institutions:** The City College of New York (CCNY)
- Program Partners:** Julliard School of Music, Road Runners Foundation, Columbia Presbyterian, Little Orchestra Society, Music and the Brain, Weill Music Institute, Cooperative, Healthy, Active, Motivated, Positive Students (CHAMPS), The Twenty First Century Learning Community, Vanessa Williams Foundation, The Robin Hood Foundation

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Program: Steck & Vaughn Reading Comprehension S	Title I (Coaches) (5-10 students) Pull-Out	All Year Extended Day, After School During the day
	Phonics-words their way, reading poems / decodable text, flashcards/letter tiles	Small groups: Push in or pull out	All Year Before school, during the day
	Reading Fluency Great Leaps, Comprehensive, Vocabulary, main idea, fact and opinions, making inferences and drawing conclusions	Pull out	All Year Before school, during the day
	Collection Series/QRI assessments given initially for placement/running records Wilson Reading/Foundation: phonics for students with disabilities The Language of Literature	Title I (Coaches) (5-10 students) Pull-Out	All Year Before school, during the day

	<p>for Middle School AIS Services are provided for level 1 and low level 2 students with and without IEPs</p> <p>As a Response to Intervention, SETTS teachers work with students who are at risk to support and help them meet their academic goals.</p>	Teachers work with ten students who are at risk	<p>Extended Day, After School Morning School is for 37 1/2 minutes Monday-Wednesday</p> <p>All Year</p>
Mathematics	<p>Math Steps, Everyday Math and Impact Math Manipulative-hands on materials Mathematic Diagnostic Assessment Intervention System Peer-Tutoring: 5th and 6th Grade students work with K-2 students who are struggling during the day</p>	AIS Services are provided for Level 1 and low Level 2 students with or without IEPs	<p>All Year During the day, Morning Extended Day and After School</p>
Science	Science Labs, textbooks, Projects, Hands-on, Tasks and Exit Projects	Science cluster takes a small group.	<p>All Year Extended Day Program</p>
Social Studies	Textbooks, Projects, Hands-on, Tasks and Exit Projects	Social Studies cluster takes a small group.	<p>All Year Extended Day Program</p>

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School Counselors manage the counseling program to ensure effective strategies are employed to meet stated student success and achievement. The school counselor provides proactive leadership that engages all stakeholders in the delivery of activities to help students achieve success in school. School counselors provide direct services to every student. The psychologist will work with children and parents prior to their evaluation, recommend medical evaluations, counsel children who are in crisis (not special education students) The Social Worker provides individual conferences with students and /or parents to address emotional and social issues. In emergency situations, immediate services are provided. Columbia University Hospital.</p>	<p>Small Group Individual Push-in Pull-out</p>	<p>Morning Session During School Day</p>

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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Highly Qualified Teachers

- **By June 2013, the school will adopt goals and plans to ensure all teachers are highly qualified and will report plans and progress in meeting teacher quality goals.**

NCLB requires states to measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students

To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, 3) prove that they know each subject they teach, 4) pass a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches)

Currently, there are 49 out of 60 teachers who are considered Highly Qualified (82%).

Strategies for attracting, recruiting and supporting Highly Qualified Teachers (HQT)

. We will attract and retain highly qualified teachers by continuing in house mentoring program, continuous professional development, assistance with building their professional portfolios, and support from administration and staff.

.To ensure that the current staff becomes highly qualified we will emphasize professional development as an essential component of the school day, provide appropriate structures to support effective teaching, engage in democratic and shared decision making, have grade level meetings and teams established in the building, using strategic planning and tuning protocol

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and

strategies as described in our Parent Involvement Policy and the School-Parent Compact;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 McDonald Varleton	District 5	Borough Manhattan	School Number 46
School Name The Tappan School			

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

Principal Mr. George Young	Assistant Principal Ms. Judith Bermudez
Coach Ms. Petra Corporan	Coach Ms. Bernalda Frias
ESL Teacher Mr. Luis A. Gomez	Guidance Counselor Ms. Sonika D. Barliraj
Teacher/Subject Area Ms. Glenda Cordero/1st Bilin	Parent Ms. Martiza Velasquez
Teacher/Subject Area Ms. Yasmin Villar/2nd Bil	Parent Coordinator Mr. Kyle Williams
Related Service Provider Ms. Sharon Goodman	Other Ms. Annette Rodriguez, Science
Network Leader McDonald Valerton	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	1	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	835	Total Number of ELLs	85	ELLs as share of total student population (%)	10.18%
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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. 

Paste response to questions 1-6 here

1. For initial identification of students who may possibly be ELLs, the HLIS (Home Language Identification Survey) is used to determine if the home language is English or not. The ESL teacher speaks Spanish and is able to conduct the initial screening in Spanish if necessary. If necessary, when Wolof, Fulani, Arabic, or another language is spoken by the family, a translator is provided by a family member or a staff member at the school. If the home language is English, then we do not administer the Lab-R to the student. If the home language is a language other than English, the student will be administered the Lab-R to see if he/she places into ESL at the Beginner, Intermediate, or Advanced level. If the student tests out of the Lab-R, he/she is not placed into the ESL program.

Every year all ELLs are required to take the NYSESLAT. Students receive a score of B, I, A, or P (testing out). The NYSESLAT consists of four parts: Reading, Writing, Listening, and Speaking, and each part is administered to each student. Speaking is conducted one on one. Listening, Reading, and Writing are conducted in groups.

As per mandate, parents are always informed in the language of choice. The letters used to inform parents of students testing and performance outcome in either the LAB-R, LAB-R Spanish and the NYSESLAT are the formatted letters provided by the NYCDOE. Names of staff and school phone numbers are included and the door is always left open for parents and or guardians to stop by the school or call to have their questions and concerns aswered.

2. Translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school's Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to the Federal Law No Child Left Behind Act. Most importantly, we avail ourselves to answer questions that our parents may have or any concerns.

Further, to ensure that parents understand all three program choices, we hold the state mandated parent orientations to families of new ELL as necessaryt hroughout the year. Our ESL teacher and administration conduct these workshops. At the meetings, parents are shown the parent orientation video which demonstrates the three program types in detail. The video is presented in their language of preference. Brochures in the parents' native languages are also provided giving detailed information about the three program choices as well as advice on what parents can do at home to help support the students. Participants fill out the Program Selection form and sign and submit it to the ESL teacher. Forms in the native language and English are also mailed home. Follow-up phone calls are made to ensure the return of all Program Selection forms

3. The Tappan School enrollment policy follows all state and city guidelines. All parents/guardians who are registering students' new in the New York City Public School System (ATS Admission Code 58) receive a Home Language Survey (HILS) from the

school's state certified English as a Second Language teacher (ESL). For parents who indicate a home language other than English the ESL teacher explains the school's bilingual and ESL program choices and the Revised Language Assessment Battery State test (LAB-R) and program choices and that they will receive letters notifying them of the results in the language of their choice.

Entitlement letters and non-entitlement letters are distributed to parents upon testing the child in the Lab-R. Continued entitlement letters in parents' native languages are also sent out in the beginning of the year. Follow up phone calls are made to confirm that letters have been received and to ask parents if they have any questions about the letters or the ESL program.

4. All efforts of the ESL and bilingual program at the Tappan School (P.S. 46M) are guided towards assisting the English Language Learners (ELL) population to succeed and meet the new and higher standards. We communicate with our parents to ensure they are aware of the programs offered at PS 46M and provide them with the best information and assistance in choosing the best program for their child. We offer parents workshops where information of grades, modalities and available programs are share.

Criteria such as English proficiency levels for all four modalities, as well as students' current grades (K, 1st, 2nd, etc.) are considered when making the bilingual/ESL placement and schedule. We try to group students according to the results of the Lab-R and NYSESLAT scores as well. Due to the high number of ELLs, as well as due to scheduling conflicts, all ELLs in the same grade are picked up together and ESL classes are differentiated to meet the needs of each individual student.

5. PS 46M prides itself with working alongside with the parental community. We listen to their concern and do what it takes to meet the students' needs and guardian request. The trend in program choices that parents have selected for the past few years is Freestanding ESL. The majority of parents choose this option. They express their desire for their child to focus completely on English. A few parents chose bilingual and almost none chose the dual language program. Hence, the school leadership has maintained a strong free standing ESL pull-out program and two Spanish bilingual classes to service entitled students in grade first and second.

6. The program model at The Tappan School is aligned with parent requests. Most parents prefer their children to be in a Free Standing ESL class which we provide at the school. The ESL teacher offers to assist parents who wish for their child to be moved to a school that has bilingual or dual language according to their program selection. Parents are also informed that we will create a bilingual program when we have 15 students in two consecutive grades that want to be in a bilingual or dual language class. When a parent requests a program that we do not provide at the school (ie. Dual Language Classes), the ESL teacher, school administration, guidance counselor and pupil accounting secretary all work together to help the guardian find a neighborhood school with the preferred program model.

Part III: ELL Demographics

A. ELL Programs

<p>This school serves the following grades (includes ELLs and EPs) Check all that apply</p>	<p>K<input checked="" type="checkbox"/> 1<input checked="" type="checkbox"/> 2<input checked="" type="checkbox"/> 3<input checked="" type="checkbox"/> 4<input checked="" type="checkbox"/> 5<input checked="" type="checkbox"/> 6<input checked="" type="checkbox"/> 7<input checked="" type="checkbox"/> 8<input checked="" type="checkbox"/> 9<input type="checkbox"/> 10<input type="checkbox"/> 11<input type="checkbox"/> 12<input type="checkbox"/></p>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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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 Bilingual Education (60%:40% → 50%:50% → 75%:25%)		1	1											2
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1	1	1	1					9
Push-In														0
Total	1	2	2	1	1	1	1	1	1	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	85	Newcomers (ELLs receiving service 0-3 years)	63	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	3

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	15									15
Dual Language	0									0
ESL	51		3	16		3	3			70
Total	66	0	3	16	0	3	3	0	0	85

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		6	9											15
Chinese														0
Russian														0
Bengali														0
Urdu														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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	6	9	0	15									

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	4	8	10	5	3	6	6	2					55
Chinese														0
Russian														0
Bengali				1			1		1					3
Urdu														0
Arabic				1				2	1					4
Haitian														0
French							1	1	2					4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					3	1								4
TOTAL	11	4	8	12	8	4	8	9	6	0	0	0	0	70

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?

A. Programming and Scheduling Information

Paste response to questions 1-7 here

1. How is instruction delivered?

a. What are the organizational models? PS 46M uses the pull-out model. Entitled ELL students are group and instructed in a free-standing separate ESL classroom. Always being flexible, sometimes the ESL teacher pushes in to support students in free standing classroom. Collaboration between the classroom teacher and ESL teacher is ongoing. It is crucial for the ESL teacher to be familiar with classroom curriculum in order to align and differentiate lessons with the classrooms. Alongside the administration, the ESL teacher suggests various ESL-related PD's for classroom teachers. We meet as a team during various grade meetings to collaborate with what the teachers are doing for ELLs inside the monolingual and bilingual classroom. When necessary, the ESL teacher also communicates effectively with the teachers via email and phonecalls after school hours.

b. What are the program models? In agreement with the PS 46M LAP team, the school's administration agrees that the program model to be set in place is mostly heterogeneous where various proficiency levels may be in one class. This model is align with the philosophy that students have different strengths and learn best from each other. When necessary, some classes, particularly in the kindergarten level, are homogeneous and may consist of all Beginner level ELLs. Except for Special Education bridge classes, students are mostly organized according to grade. Classroom instruction is always differentiated and stems from students level, culture and interest. Differentiation of the lesson is particularly evident when classes are heterogeneous, consisting of students at various grade levels and English levels of proficiency. When the ESL teacher is working with an advanced group, the beginners are able to support each other by speaking their native language with one another and assisting each other with the work.

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?

As per New York and City mandate, students at all levels are provided with the corresponding instructional time: Students scoring at a Beginning and Intermediate level on the NYSESLAT receive 360 minutes of instruction per week and students scoring at an Advance level receive 180 minutes per week. Students who exit the ESL program will receive Part 154 support as needed and requested by classroom teacher and time allows in the second language program. School administration ensure that all teachers meet the mandated ESL training and that bilingual and self contained staff servicing ELLs provided instruction using ESL methodologies such as scaffolding and differentiated instruction. Formal and informal observation, teacher's logs and, among others, student's progress serve as indicators that teaching requirements and state mandated ESL, ELA, and NLA instruction are being met.

The schedule was created with the supervision of our ESL Compliance Coordinator, ESL Teacher, and support from our LAP/Network support staff. Instructional blocks are used for the students to ensure that they receive the proper number of minutes per week of ESL. Extended day time is also utilized for ESL instruction for students at the beginning level and ELL students who need added academic help in preparation for state exams. Beginning and Intermediate students are picked up and seen by the ESL teacher more often than advanced students. If an Advanced level ELL is in a heterogeneous group with Beginner or Intermediate students, the Advanced level student does not participate in all of the pull-out classes.

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? On-going school and teacher's assessments and state mandated examinations are among the tools used to help determine ELL level of language proficiency. The NYSESLAT, LAB-R, ELE, El SOL, and the ECLAS guide teachers to adopting a strategy to best serve the ESL population and designed a LAP policy for the class. Accordingly, native language art (NLA) and English language instruction (ESL) is aligned with New York City's Language Allocation Policy (LAP) and reflects 40% English and 60% Spanish instruction for beginners; 50% English and 50% Spanish instruction for intermediate students; 75% English and 25% Spanish instruction for advanced ELL. Based on academic performance levels and assessment results the two bilingual classes will start with a 50% English and 50% Spanish instruction ratio for the school year 2010 - 2011. To ensure more individual time per students a small bilingual class setting is preferred. Each bilingual class will house approximately 20 students and never exceed the union contracted agreement. In essence, all Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week. All Advanced ELLs receive 180 minutes of ESL instruction per week.

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.

A. Programming and Scheduling Information

All lesson begin with the premise that they must be differentiated. Student's cultural background, language level and interest are always considered in ESL instruction at PS 46M. In order to make content comprehensible and enrich development, our ESL teacher uses many visual aids such as vocabulary cards with pictures and realia. The ESL teacher also uses the TPR (total physical response) method of teaching as well as hands-on manipulatives with the children. All of these visuals and various hands-on approaches help students stay engage and learn content. Singing songs, chants and acting out ideas are also part of the lessons. Computers with various English activity websites such as StarFall.com and many graphic organizers are also used to help make content comprehensible for student. The software Rosetta Stone is also part of the software packet used to further our students language abilities. Class trips related to specific curriculum content are scheduled with pre and post trip activities are also planned for ELLs. Our ESL classes are conducted in English, with native language support texts. In all, songs, poetry, music, cultural heritage realia, hands-on, and, among others, visuals are methods and aids use to help ESL/bilingual students meet and surpass state core standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

Some ELLs are not as strong in their native language as they are in English. In these cases, we focus on English evaluations and initial assessments. Students who speak Spanish and do not pass the Lab-R, are administered the Spanish Lab-R to help understand in which language the student is dominant. When an ELL student requires a psychological evaluation, depending on the child, the student is evaluated in his/her native language or with a translator present. Further, PS 46M ESL teacher, both the math and ELA coach, the assistant principal and PTA president are among the staff who speak Spanish in our school. They work as a team to ensure that all students are evaluated as mandated when necessary and that parents and guardians are appropriately informed.

5. How do you differentiate instruction for ELL subgroups?

a. There are no SIFE student in our school. However, in the event that we enroll any SIFE students in the course of the year we are ready to act. The ESL Teacher works closely with the classroom teacher to provide special differentiated activities for the student to work on during class. The ESL teacher will also provides reading materials, manipulatives, and letter and word cards for the student to use both in the ESL class as well as the general education classroom. This student will also receive AIS services as part of the RTI (Response to Intervention) model implemented at our school. The SIFE student receives extended day services, and we are closely collaborating with the student's parents to help understand the child as best as possible.

b. For the ELL newcomers, the ESL teacher differentiates instruction by providing prompts and pictures when necessary to help facilitate comprehension. The ESL teacher also allows beginner ELLs to visit during lunch hours for extra help. All beginner ELLs are required to participate in the extended day program. Recognizing that music helps in language acquisition, when possible, students are integrated in the school chorus. A great deal of visual, realia and hands on are always part of the lesson for ELL newcomers. Scaffolding and student's cultural heritage is use to welcome students, help them feel part of the new system and enhance their vocabulary in the targeted language. Further, ELL newcomers are ask to make vocabulary card rings to use with them throughout the day to help express themselves in all of their classes, at lunch, gym, dance, etc. Articulation among parents, ESL and classroom teacher is on-going.

c. For our ELLs of 4-6 years, classroom teachers and the ESL provider consistently monitor progress and growth via assessments such as Acuity tests, RALLY, DRA/benchmarks, informal writing and reading conferencing, and bimonthly running records. After analyzing the data, teachers plan for instruction to address their academic weaknesses aligned with the four modalities of ESL.

At PS46, there is a big emphasis on teaching comprehension strategies, focusing on main idea, predicting, and summarizing, which were some of the weakest skills of the students according to the Inquiry Team action research. By providing small group instruction, teachers are able to identify the specific skills in which students need the most help. Students are able to hone their skills, and at the same time this also helps them prepare for ELA and NYSESLAT.

d. There are no students who have completed six years of ESL in our school.

For students who continue to participate in the ESL program for six years and further the LAP team searches for evidence of learning dissabilities and or test taking difficulties. Test taking stragies, attention retation practices, and NYSESLAT test taking techniques will be used to ensure enhance results in state standardise test.

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic areas and accelerate English language development?

For ELLs identified with having special needs, we have various instructional strategies and materials that we use. The Wilson program, Guided Reading, and Reading Recovery are used to assist these students. Math and Literacy coaches and AIS are also extra supports for these students. The Voyager literacy program is used with small group instruction.

For ELLs identified with having special needs, the ESL teacher collaborates with the classroom teachers and special education teachers on a regular basis to support the child. It is important for the Special Education teacher and ESL teacher to collaborate in order to fully understand the child's needs in terms of second language acquisition vs. a learning disability. When appropriate, the ESL teacher pushes into the classroom to work with the students during the classroom lesson. When students with special needs are in the pull-out class, the ESL teacher creates differentiated instruction for these students. The ESL teacher has copies of all IEPs for students with special needs and regularly communicates with the psychologist, speech therapist, social worker, and parents regarding the needs of these students. The ESL teacher also attends IEP meetings and student intervention meetings so as to stay informed of added services and program changes.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWD within the least restrictive environment? We have multiple common prep periods to support all classes in all grades. There are also monthly common preps for teachers in ICT classes, including both partner teachers and paraprofessionals. We are supported by Presbyterian PSO Network which helps support teacher teams efforts.

Courses Taught in Languages Other than English ⓘ

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

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

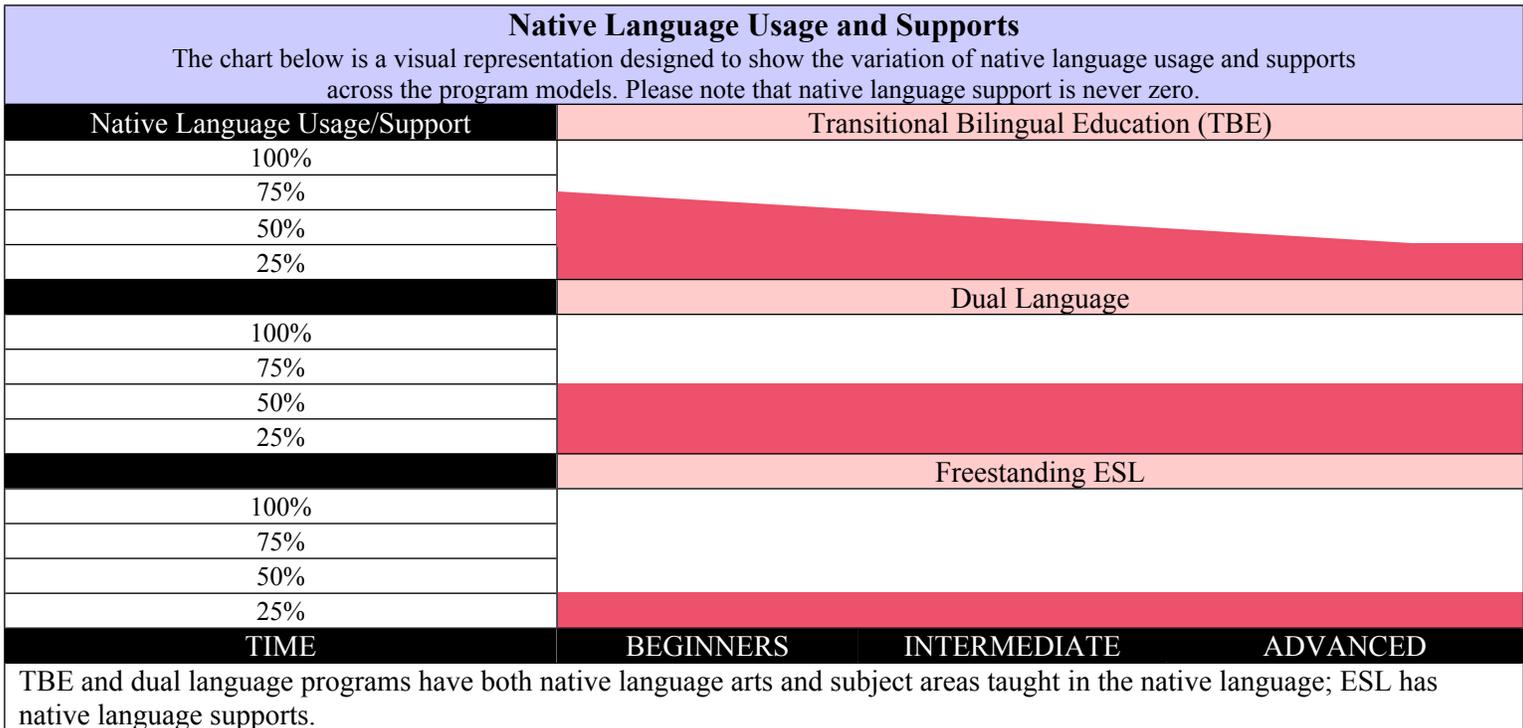
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (Specify ELL groups 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.

Our ELL students are part of our success. The ELLs' are an integral part of our school's learning experience. However, there is work to be done. The Spring, Summer and Winter of 2010-2011 our scores for English Language Arts (ELA) and State Math (STM) tests reflected that in both math and reading the ELL students were in the range of level II and level III. The Lower grade standardized assessment, October 2011 ECLAS and EL SOL, indicated a greater number of students in level I and level II. Reading Students with a low performance in the reading on the NYS ELA test will be given added time dedicated to enhancing comprehension. Read aloud, shared reading, guided reading, independent reading, vocabulary development, phonemic awareness, group discussion, and role playing will be among the approaches used to further develop literacy understanding.

P.S. 46 has many targeted intervention programs to meet the academic needs of our ESL population. The literacy coach and math coach provide intervention for ELLs in both ELA and Math support. The Resource service provides support for ELLs as well. The Resource teacher also focuses on ELLs with IEPs in a small group in the afternoons. We have specialty teachers for each of the content areas of science & math. During content-based lessons, small group instruction is provided for ELLs. We have guided math which provides targeted instruction. Various interactive activities provide students with extra opportunities to assist with English language acquisition.

Rosseta Stone and StarFall is a technology program we use to help students with vocabulary and reading comprehension using leveled texts that are appropriate for each individual student. We also use Imagine Learning, which is a technology program designed to support ELL students, as well as National Geographic to assist with non-fiction texts for ELLs.

During the 37.5 minute morning block, targeted ELLs in grade K-2 receive instruction in phonemic awareness, phonics, spelling, vocabulary, guided reading and writing, and the use of technology. 3-8th graders work on vocabulary, word skills, test sophistication, best practices in reading & writing, and Kaplan and Coach reading support.

9. Describe your plan for continuing transitional support (two years) for ELLs reaching proficiency on the NYSESLAT.

All staff and administration at PS 46M recognizes that students who reach proficiency on the NYSESLAT will continue to perform on state mandated exams and meet all state common standards. We don't turn our backs on these students. Former ELLs receive two years of transitional support after they pass the NYSESLAT exam. We make sure to continue to provide modifications on exams for them. Their classroom teachers are made aware that they are former ELLs as well. In addition, the CFI team is tracking progress of former ELLs using ARIS to identify and monitor these students. The ESL teacher and the LAP team offer an open door to the former students and parents to share concerns and seek support as needs. The guidance counselor also is made aware that names of the former ELLs so as to provide counseling as need it.

10. What new programs or improvements will be considered for the upcoming school year? Under P.S. 46's leadership, we are implementing the ELL Periodic Assessment, in order to better gauge the growth of ELLs throughout the year. Also, based on the transient patterns of ELLs, our ELL population is growing and we are looking into creating self-contained ESL classes and possibly additional Spanish TBE classes if the demographics and program selection of parents demand this. In addition, if the numbers of ELL students continue to grow, we are looking into hiring a second ESL teacher. Further we will be using Title III funding to purchase additional hardware and software to further implement the use of technology in the ESL and bilingual curriculum

11. What programs/services for ELLs will be discontinued and why? None at this time.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Alongside ESL pull-out services and self-contained classroom instruction, PS 46M offers a variety of supplemental services to meet the academic needs of all ESL students. Following, please find programs that will be implemented to further address and add to the academic intervention of the students who are in participants of extended services:

- After School Programs

Rationale: The instruction of our after school program will concentrate on tapping all language learning modalities; kinesthetic, auditory, tactile and visual. Target Population: The after school programs will be open to all Bilingual and ESL students. However, academic intervention will be concentrated on students who will be taking city and state exams and students who did not demonstrate the necessary ESL mandated gains in the NYSESLAT. The class will be taught by a certified ESL teacher, it will have no more than 15 students. Test taking strategies and instruction using ESL methodologies will be the center of instruction. Materials will include ELA readers, Math and ESL test taking strategies materials and NYSESLAT strategy guides. The after school program will meet 3:30 – 4:30pm on Tuesday through Thursday for 30 weeks.

- Saturday Academy

A Saturday Academy for all Bilingual and ESL in testing grades. The academy will provide additional opportunities for academic intervention. Each class will have up to 15 students. Students in monolingual classes will receive intensive instruction in ESL with a focus on literacy and mathematics. ELLs from bilingual education programs will get additional support in ESL and native language instruction, particularly in reading and math. Date/Frequency: The program is scheduled to begin in October 2011 and run through May 2012 when students are administered the last standardized exam for this academic year. The Saturday Academy will run from 8:30am – 12:30pm. Facilitator: 1 certified ESL teacher.

In addition, ELL students are required to participate in the 37minutes morning enrichment program. Guidance counselors, social workers and school nurse are also intoned to help monitor the social and health development of the ELL students. These preventive measures serve to avoid any students falling through the cracks.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Working closely with classroom teachers, the ESL teacher uses the students' class readers and libraries to complement the homeroom instruction and assignments.

The Tappan school implements the division's Susan Radley reading and writing workshop program. Everyday Mathematics published by McGraw Hill, StoryTown published by Harcourt and Scott Foresman New York for Social Studies are the curriculum used at PS46M. Along side these school's curriculums, picture dictionaries, manipulative, visual objects, and listening centers are among the many added sources at hand to aid the student's comprehension, develop vocabulary and incorporate cultural awareness. Students participating in self-

contained bilingual classes acquire second language proficiency as they continue to learn content area subjects in Spanish appropriate to their age and level. Spanish library !Mira Como Leo and Spanish curriculum text Invitaciones, published by Houghton Mifflin, are part of the overall bilingual class curriculum used to enhance students native language skills. As part of the balance literacy approach the self contained ESL program and the bilingual classes use the well rounded Into English program by Hampton-Brown Books to implement strategies such as:

- Reading aloud
- Shared reading
- Guided reading
- Independent reading
- Vocabulary Development
- Phonemic awareness
- Group discussion and interaction

All resources and teaching approaches adopted by the ESL and bilingual program at PS 46 are guided toward enabling ELL succeed in the state required examinations and meet the ESL state standards. These standards indicate that ESL students will listen, speak, read, and write in English for:

- Information and understanding
- Literacy response, enjoyment and expression
- Critical Analysis and evaluation
- Classroom and social interaction
- Cross cultural knowledge and understanding

14. How is native language support delivered in each program model?

Donated by the Robinhood foundation, PS 46M prides in having a state of the art library with book ranging in different genres and languages. ELLs are welcome to borrow books openly. Further, the bilingual classes are equipped with self contained Spanish Mira-Como-Leo library. The ESL teacher has books in Spanish, French and Arabic that help support the child's native language. Although instruction in our freestanding ESL classes is exclusively in English, students are able to discuss and read these books when they've finished their class work, and use them to assist with reading strategies. They also use these books as examples to help understand the components of a book. The ESL teacher also speaks fluent Spanish, so when necessary, sometimes directions or meanings are redefined in the native language to help facilitate understanding of the lesson content. Of course students support each other by speaking in their native languages when necessary during independent and group work.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?

After reviewing the RNMR ATS report, we observe patterns and trends of specific students' combined modalities. We look for students who might need additional support based on their scores and years as ELL students. During grade conferences and Instructional Support Team meetings with the ESL teacher and school administration, we review an action plan to support them via at-risk for SETTS or other related services.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Parents chose to send their children to PS 46M because, from the onset, the ESL/bilingual program and administration welcomes them with open arms. We make parents and students feel part of the community and school environment. Before the school year begins, parents are contacted and wellcome to join parent coordinator and assistant principal on a school and neighborhood introduction. Our school provides tours of the school facilities for students and parents, neighborhood walks through the community and school surroundings, and information of important contacts, i.e. Parent coordinator, Principal, Assistant Principal, nurse, etc.

17. What language electives are offered to ELLs?

None at this time.

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)?

No Dual Language Program are offered at PS 46M at this time.

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.

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs).
The P.S. 46M administration and staff understands that we are all part of a diverse community and share the same vision: To educate all students, help them to achieve and to maximize their potentials. Therefore, to ensure that we meet the needs of all students, our staff and teachers must be trained. Our school administration, ESL staff and teachers, in conjunction with the region/division staff, consult to ensure that training time and personnel is provided to a minimum of 7.5hrs of ESL/bilingual training for our staff to be in state compliance. Also, when necessary, the PD workshops are held for teachers, parents and caregivers throughout the school year. Administration, Bilingual and ESL teachers will attend monthly PD provided by the region and vendor consultants who are hired and paid with School's Title III budget. Five 50 minutes PD sessions will be devoted to Bilingual/ESL services. Following are the staff developments sessions that will be held this school year:

September 2011	“Assessment, Evaluation and Placement of ELLs”
October 2011	“Understanding, analyzing and Implementing the LAB-R and NYSESLAT to drive differentiated instruction”
November 2011	“Implementing ESL Strategies During the Literacy Block”
January 2012	“Using TRP, Hands On Approaches with ESL Students”
February 2012	“Prior Knowledge, scaffolding, Music and Multiculturalism for ELLs”

These professional development workshops will focus on how to support classroom teachers with best practices and researched based ESL strategies. Our goal is to provide teachers with, among others, state test awareness, scaffolding techniques and multiculturalism values in the classroom which would be used to teach content areas with academic rigor.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
PS 46M educational practices is committed to all students at all grade levels. Staff development is ongoing and professional development includes workshops instructing staff on various ESL teaching strategies. In order to prepare our ELLs for middle schools, we support them by providing additional AIS services with an emphasis in the content areas. The instructional strategies of AIS are geared to prepare the student for the academic rigor and content knowledge of middle school standards. Students are encourage even more to work in larger groups, participate in team research, learn independently using technology, practice note taking from teacher's lectures and , among others, be more open to a changing competitive multicultural world.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Recognizing that all teachers must have a minimum of at least 7.5 hours of ELL training, the administration at PS 46M ensures that ESL issues, standards, teaching methodologies is an on-going conversation with the entire school staff during city wide PD held days. Further, the ESL teacher participates and provides trainings, answers questions and hands out necessary documents during common planning periods/grade conferences in order to comply with Jose P. regulation. Content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests and how best they can be used to plan accordingly. Teachers are also encourage to participate in city held ESL/bilingual conferences. PS 46M teachers are always welcome to join ESL lessons held by licensed ESL and bilingual teachers of the school.

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?

Paste response to questions 1-4 here

1. Describe parent involvement in your school, including parents of ELLs.

It is said: “ It takes a village to raise a child”. At P.S. 46M we truly recognize and embrace the fact that we need our parents/caregivers and anyone in the community who cares for our children. We hold true to the idea that we are all in this together as a family. Recognizing the importance of parental involvement in the overall development and academic progress success of our students is one of PS 46M strategy for its continued success. Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student’s everyday learning. With an open door policy, continued articulation and parental support PS 46M will meet the demands of our bilingual, ESL instructional plan.

Henceforth, translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school’s Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to Obama's Raise To The Top State Grant Competition and the Bush era Federal Law No Child Left Behind Act. Most importantly, we avail ourselves to answer questions that our parents may have or any concerns.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

PS 46M administration, staff members and community agencies take part in collaborating to present various workshops and talk sessions with parents to support efforts in working with our school's young ELL learners: Dial-A-Teacher, tutoring through Harlem Children Zone, UFT SES program, cultural events and holiday extravaganza shows and events put on by the students and teachers, International Fair, Promotional Criteria and Your Child, the Spring Arts Fair. We also redesigned our school website and there will be a translation piece helping to provide translations in various languages for parents of ELLs. The Tappan School also partners with the NYC local police precinct and neighborhood fire department to answer questions, schedule visits and provide workshops for students and parents on safety.

3. How do you evaluate the needs of the parents?

The use of a Needs-Assessment survey are utilized and distributed to parents at the beginning of the school year and at the end of the year to assess the needs. Also, the school's PTA holds official meetings during open school night and parent orientation nights to discuss concerns, answer question and plan for the future. Based on this information, workshops are developed to meet their needs. Workshops are geared to address topics that parents have requested. At our ELL Parent Orientations, the ESL teacher also provides time and offers the opportunity to inquire about parents’ and students’ needs so that we are able to support them.

Further, our P.S. 46M staff makes daily observations of all students to check on behavior patterns, attendance records, children’s hygiene, and school-readiness. Teachers may make recommendations to administration and the student support teams (IST and SIT) in order to provide appropriate support to the parents.

4. How do your parental involvement activities address the needs of the parents?

With the support of our parent coordinator, data is collected from parents in terms of what workshops and trainings parents would like to see at our school, such as health related topics, ESL classes, how to assist children at home with homework, and how to foster the use of

native language use at home in order to improve their English language skills.

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)	11	10	5	1			2	4	4					37
Intermediate(I)			6	5	2	2	2	1	2					20
Advanced (A)			6	6	6	2	4	4						28
Total	11	10	17	12	8	4	8	9	6	0	0	0	0	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	6	14											
	I		1	11	8	4								
	A						6	7	6					
	P	1	3	5	2	4	3	3	1					
READING/ WRITING	B	6	14											
	I		1	11	8	4								
	A						6	7	6					
	P	1	3	5	2	4	3	3	1					

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				1		1		4
8	1								1
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.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (i.e. ECLAS, EL SOL, Fountas and Pinnell, DRA, TCRWP).
The NYSESLAT, LAB-R, ELE, EL SOL, the ECLAS and teacher's running records are among the tools that help guide teachers adopt a strategy to best serve the ESL population and designed a LAP policy for the class. Accordingly, native language art (NLA) and English language instruction (ESL) is aligned with New York City's Language Allocation Policy (LAP) and reflects 40% English and 60% Spanish instruction for beginners; 50% English and 50% Spanish instruction for intermediate students; 72% English and 25% Spanish instruction for advanced ELL. Based on academic performance levels and assessment results the two bilingual classes will start with a 50% English and 50% Spanish instruction ratio for the school year 2011 - 2012. To ensure more individual time per students a small bilingual class setting is preferred. Each bilingual class will house approximately 20 students and never exceed the union contracted agreement.

What insights does the data provide about your ELLs?

The data provides patterns in trends of our current and former ELLs. We learned that our former ELLs are scoring levels 3 and 4 in ELA, Math and Science standardized tests. Based on the NYSESLAT data analysis, we have observed that the majority of our 3-5th grade ELLs scored Advanced or Proficient in Listening and Speaking. These students need more support in Reading and Writing skills in which we will be providing in AIS support, after school programs, in-class support, and Title III academies.

How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This information helps our instructional plan because we know exactly what the academic weaknesses are for the students and furthermore we are able to provide a specific instructional focus based on this data.

Accessing and viewing data in ARIS allows us to plan our instructional programs (after school and Saturday academy) based on the academic weaknesses and strengths of our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns of the four modalities of the ELLs at PS 46M show that most students struggle with reading and writing more than listening and speaking. However, there are some students who are more proficient in reading and writing, but are not yet proficient in speaking and listening. This is particularly the case for our early childhood students Grades K-2. In order to support our ELLs in Grades K-2, we are inviting them to attend the Title III ELL Academy in the spring of 2012 in which they will be attending the after-school ELL Academy twice a week. Until that time, beginning ELLs in grades K-2 are also receiving AIS, and targeting instruction during 37.5 minutes.

3. How will patterns across NYSESLAT modalities-reading/writing and listening/speaking-affect instructional decisions?

All staff at PS 46M are intune with the fact that assessments are meant to be use to drive instructions. Hence patters of assessments and that of the NYSESLAT affect instructional decisions as well as grouping of students. Our ESL teacher focuses on speech patterns and pronunciation with those that scored lower in speaking. Songs, poetry and strategies as turn and talk and show and tell are used to enhance oral language development among ELLs. For the students who scored low in reading and writing, our ESL teacher focuses on sentence, paragraph, and essay structures, as well as phonics, decoding, reading comprehension skills and reading strategies. The Traffic Light approach with color-coded writing techniques is used. Based on our own assessments and that of the NYSESLAT data, we noticed that our upper grades 3-5 ELLs need additional support in comprehension strategies. Therefore, we created our ELL Academy to particularly focus on the following strategies: inferencing, main idea, and making predictions.

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? See above for detailed information on this. How are ELLs faring in tests taken in English as compared to the native language?

N/A - PS 46M population takes the mandated state tests in English

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

PS 46M implement the ELL Periodic Assessment to help better understand the academic strengths and weaknesses of the ELLs. Results on the Pearson website are carefully evaluated by the ESL teacher and classroom teacher to track progress in the four modalities. and created differentiated instruction as needed.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

The periodic assessment will help teachers to understand how each child is progressing in each of the four modalities. It will help us to recognize the students' strenghts and weaknesses in English so that instruction can be driven by this data.

5. For dual language programs, answer the following.

N/A - No dual language programs are offered at PS 46M

6. Describe how you evaluate the success of your programs for ELLs?

PS 46M evaluates the success of our ELL students by observing their academic growth via summative and formative assessments. We measure their academic growth by “one year’s progress”. We expect our ELLs to meet or exceed the ESL standards and other content area state standards. The NYSESLAT is an assessment tool in which we measure their language proficiency and most importantly we evaluate their success by having our ELL students take risks in speaking, writing and reading in English for communication with their peers and teachers. Our ESL teacher provides a safe and nurturing environment so that our ELLs can thrive and be successful in school.

Part VI: LAP Assurances

School Name: The Tappan School - PS 46

School DBN: 05m046

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. George Young	Principal		12/1/11
Ms. Judith Bermudez	Assistant Principal		12/1/11
Mr. Kyle Williams	Parent Coordinator		12/1/11
Mr. Luis A. Gomez	ESL Teacher		12/1/11
Ms. Maritza Velazques	Parent		12/1/11
Ms. Glenda Cordero/First Bil	Teacher/Subject Area		12/1/11
Ms. Yasmin Villar	Teacher/Subject Area		12/1/11
Ms. Petra Corporan	Coach		12/1/11
Ms. Bernalda Frias	Coach		12/1/11
Ms. Sonika D. Barliraj	Guidance Counselor		12/1/11
McDonald Varleton	Network Leader		12/1/11
Ms. Sharon Goodman	Other <u>Related Service</u>		12/1/11
Ms. Annette Rodriguez	Other <u>Science</u>		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 05M046 **School Name:** The Tappan School

Cluster: Mr. C. Groll **Network:** McDonald Varleton

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.

When students enter the New York City Public School system, they are given a Home Language Survey. While completing this survey, translations are immediately made available. An ESL licensed pedagogue who is bilingual in both English and Spanish will either conduct the interview or call someone who speaks the home language of the parent. Parent Orientation Meetings in selecting the educational options are made available in the home language of the parent. These orientations occur within ten business days. The Parent Coordinator and ESL teacher collaborate in scheduling these Parent Orientation sessions on an as needed basis. All letters and other documents distributed to parents are made available in the home languages represented in our student population. Since Spanish is the only other language needed besides English, all written documents are provided in both languages. Finally, We also utilize the RPOB report as a tool to analyze and calculate the number of percentages of home languages.

Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student's everyday learning. With an open door policy, continued articulation and parental support PS/IS 46M will meet the demands of our bilingual, ESL instructional plan. Henceforth, translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school's Parent Association and Parent Coordinator is always informed of Bilingual and ESL State/City guidelines and regulations

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.

After reviewing PS/IS 46M demographics and its relevant data in the ATS system and our records of the home language surveys, the Language Allocation Policy team is aware of the community needs for document translation. Ten percent of the 835 students enrolled in the school are ELL students. These students are predominantly from the Dominican Republic with Spanish as the home language. This information was presented to the parents in the first school wide parents' meeting held in the student cafeteria early on the month of October 2011. Such findings are always reported to the school community in a timely manner to ensure an open communication with the school's parents.

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.

The Tappan School is proud to report that our staff is composed of professional from a diversified background who are competent and fluent in a number of languages. Our security officer speaks Spanish and greets Spanish speaking parents in their native languages. The Parent association president for the school year 2001-2012 is a Spanish speaker as well as is one of our assistant principals. , qualified professional, cluster teachers, title I, self contained bilingual teachers and ESL teachers in our school building provides all oral and written translation services. All documents are translated within a one-week time frame. Most services are provided during the school day; however, these individuals are paid per session for certain projects if necessary. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed.

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

Oral interpretation services are provided in-house. The Parent Association President, title I teachers, Assistant Principal, bilingual teachers and security officer in the building are always on-board to provide the necessary interpretation services to our school community. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed.

Direct communication with student's parents and guardians is key to our schools success. All school and New York City Department of Education documents, formal and/or informal, are translated and provided to parents in a timely fashion. Staff members in key positions are always available to translate documents, answer questions and provide oral interpretation during school meetings and parent/teacher meetings.

School personnel who speak Spanish as a native language include: Both bilingual teachers (Ms. Villar and Ms. Solis), the ELL teacher (Mr. Gomez), the Assistant Principal (Ms. Bermudez), the math coach (Ms. Corporan), the school security (Mr. Hector), paraprofessionals (Ms. Williams, Ms. Diaz).

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>.

We will ensure that translation and interpretation services are fulfilled in a timely manner. If translation and/or interpretation is unavailable in-house, then we will contact the Language Interpretation and Translation Unit to schedule services. Finally, we also have signs posted in the foyer and main lobby indicating the availability of translation and interpretation services. Our goal is that all parents know they have a right to an interpreter or translator to promote parental involvement in our school.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Tappan School - PS/IS 46M	DBN: 05M046
Cluster Leader: Mr. Christopher Groll	Network Leader: McDonald Varleton
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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 85
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

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:

All efforts of the ESL and bilingual program at the Tappan School (PS/IS 46M) are guided towards assisting the English Language Learners (ELL) population succeed and meet the new and higher standards in all core subject areas. PS/IS 46M is a PreK - 8th elementary/intermediate school located in the western Harlem area of Manhattan with a population of roughly 835 students of which roughly ten percent are ELLs with Spanish as the dominant language. To accommodate the language and academic needs of the ELLs we have created two self-contained transitional Spanish bilingual classes and a free standing English as a Second Language (ESL) program. Instruction in the two self-contained Spanish bilingual classes is provided in the first and second grade. ELL students not participating in the school's transitional bilingual program are provided the mandated ESL instruction by a State licensed ESL teacher.

Independent of Part 154 mandates, the PS 46M allocation of the Title III funds for the school year 2012-2013 will be utilized solely to further enhance instructional program of ELL's target language (L2 - English), provide staff professional development (PD), and enhance parental involvement. To meet our goal we will purchase materials, participate in PD, supplement and create new L2 instructional programs to help advance the lives and education of our school's bilingual and ESL community. Our emphasis is to aide Bilingual and ESL students meet the ESL, English Language Arts (ELA), and L2 math city and state standards. Supported by licensed teachers, following are planned targeted English programs that will help ensure academic success for Bilingual and ESL students in the targeted language. The language of instruction for which the Title III funds will be use will be exclusively for the purpose of ELL learning and performing well in an English Language setting.

- After School Programs – (Provided Budget Allocation)

Rationale: The instruction of our after school program will concentrate on tapping all language learning modalities; kinesthetic, auditory, tactile and visual. Target Population: The after school programs will be open to all Bilingual and ESL students. However, academic intervention will be concentrated on students who will be taking city and state exams and students who did not demonstrate the necessary ESL mandated gains in the NYSESLAT. The purpose of the program is to increase ELL student's exposure to the English language and further their academic and language

Part B: Direct Instruction Supplemental Program Information

performance in the mandated state exams. The class will be taught by a certified ESL teacher and two certified bilingual teachers, it will have no more than 15 students. Test taking strategies and instruction using ESL methodologies will be the center of instruction. Materials will include ELA readers, Math and ESL test taking strategies materials from the Hardcore publishing company and NYSESLAT strategy guides. The after school program will meet 3:30 – 4:30pm on Tuesday and Thursday for a total of fifty (50) hours. In preparation for the state exams, Title III after school program will commence after the winter break.

- Saturday Academy – (Provided Budget Allocation)

A Saturday Academy for all Bilingual and ESL in testing grades. The academy will provide additional opportunities for academic intervention. Each class will have up to 15 students. Students in monolingual classes will receive intensive instruction in ESL with a focus on literacy and mathematics. ELLs from bilingual education programs will get additional support in ESL and native language instruction, particularly in reading and math. Date/Frequency: The program is scheduled to begin in January 2013 and run through May 2013 when students are administered the last standardized exam for this academic year. The Saturday Academy will run from 9:30am – 11:30pm for a total of fifty (50) hours. Facilitator: 1 certified ESL teacher, also certified bilingual teacher. As an extension to instructional ESL theme, PS 46 will incorporate museum visits to enhance cultural understanding.

- Materials Supplies and Events

All Bilingual and ESL students enrolled in either the After School and/or the Saturday Academy program will enjoy further academic and cultural development through the purchase of added supplies and materials with Title III allocated funds. Museums visits, Hardcourt and Attanassio Associates libraries and test preparation materials, classroom supplies, Rosetta Stone language learning software and computers will contribute to the tools used that continues to assist and expand ELL's cultural awareness and language development.

PS/IS 46M enjoys a state of the art Apple computer lab. To maintain technology compatability in the school, the hardware and software to be purchased for Bilingual Classes and Free-standing English Language Learners will also be Apple. New software will be purchase to enchange and update L2 learning. The Hardware purchase will update and, when necessary, replace old equipment. This will be done only after consultation with the computer teacher and approval of the school's LAP team and principal.

Part B: Direct Instruction Supplemental Program Information

In light of 21st century technology and the need to be digital citizens in order to compete in today's society, PS/IS 46M aims not to leave behind its bilingual and ESL population. Above all, we aim to engage our Bilingual and ESL students in the use of technology in ways that are academically sound. Our focus is to connect to content and state standards that bridge the worlds of school, work and home. License and software such as mathland, starfall, and photoshop will certainly be added tools for our teachers to aid in bridging the mathematical, language and creative technological gap of our students.

All expenses made with the 2012-2013 Title III funds will follow state and city guidelines. All materials purchased will be used to help develop and improve the student's academic and cultural understanding. All materials will be labeled appropriately for inventory purposes.

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: Professional Development and support for School Staff

The P.S. 46M administration and staff understands that we are all part of a diverse community and share the same vision: To educate all students, help them to achieve and to maximize their potentials. Therefore, to ensure that we meet the needs of all students, our staff and teachers must be trained. Our school administration, ESL staff and teachers, in conjunction with the district/division staff, consult to ensure that training time and personnel is provided to a minimum of 7.5hrs of ESL/bilingual training for our staff to be in state compliance. Also, when necessary, the PD workshops are held for teachers, parents and caregivers throughout the school year. Administration, Bilingual and ESL teachers will attend monthly PD provided by the region and vendor consultants who are hired and paid with School's Title III budget. Five 45 minutes PD sessions will be devoted to Bilingual/ESL services. All PD will help train Title III teachers and all teachers in becoming more sensitive to the cultural and educational needs of ELL and bilingual students. Strategies discussed will help teachers develop their student's academic and language performance. Following are the staff developments sessions that will be held this school year:

September 2012	"Assessment, Evaluation and Placement of ELLs"
October 2012	"Understanding and Implementing the NYSESLAT"
November 2012	"Implementing ESL Strategies During the Literacy Block"
January 2013	"Using TRP, Hands On Approaches with ESL Students"

Part C: Professional Development

February 2013

“Prior Knowledge, Music and Multiculturalism for ELLs”

The professional development (PD) component of the PS 46M Title III program will continue to build the capacity of our school personnel to provide effective ESL, NLA and content area instruction to all its second language learners. Our PD focus, presented by a state certified ESL personnel, will be on innovative and effective ESL instruction for the various levels of ESL and specific targeted sub-groups such as students with interrupted formal education and non-English speakers in self-contained monolingual class.

Materials:

We will use a research-based book such as “Scaffolding Language, Scaffolding Learning” by Pauline Gibbons. The teachers will read and discuss the chapters and then lesson plan, incorporating the ELL strategies they are learning. We will assess the effectiveness of the PD by observing improved classroom practices and student scores of in-house and state assessments.

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:

“ It takes a village to raise a child”. At PS/IS 46M we truly recognize and embrace the fact that we need our parents/caregivers and anyone in the community who cares for our children. We hold true to the idea that we are all in this together as a family. Recognizing the importance of parental involvement in the overall development and academic progress success of our students is one of PS 46M strategy for its continued success. Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student’s everyday learning. With an open door policy, continued articulation and parental support PS 46M will meet the demands of our bilingual, ESL instructional plan.

To further empower our parents, the school's PTA holds official meetings during open school night and parent orientation nights to discuss concerns, answer questions and plan for the future. Based on this information, workshops will be developed to meet their needs. Workshops are geared to address topics that parents have requested. At our ELL Parent Orientations, the ESL teacher also provides time and offers the opportunity to inquire about parents’ and students’ needs so that we are able to support

Part D: Parental Engagement Activities

them.

With the support of our parent coordinator, data is collected from parents in terms of what workshops and trainings parents would like to see at our school, such as health related topics, ESL classes, how to assist children at home with homework, and how to foster the use of native language use at home in order to improve their English language skills. To increase attendance and participation, hot food will be provided during the meetings and raffles will be held. A bilingual/ ESL christmas and end of the school year celebration will be hosted to parents.

Translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school’s Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to Obama's Raise To The Top State Grant Competition and the Bush era Federal Law No Child Left Behind Act. Most importantly, we avail ourselves to answer questions that our parents may have or any concerns.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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 		

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,200.00	