



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: ANNA M. SHORT SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER): 04M146

PRINCIPAL: DR. MONA SILFEN

EMAIL: MSILFEN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. LUZ CORTAZZO

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
Dr. Mona Silfen	*Principal or Designee	
Ms. Kisha Shoulders	*UFT Chapter Leader or Designee	
Ms. Nicole McClammy	*PA/PTA President or Designated Co-President	
Ms. Sharon Curtis	Member/Paraprofessional	
Ms. Sandra Toro	Member/Paraprofessional	
Ms. Danette Suarez	Member/Teacher	
Ms. Brenda Pellot	Member/Secretary PA	
Ms. Babana Medrano	Member/Treasurer	
Mr. David Cruz	Member/Parent	
Ms. Karen Griffin	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

- **By June 2013, students will strengthen their mathematical skills outlined in the Common Core Learning Standards for Mathematics, as evidenced by students obtaining 55.0% on the open-ended, constructed response portion of the 2012-2013 statewide mathematics exam.**

Comprehensive needs assessment

- **School-wide students obtained 50.0% of possible points on the open-ended, constructed response portion of the 2011-2012 statewide mathematic exam. Based on this student achievement data and other assessments the school-wide initiative for 2012-2013 will focus on the continuing development of cognitively demanding tasks that require students to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution aligned to Math CCLS.**

Instructional strategies/activities

- **Grade leaders and consultants will provide teachers with on-going professional development opportunities such as; lunch and learns, intervisitations, and workshops in CCLS Mathematical Practices, strategies to demonstrate these practices (bi-monthly)**
- **Administrators will provide a Pre-Assessment Teacher Reflection Form to set differentiated professional goals for teachers in the eight practices**
- **Supervisors and teachers will collaborate to set and monitor teacher goals**
- **Supervisors and teachers will conduct instructional Rounds walk-throughs on a weekly basis, focusing on classroom environment, teaching practices, and CCLS mathematical practices**
- **Staff will conduct pre walk-through focus meetings to establish lens for classroom visits**
- **Staff will conduct weekly reflective post walk-through meetings to identify supportive and non-supportive evidence and pose questions for next steps**
- **Teacher teams (on grade and across the school) will plan weekly for next levels of work based upon findings of walk-throughs to support teacher growth in the eight mathematical practices**
- **Teacher teams will collaborate to identify, develop and analyze needs while planning to teach CCLS mathematical practices effectively and explicitly**
- **Supervisors will utilize the Professional Teaching framework for conducting classroom observations with a focus on CCLS mathematical practices and for conducting pre-planning and post-reflection conferences with teachers**
- **The administration will identify a lead teacher on each grade to be the liaison to plan and ensure effective communication and implementation of math initiatives on the grade**
- **Schedule common Professional Learning Team (PLT) planning meetings in the school program**
- **Scheduling to support teacher meetings, walk-throughs, and intervisitations**

- **Math consultants and administration will support teachers in reflective conversations and professional practices**
- **After school program for students in grades 3-5 with targeted differentiated math instruction with leveled grouping and mobility between groups**

Strategies to increase parental involvement

- **Provide information, materials and training for parents on the CCLS, and eight Mathematical principles at monthly parental involvement discussion groups (presented by EPIC)**
- **Provide parents with information and training (ARIS Parent Link, etc) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child's progress**

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:
C4E funds as well

Service and program coordination

- **Project Cool School Fund, Eat Well Play Hard, NY Road Runners (Mighty Milers), Cookshop for students, Cookshop for Parents program, Move to Improve, Veggiecation, Grow to Learn NYC, Breakfast in the Classroom Program, Food Unearthed program, John McEnroe Tennis program**
- **These programs are coordinated by our Wellness liaison working with consultants, grade leaders and teachers to appropriately implement the curriculum to align with the CCLS and eight mathematical practices**

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- **By June 2013, there will be a 40% increase in critical thinking as demonstrated through writing by all 3rd, 4th, and 5th grade students, as measured by a rubric aligned to the College and Career Readiness Anchor and Grade-Specific Standards (CCLS), which consist of 5 criteria (purpose, organization, development, language use, and conventions) and 4 levels of proficiency**
40%= 3rd grade: 28 out of 70
40%= 4th grade: 30 out of 75
40%= 5th grade: 30 out of 75

Comprehensive needs assessment

- **Based on student achievement data on last year's statewide assessments, supervisory observation reports, school quality review, school progress report, and learning environment survey the need to improve students' rigor in writing and critical thinking has been identified by the school community. This goal is aligned to the DOE instructional initiatives for 2012-2013, which focus on building rigor in students reading and writing aligned to the CCLS benchmarks and expectations.**

Instructional strategies/activities

- **Baseline, midline, and endline writing prompts and assessments will be administered 3 times throughout the school year**
- **Data from these assessments will be collected, organized, analyzed, and shared with teachers, 3 times this school year**
- **Supervisors and consultants will meet with teachers in grade meetings and/or in individual meetings to determine next instructional steps based on the data from the student work**
- **Teachers will work in teams on grade level to examine student work and develop common understandings in accurately and consistently assessing student performance using a normed scale consistent across all grades**
- **Teachers will work in teams on grade level to develop best classroom practices in writing instruction based on the needs of the students as evidenced by student work**
- **Consultants, teacher leaders, and administrators will provide on-going professional development to support the improvement of teacher pedagogical practices in the area of writing (i.e. lunch and learns, workshops, common planning meetings, etc)**
- **Collegial walk-throughs and supervisory classroom visits will be made to determine evidence of effective planning and instruction in writing in all grades throughout the school year**
- **Frequent cycles of classroom observations with Actionable Feedback will be provided to teachers in a timely manner by supervisors and consultants to support teachers professional development**
- **Schedule common Professional Learning Team (PLT) planning meetings in the school program**
- **Scheduling to support teacher meetings, walk-throughs, and intervisitations**
- **ELA consultant and administration will support teachers in reflective conversations and professional practices**

- **After school program for students in grades 3-5 with targeted differentiated Literacy instruction with leveled grouping and mobility between groups**

Strategies to increase parental involvement

- **Provide information, materials and training for parents on the CCLS, and ELA principles at monthly parental involvement discussion groups (presented by EPIC)**
- **Provide parents with information and training (ARIS Parent Link, etc) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child’s progress**

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 X Title I X Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

C4E funds as well

Service and program coordination

- **Project Cool School Fund, Eat Well Play Hard, NY Road Runners (Mighty Milers), Cookshop program for students, Cookshop program for parents, Food Unearthed program, Move to Improve, Veggiecation, John McEnroe Tennis program Grow to Learn NYC**
- **These programs are coordinated by our Wellness liaison working with consultants, grade leaders and teachers to appropriately implement the curriculum to align with the CCLS ELA practices**

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- **By June 2013, the subgroup of Latino students will demonstrate growth in comprehending informational texts, as evidenced by an increase on the ELA statewide exam from 55.7% on the 2011-2012 to an average of 60.0% correct responses to multiple-choice questions in response to informational reading passages on the 2012-2013 ELA statewide exam.**

Comprehensive needs assessment

A needs assessment indicates returning Latino students need particular support in comprehending informational text:

- **On the 2011-2012 ELA Statewide exam, returning Latino students scored 8.6% below the citywide average on multiple-choice questions about narrative texts.**
- **On the same exam, the same group of returning Latino students were on average further – 14.8% - below the citywide average on multiple-choice questions about informational texts.**
- **Over all, returning Latino students averaged 55.7% correct answers to multiple-choice questions about informational texts.**

Instructional strategies/activities

- **Grade K-2 inquiry work will include informational reading and writing texts on selected strands from the CCLS**
- **Grades 3-5 will be looking at opinion writing texts selected strands from the CCLS**
- **Extension of the Achieve 3000 informational text program (grades 2-5) implemented in classes with emphasis on ELL students and Latino students**
- **Use of Rosetta Stone with ELL's and Latino students in classrooms during reading workshop, differentiated instruction, AIS**
- **Foundations used in grades K-2**
- **Benchmark assessment reading levels are conducted 3 times a year in K-5 using Fountas and Pinnell (Spanish used for bilingual students)**
- **Predictive assessments are administered 2 times a year in grades 3-5**
- **ECLAS decoding and spelling is administered 3 times a year in grades K-2**

- **ECLAS decoding will be administered 3 times a year in grade 3**
- **Oral language assessment (MONDO) is administered 3 times a year in grades prek-2**
- **Data from these assessments will be collected, organized, analyzed, and shared with teachers, 3 times this school year**
- **Supervisors and consultants will meet with teachers in grade meetings and/or in individual meetings to determine next instructional steps based on the data from the student work**
- **Teachers will work in teams on grade level to examine student work and develop common understandings in accurately and consistently assessing student performance using a normed scale consistent across all grades**

- **Teachers will work in teams on grade level to develop best classroom practices in writing instruction based on the needs of the students as evidenced by student work**
- **Consultants, teacher leaders, and administrators will provide on-going professional development to support the improvement of teacher pedagogical practices in the area of writing (i.e. lunch and learns, workshops, common planning meetings, etc)**
- **Collegial walk-throughs and supervisory classroom visits will be made to determine evidence of effective planning and instruction in writing in all grades throughout the school year**
- **Frequent cycles of classroom observations with Actionable Feedback will be provided to teachers in a timely manner by supervisors and consultants to support teachers professional development**
- **Schedule common Professional Learning Team (PLT) planning meetings in the school program**
- **Scheduling to support teacher meetings, walk-throughs, and intervisitations**

Strategies to increase parental involvement

- **Provide information, materials and training for parents on the CCLS, and ELA principles at monthly parental involvement discussion groups (presented by EPIC)**
- **Provide parents with information and training (ARIS Parent Link, etc) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child’s progress**
- **Provide non-English speaking parents with ELL workshops (i.e. including after school workshops) to enable them to effectively support their children in informational reading texts**

Budget and resources alignment

- Indicate your school’s Title I status: X 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 X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:
C4E funds as well

Service and program coordination

- **Project Cool School Fund, Eat Well Play Hard, NY Road Runners (Mighty Milers), Cookshop program for students, Cookshop program for parents, Move to Improve, Veggiecation, Grow to Learn NYC, John McEnroe Tennis program, Food Unearthed program**
- **These programs are coordinated by our Wellness liaison working with consultants, grade leaders and teachers to appropriately implement the curriculum to align with the CCLS ELA practices**

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	Literacy program <ul style="list-style-type: none"> • Multisensory/phonics program • Guided Reading groups 	Extended day: (small groups, one to one and tutoring as needed) <ul style="list-style-type: none"> • Foundations/Wilson – targeted classes in small groups • ELL Foundations targeted groups • Literacy/Emergent Storybooks (kindergarten- gr. 1) - small groups • Oral language enhancement (grades kinderg- gr. 1) - small groups • Literacy based instruction (grades 1-3) (i.e. read alouds, targeted skill instruction)- small group • Rosetta Stone – targeted ELL students in ELA (small groups) 	<ul style="list-style-type: none"> • Extended day program (before official school hours) AND • During the school day

		<ul style="list-style-type: none"> • Targeted classroom/differentiated instruction: (one to one instruction/small group instruction): • Achieve 3000 – comprehensive ELA program (grades 2-5) • Foundations/Wilson (during the instructional block targeted classes in small groups) (grades K-2 as needed) • ARIS instruction (grades 3-5) • Targeted small group instruction based on item skills analysis from the ELA statewide exams. Citywide ITA's, predictive assessments, running records, Fountas and Pinnell benchmark assessments, etc. • OASIS/Union Settlement Intergenerational Tutoring Program – Literacy based curriculum (1:1 tutoring 2x a week) (grade 2) 	<ul style="list-style-type: none"> • After school programs
--	--	--	---

		<p>After school programs:</p> <ul style="list-style-type: none"> • ELL Film Making Instruction small groups – after school (Gr. 3-5) <p>After school academic support and enrichment program in Literacy (small groups) (grades 3-5)</p>	
Mathematics		<p>Extended day:</p> <ul style="list-style-type: none"> • Targeted small group instruction in mathematical practices and skills (i.e. grades 3-5) <p>After school program:</p> <ul style="list-style-type: none"> • After school academic support and enrichment program in Math (small groups) (grades 3-5) 	<ul style="list-style-type: none"> • Extended day program (before official school hours) AND • During the school day • After school programs
Science		<p>Extended day:</p> <ul style="list-style-type: none"> • Science Inquiry (small groups) <p>After school program:</p> <p>After school academic support and enrichment program in Science (grade 4) (small groups)</p>	<ul style="list-style-type: none"> • Extended day program (before official school hours) • After school programs
Social Studies		<p>Targeted instruction in small groups in Social Studies content based (grade K-5)</p>	<ul style="list-style-type: none"> • During the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>		<ul style="list-style-type: none"> • At risk services (i.e. emergency ER referrals, new student crisis cases) • ACS emergency crisis cases • ER Referrals (psych referrals) • Classroom interventions as needed • Emergency interventions • ACS emergency crisis cases • ER Referrals (psych referrals) • Classroom interventions as needed • Emergency interventions • ACS emergency crisis cases • ER Referrals (psych referrals) • Classroom interventions as needed • Social interaction groups (small groups) (i.e. Penny Harvest, Sewing club, lunch groups, etc.) 	
---	--	--	--

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.

Below are the strategies and activities used to recruit, retain and assignments and HIGH QUALITY professional development that ensures staff is highly qualified:

- **Providing differentiated professional development to allow teachers to set measurable goals for their own professional growth**
- **Consultants provide regular and timely feedback about instruction/practices**
- **Mentor partnership planning sessions**
- **Sharing best practices with teachers**
- **Off-site professional development**
- **Intervisitation to other classes within the school**
- **One on one planning sessions with consultants for Math**
- **Walk-throughs of classes targeting needs for professional development and providing teacher feedback**

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

P.S. 146M PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

P.S. 146M SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member; (as indicated in the Parent and Student Handbook)
- 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; Curriculum Night, Family Fridays (monthly)

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 Charles Amundsen/Dan Feigelson	District 04	Borough Manhattan	School Number 146
School Name Anna M. Short			

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

Principal Dr. M. Silfen	Assistant Principal Allison Angioletti
Coach	Coach
Teacher/Subject Area Danielle Trieber/ESL	Guidance Counselor
Teacher/Subject Area Deirdre Cassidy/ESL	Parent
Teacher/Subject Area Antonietta Carey/ESL	Parent Coordinator Diana Alava
Related Service Provider Angela Leon/Bilingual Speech	Other Christine Muldoon/Bilingual
Network Leader Dan Feigelson	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	3	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	4	Number of Teachers of ELLs without ESL/Bilingual Certification	1

D. School Demographics

Total Number of Students in School	478	Total Number of ELLs	118	ELLs as Share of Total Student Population (%)	24.69%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

1. When parents enroll their children at the school, they are required to complete the Home Language Identification Survey during the registration process. Surveys are available in the parents' native language. A pedagogue staff member is provided for translation. The team assigned to the initial screening during the registration process, including completion and verification of the HLIS, consists of the bilingual attendance teacher (Spanish) and the three ESL teachers. The HLIS is then read, completed and signed by an ESL teacher who verifies OTELE codes for the pupil accounting secretary. An oral interview with the student by one of the pedagogues listed above may be conducted to help determine LAB-R eligibility. If students are deemed to have a second language at home, they are tested within ten school days of enrollment by the certified ESL or TBE pedagogues using the LAB-R and the Spanish LAB if appropriate. If a student does not pass the LAB-R, they are entitled to receive English language services by the appropriate certified teachers based on parent choice. The LAB-R score determines the number of mandated minutes an LEP will receive. Students who receive services will be administered the New York State English as a Second Language Achievement Test every spring as long as they remain entitled. Entitled students are identified by cross-referenced ATS reports such as the RLAT, RLER, and RMNR. The NYSESLAT has four components. The speaking section is administered individually to all ELLs by the ESL teachers. The listening, reading, and writing sections are administered over 3 consecutive days in groups. The following week is used for make-ups to ensure that all ELL students take all four parts of the exam. This exam is used to determine if ESL services are continued or the amount of time for ESL services.

2. Each year P.S. 146 holds Parent Orientation meetings for the parents of all new ELLs within the first ten days of school. In the 2011-2012 school year meetings were held on September 19, 2011 and September 21, 2011. A third meeting is scheduled for January, 2012. One meeting was held in the morning and the other in the afternoon to convenience parents. Letters are sent home in the native language to notify parents of these meetings and the parent coordinator calls all parents to ask them to attend. If a parent is unable to attend either of the meetings the parent coordinator arranges a one on one meeting to help the parent complete the appropriate paperwork. Another memo is sent home in the native language just before the meetings as a reminder. Parents are given an agenda in their native language and are asked to sign-in. At the meeting the video prepared by the New York City Department of Education is played in the languages appropriate to the parents attending. Staff members, including ESL, TBE teachers and school administrators present information about the Transitional Bilingual Program, ESL Program and the Dual Language Program. Bilingual staff members are available to help interpret questions parents may have about their options and also to assist with completing the paperwork. If a parent decides on a choice that is unavailable at our school, the parent coordinator provides a list of schools that can offer this choice to the family and reaches out to schools for parents to help determine classroom availability. In addition to these three meetings, the ESL teachers conduct parent orientation meetings every month as needed for parents of newly enrolled entitled children or the parent coordinator meets one on one with new parents. Parents are notified of this session in their native language in a timely manner.

3. After the LAB-R is administered (within ten school days of registration), a letter is sent home in the native language to notify parents of their child's eligibility for language support services. Parent Orientation information, Parent Survey and Program Selection forms and brochure are attached to the entitlement letter and a meeting is held within the first ten days of school so that parents can make a timely and informed decision about their child's placement. Students who pass the LAB-R are sent non-entitlement letters. Staff are present at the Parent Orientation Meetings to assist parents in completing the Parent Survey and Program Selection forms in their native

language. The Parent Coordinator contacts parents unable to attend and individual meetings are held. When parents do not return Parent Option letters, reminders are sent home in the native language and the Parent Coordinator contacts parents by phone to try to arrange convenient appointments for them to complete the form. Every attempt is made to let parents know their options, understanding that the default is a bilingual transition program. Completed original HLIS and original parent choice letters are kept in student cumulative folders. Copies of the HLIS, parent choice, entitlement letters, program placement and continued entitlement letters are kept on file in the Special Education/ELL office. The ELL Coordinator is responsible for the record keeping process. The assistant principal supervises the intake process as well as record keeping.

4. The LAB-R is used to establish students' eligibility for ELL services. Students who pass the LAB-R are not considered ELL students and therefore are not eligible for ELL services. Parents of these students receive a non-entitlement letter in their native language to explain the students' status. Students who are administered the LAB-R and do not pass are eligible for ELL services. Notices for entitlement of services are sent home to parents in their native language. Two parent orientation meetings are held to inform parents of placement options for their children. Parent selection forms are available in the native language and translators (i.e. Parent coordinator, TBE teachers) are available for clarification or additional questions. Once a parent completes the program selection form, students are placed in the appropriate setting. Special education students are initially placed in their recommended setting as per the individualized education plan (IEP). If the parent of an entitled student requests a program other than what is indicated on the student's current IEP, Type 3 re-evaluations are submitted for a change of services to reflect the parent's choice of instructional program. A placement letter is sent home based on the parent selection form and school availability. If it is necessary for a student to change classes, the pupil accounting secretary is informed using a class change status form signed by the principal. The Parent Coordinator contacts parents to inform them of the date the student will be moved. All relevant teachers and staff are informed to make the transition smooth and comfortable for the student.

5. In September 2009, P.S. 146 opened a TBE kindergarten class as twenty-two out of twenty-five parents chose Transition Bilingual Education as their first choice, and only five parents chose ESL. The 2010, fourteen out of twenty-six parents chose TBE as their first choice, nine parents selected ESL. Despite an increase in the number of parents choosing ESL, the school continued to offer TBE as another option. In September 2011, six out of twelve parents chose ESL as their first choice, two chose TBE, one chose dual language. A TBE kindergarten class was not opened this year due to a decrease in parent interest. In the future, if fifteen or more parents of the same language background elect TBE, a class will be opened to honor their request.

6. The program models offered at P.S. 146 are currently aligned with parent requests. We provide ESL services to all entitled kindergarten students, as not enough parents selected TBE to maintain the kindergarten TBE program. In past years parents had requested TBE kindergarten as their first choice, and we continue to provide TBE programs for those children now in first, second, and third grade.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes,

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)		1	2	1										4
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	2	1	3	6	5								20
Total	3	3	3	4	6	5	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	118	Newcomers (ELLs receiving service 0-3 years)	80	Special Education	69
SIFE	0	ELLs receiving service 4-6 years	38	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	33		28							33
Dual Language										0
ESL	47		19	36		20	2		1	85
Total	80	0	47	36	0	20	2	0	1	118

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		14	13	6										33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														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
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	14	13	6	0	33								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	8	10	5	14	22	15								74
Chinese	1	1												2
Russian														0
Bengali	1		1		1									3
Urdu														0
Arabic			3	0	2									5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	10	11	9	14	25	16	0	85						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is delivered using a variety of organizational models. ESL services are delivered in both push in and pull-out settings. Students are grouped to maximize push-in services. Classes are held for either 360 or 180 minutes a week as per NYS CR Part 154. When assigning students for classes for the upcoming school year, administrators try to group ELLs together in order to create push-in situations. This year there are ten ESL push in groups. TBE is delivered in both Integrated Co-Teaching and Self-Contained classrooms. Students are placed in a class based on their IEP and/or LAB-R test results.

Students are grouped in both homogeneous and heterogeneous classes. This year there are ten ESL push-in groups and seven pull-out

A. Programming and Scheduling Information

groups. Some pull-out groups have students with mixed proficiency levels and some have students in contiguous grades. There is a special class for newcomer students to create a comfortable learning environment that helps to lower affective barriers. Some students may receive push-in and pull-out services, from more than one ESL teacher, to meet the mandated minutes required by CR Part 154. The TBE program has heterogeneous classes with students of mixed proficiency levels. The TBE program has one Integrated Co-Teaching class and two self-contained classes.

2. P.S. 146 provides every student with the mandated hours required by CR Part 154 by having three certified ESL teachers, one certified bilingual education teacher and three certified bilingual special education teachers on staff. ESL teachers' schedules are checked for possible conflict with ELA and content area instruction.

Explicit ESL instruction is delivered by ESL and TBE teachers as per CR Part 154. Students at the beginning and intermediate levels, as determined by the LAB-R or NYSESLAT, are given 8 units (360 minutes) of instruction per week. Students that score at the advanced level are given 4 units (180 minutes) per week. ELA instruction is delivered daily in 60 minute blocks consisting of reading and writing workshops by the classroom teacher. Students in the TBE program receive one period of NLA instruction each day. Native language content instruction is delivered by TBE teachers based on proficiency levels.

3. Students who are in the ESL program receive content instruction in their classrooms in English. In addition, the ESL teachers work with classroom teachers, administration and literacy coaches to plan instruction based on classroom curriculum where possible. When students are pulled out the ESL teachers use thematic units based on content area curriculum and common core standards for each grade level.

The Transitional Bilingual Education program uses a balanced instructional approach. The daily schedule is structured to use the native language as a support for learning English. Reading Comprehension, Science and Social Studies are delivered in the native language. Reading Workshop, Independent Reading and Word Work are in English. The mini lessons for Writing workshop and Math are delivered in the native language, while the independent work is completed in English. In this model, teachers use the native language to assess comprehension while building their English language skills.

The ESL and TBE teachers use comprehensible input. Lessons are scaffolded in order to build on students' prior knowledge. Students are involved in collaborative projects and spend time researching information as a group. Teachers frequently teach using thematic units that are interdisciplinary, weaving math and literature into a social studies or science theme. Furthermore, ELL students have access to content area dictionaries and other native language materials to support comprehension.

4. P.S. 146 ensures that ELLs are appropriately evaluated in their native language. Kindergarten and newcomer students are administered the Spanish LAB as appropriate. These scores are shared with classroom teachers to help focus instruction. In addition, the school has Spanish language Fountas and Pinnel kits to assess native language literacy skills in the TBE program. ELL students may also take the state Math and Science exams in their native language. The third grade TBE class will be administered the ELE exam.

5. Students who come to us as SIFE students receive an academic evaluation to determine their needs. The school can then intervene with SETSS services, Wilson phonics and remedial math when necessary. These children also participate in extended day services and are given differentiated instruction in the classroom.

To best serve newcomer ELLs, the native language is used to scaffold when possible. ESL and TBE classrooms contain bilingual dictionaries and books to support these students. English Language Arts is taught using differentiated approaches. Whole group, small group and individual instruction is delivered by the classroom teachers. Students are grouped based on individual needs and skills. Social studies, science, math, literature and technology are woven into the curriculum to provide content-based English language learning. Because proficiency in academic language (CALP) takes longer than social language (BICS), it is important to introduce academic language into the curriculum immediately. To prepare new ELL students for the ELA exams, all classrooms provide print rich environments. The school has purchased licenses for Achieve 3000 so that all ELL students can use the web-based software in school as well as at home.

A. Programming and Scheduling Information

ESL teachers collaborate with classroom teachers to create lessons that support the curriculum for each grade. P.S. 146 has a school wide focus on oral and written expression. These skills are woven into all content areas to help students develop their skills. Specific indicators consist of listening and speaking standards from the CCSS. These standards have been identified at each grade level and are part of the pacing calendar for literary units of study. In writing specifically, students are assessed on a school wide continuum using state standards based on what students should know at each grade level. Students performing below proficiency receive AIS during 37½ minutes and ELLs are subgrouped.

Long-term ELL students are offered the extended day (37 ½ minutes), read 180, and at risk services as needed. These students are also invited to participate in Title III afterschool programs.

6. ELLs identified as having special needs are given additional academic support (i.e. small classes, small group instruction) to assist them in building their knowledge base. They are provided with a curriculum for their grade level with varying modifications based on their individual needs. P.S. 146 has one bilingual special education first and second grade class and a third grade self-contained class. The school also provides alternate placement bilingual paraprofessionals for students when a bilingual placement is not available. The school employs bilingual service providers, such as speech and counseling. Also, ESL teachers collaborate with classroom teachers to best support these students.

7. Our school uses flexible programming to maximize time ELL students with disabilities spend with non-disabled peers. ESL students with disabilities are grouped along with their non-disabled peers of similar levels of English language proficiencies in the pull-out setting. The school also ensures that classroom schedules allow opportunities for collaboration between special and general education classes. For example special education and general education classrooms will combine to work together on cross-curricular projects. In addition, special and general education students also interact during enrichment activities such as peer mentoring, Project Arts, field trips, after school programs, Cook Shop, and intermural sports. Our extended day program also has combined classes of ELL and non-ELL, special and general education students in a small group setting.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

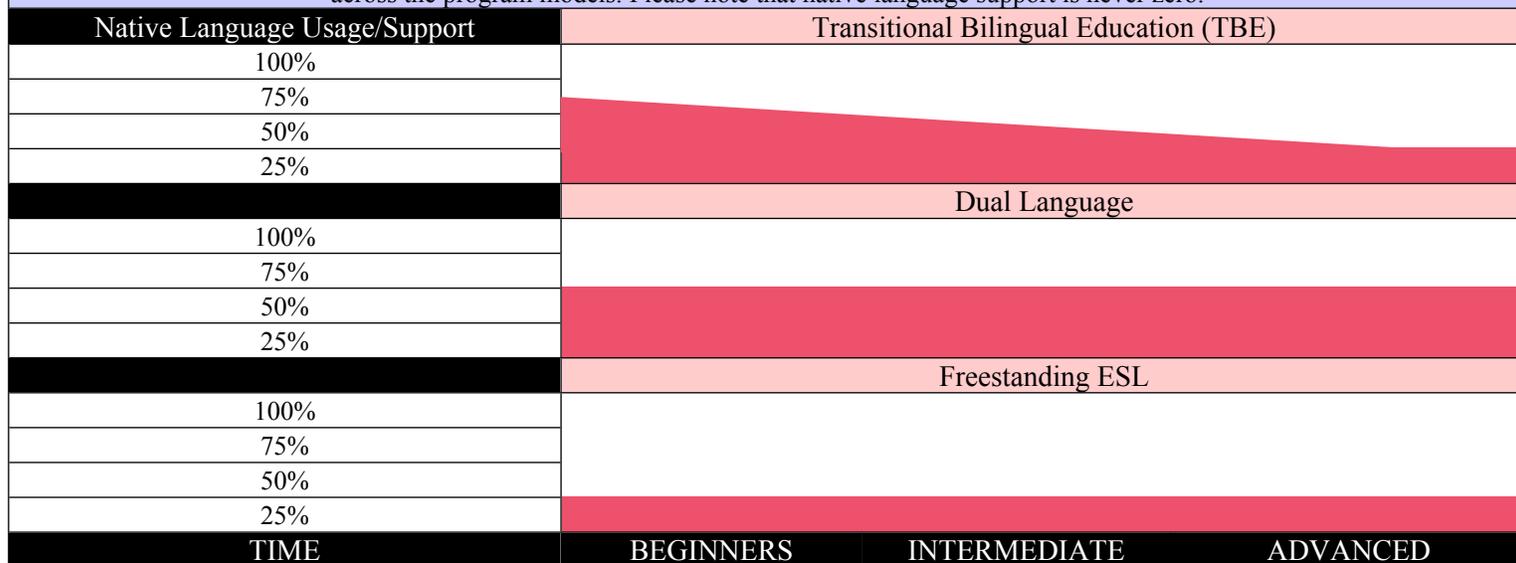
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

5. P.S. 146 provides several targeted intervention programs for ELLs in ELA, Math and the content areas. The extended day program (37 ½ minutes) targets students who are below grade level in oral language, reading, writing, and math. Students are placed in a program based on needs. Also, grade level inquiry teams assess students' proficiency levels at a particular skill and then deliver instruction to match. ELL students are a subgroup targeted by inquiry teams. In addition, the school uses differentiated web based software that uses content areas (social studies and science) to build reading comprehension skills.

Other programs include:

1. PCEN Math
2. AIS services (at risk SETSS) (ELA and math)
3. Scholastic Read 180
4. Wilson reading program (phonics)
5. Rosetta Stone on-line software (reading, listening, grammar and writing)
6. Achieve 3000 on-line software (social studies and science based articles)

These programs, as well as other informal instructional support, are offered in the classroom by the teacher (i.e. small group instruction, one-on-one conferencing, etc.).

6. Strategies used to help ELL-SWD students include small group and individual instruction. Visual materials, graphic organizers, and technology are used to support grade level content comprehension. P.S. 146 subscribes to Brain POP, Brain POP Espanol, Discovery Education, and World Book. These subscriptions can be accessed in the classroom, in the Library Media Center and at home. The school also uses Achieve 3000 to support nonfiction comprehension and academic language acquisition.

7. ESL and Special Education teachers collaborate to form small groups for literacy instruction during push in sessions. Curriculum is tailored to meet students language related IEP goals. Push in is used as much as possible to keep students in the least restrictive learning environment.

8. During our extended day program students are targeted for different programs based on performance in the ELA, and math content areas. For lower literacy ELLs who need support in phonics the school is using Foundations. For newcomers, the school uses Rosetta Stone. While stronger readers who lack deeper comprehension are in smaller groups that study story elements. Students who require more support in math receive small group instruction in heterogeneous (ELL and non ELL) using ESL methodologies. Students participate in academic after school in math and ELA.

9. Students who achieve a proficient level on the NYSESLAT are still eligible to receive testing accommodations such as extended time and separate location for 2 years. These students can also participate in the extended day program (37 ½ minutes), Title III program, and on-line software programs such as Achieve 3000, Rosetta Stone and Wilson Read 180.

10. The Transitional Bilingual Education program has added a third grade self-contained special education class for the 2011-2012 school year. The extended day program for this year will mandate attendance based on skill level in particular areas. Students will be targeted based on ELA and math scores to receive instruction in necessary skills to prepare them for mandated exams. In addition, the school has purchased Achieve 3000 licenses for third through fifth grade students.

11. Due to a decrease in kindergarten ELL enrollment, PS 146 will not offer a TBE kindergarten program in 2011-2012. In the future, if there are 15 or more ELL students of the same language in contiguous grades the school will again offer this program to parents.

12. The school has an extended day program (37 ½ minutes) that ELLs participate in. The extended day program uses small group instruction focusing on particular skills based on students' assessments, as well as a variety of clubs. For example, Kindergarten teachers assess all students using an Oral Language Development Assessment. Students who are considered at risk for oral language development are assigned to a mandated program that builds oral language. Many ELL students are provided this supplemental service. Students that are not mandated to an academic morning program may choose a club of interest. The school offers a variety of clubs to develop student engagement. There will also be an after school program for ELLs funded by Title III. This year's program will use theatre to develop oral language, reading fluency, and comprehension. We also offer a variety of programs in the arts as part of our partnership with the 92nd Street Y. Pre-K to first grade students participate in dance classes. Second grade and special education students take part in a music appreciation program. All third grade students attend Theater Makers workshops and fourth grade classes participate in chorus. Fifth grade students will have the opportunity to perform in a musical theater production.

13. All core curriculum materials are provided in the native language for students in TBE classes. TBE classrooms are supported by a cluster technology teacher who integrates laptops and audiobooks into lessons and projects. The school has installed smartboards in many classrooms which provide an interactive learning experience. The ESL classroom has content area picture dictionaries and bilingual glossaries to support content areas. Also, the room is equipped with Internet access where students can use language software programs and research classroom projects in English as well as their native language. The ESL teachers also use manipulatives and realia to create comprehensible input for students. The school's media center has a selection of bilingual books, bilingual audio books, and bilingual online resources that students have access to. All teachers have access to circulating laptop and netbook carts, LCD projectors, DVD players, and flip cameras.

14. Native language support is delivered by TBE, ESL and classroom teachers. In the TBE classroom, the native language is used to assess comprehension and teach new content material. For ESL instruction in the TBE classroom, native language is used as a support tool to ensure English comprehension. ESL teachers provide bilingual glossaries, books in the native language and Internet resources as needed. When appropriate ESL and classroom teachers use their knowledge of students' native languages to support content area learning.

15. In the ESL classroom, materials (glossaries, references, etc.) in the native language are available to students. Students can choose from a variety of native language books in the classroom library. The ESL teachers collaborate with classroom teachers to ensure students' needs are met by providing appropriate supplementary materials for their classrooms, such as content resources available in differentiated levels, bilingual glossaries and language learning computer software.

Instruction is aligned to grade level standards based on the student's progress within the targeted area. However, support services and resources are additionally targeted to students' skill levels. PS 146 has bilingual service providers in speech and counseling. Service providers use age appropriate materials that match proficiency levels to ensure students make progress in meeting grade level expectations.

16. The Parent Coordinator is available during the summer to meet with new parents to provide school tours and meet with the principal.

17. Foreign language classes are not offered at our school.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. An initial overview of the ESL and TBE programs and ELL instructional strategies is given to all school staff at the beginning of the school year. This professional development was held twice during the extended day professional development period to ensure attendance of all teachers, secretaries, paraprofessionals, speech and language therapists, occupational/physical therapists, school psychologists, counselors and the parent coordinator. TBE teachers attend network provided professional development workshops. ESL teachers attend monthly professional development workshops organized by the ELL network specialist. These workshops focus on curriculum mapping and targeted instruction on building academic language. Teachers can also sign up for PDs pertaining to ELLs provided by the DOE and BETAC.

2. To help students transition from elementary to middle school, fifth grade teachers organize a middle school experience. This program simulates several days in middle school. Students are taught how to read and follow a schedule, moving from class to class and taking different subjects with different teachers.

A middle school fair is also held at P.S. 146. The head of the middle school process for all districts speaks and translation services are provided to help parents of ELLs make informed choices. The fifth grade classes also visit middle schools in the district.

3. Teachers attend DOE network professional development geared towards the instruction of ELLs. The information gathered at these meetings is used to assist teachers in adapting their instruction towards the needs of ELL students. The network ELL specialist also provides training and conducts site visits to support teachers' needs. During these visits, teachers of ELL students are observed and conferences are held afterwards to guide future instruction. The network specialist provides written feedback to the principal. The ESL teachers attend monthly grade level meetings to provide instruction and support to classroom teachers of ELLs. Sign-in sheets are used to document these meetings. In addition, the ESL teachers host "lunch and learn" workshops once a month for classroom teachers of ELLs to discuss best practices and strategies for ELLs. These workshops will also focus on effective push-in models.

All staff attend a faculty conference about inquiry teams. English Language Learners continue to be a targeted subgroup. This meeting addresses strategies and teaching approaches that can be used when working with English Language Learners. In previous years, the inquiry team found that using Reader's Theater with ELLs was helpful in moving this population forward in English Language Arts. Sign-in sheets are used to document attendance.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. On the first Friday of each month the school invites all parents to join their children in their classrooms for Family Friday. The classroom teacher plans engaging lessons that provide parents opportunities to learn strategies, skills and educational games. Parents can then use these techniques in the home to assist them in working with their children in their native language. This program allows parents to be a part of the learning experience and fosters openness and community involvement in the educational process of their children. Parents are also encouraged to attend class field trips as chaperones.

2. The school has a variety of partnerships with Community Based Organizations and other agencies to provide workshops and services to ELL parents. A translator is provided at these workshops to assist in communication. P.S. 146 is partnered with the 92nd street Y and holds Parent Dance and Parents as Partners in the Arts (PAP) classes. The school also works with the Frank Fried law firm which provides free legal services for parents. The school hosts a computer workshop to train parents to navigate ARIS in order to access student progress online. ICD (International Center for the Disabled) also works closely with families and provides individual and family counseling services in the native language.

3. The school has an active Parent Association that meets to discuss ways they can participate in school activities and make suggestions for improvement. Parents are also part of the School Leadership Team and participate in an ongoing dialogue with teachers and administrators.

Parents are strongly encouraged to complete the Learning Environment Survey, available in the native language. The school also collects feedback from parents attending the Family Friday program. Our Parent Coordinator often meets with individual parents to discuss any concerns they might have and shares this information with the administration.

4. To meet the needs of the parents, the school hosts a variety of workshops. Parent programs are interactive and geared towards supporting students' needs at home. At the beginning of the school year, the school hosts a curriculum night where parents are invited to visit classrooms and learn about expectations for their children for the coming year. Interpreters are provided as needed.

With the use of the translation budget the school will provide French, Arabic and Spanish interpreters on both scheduled Parent/Teacher conferences in November and March. In addition, these translators are available to translate in different languages for IEP annual review meetings with parents.

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)	16	13	8	6	4	8								55
Intermediate(I)	4	10	6	3	4	3								30
Advanced (A)	2	2	3	15	8	6								36
Total	22	25	17	24	16	17	0	0	0	0	0	0	0	121

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	0	0	1	0	1							
	I	5	10	0	4	2	3							
	A	13	12	14	10	5	9							
	P	1	3	5	11	12	6							
READING/ WRITING	B	16	13	8	6	4	8							
	I	4	9	6	3	4	3							
	A	2	2	3	15	8	5							
	P	0	1	2	2	3	3							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	14	0	0	26
4	7	6	1	0	14
5	5	5	3	0	13
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	1	20		1	1	0	0	28
4		1	12		1		1		15
5	3		7		5			1	16
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	8		4		1		16
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. This year the school uses Fountas and Pinnell to assess early literacy skills in ELL students. This program assesses students' identification of high frequency words, their ability to read phonogram patterns and word features such as vowel clusters, prefixes and suffixes. Running records are also used to measure reading accuracy, fluency, literal and inferential comprehension. Since this is the first year our school is using this program, data is still being collected by teachers. This will guide our instruction by identifying the skills students need to advance to the next level. Our school assesses all kindergarten students with an oral assessment tool. Students who are at risk are provided AIS services to support oral language development. Grade level inquiry teams further support the use of instructional strategies to target instruction in the areas of retelling, oral reading and expression, and comprehension.

2. The following calculations were made using the 2011 NYSESLAT with last year's roster as of May 2011. On the 2011 NYSESLAT, forty-two percent of ELL students scored at the beginner level, twenty-three percent scored intermediate and twenty-eight percent scored at the advanced level. Seven percent scored proficient. As students' years of service increases, their proficiency levels also increase. Students that have received ELL services for longer score higher on the NYSESLAT. Overall, there are more beginners in the lower grades, with the exception of newcomer students in the higher grades.

3. The patterns show us that some students need more instruction in listening and speaking. For example, newcomer students who score beginner on the NYSESLAT require more listening and speaking skills and are grouped together for instruction. Special education students with alternate assessments require differentiated instruction with an emphasis on oral language. The patterns show that the majority of students need support in reading and writing. Reading comprehension, critical thinking and expressive writing are a school wide focus with additional support in the ELL classroom. ESL teachers push-in to classrooms during literacy instruction to support students' needs. Academic language use in writing is targeted for ELLs who scored intermediate and advanced in the reading and writing section of the NYSESLAT.

4. The data shows that students in the ESL program are scoring higher on the NYSESLAT than students in TBE classrooms. This is largely due to students in the TBE program receiving less years of service as the program has been only kindergarten through second grade. There are also higher special education populations in the TBE program compared to ESL.

Students taking the state tests in their native language come from different countries with varying background knowledge in the content areas. In 2011, four students out of fifty-nine ELLs took the State Math exam in their native language. Their results are spread across the levels. The majority of students taking the state tests in English scored at level two. One student received a level four and seven scored at level three in Math. Regardless of the language of the test, all ELLs need more support in the content areas.

School leaders and teachers are using the ELL Periodic Assessments to drive instruction. The school looks at performance indicators to identify strengths and weaknesses. These are used to drive instruction in the classroom. The results of NYSESLAT and ELL Periodic Assessment are also used to group students for academic intervention services, extended day, Title III and academic after school programs.

On the spring 2011 ELL Periodic Assessments, ELL students struggled with reading comprehension. This was identified as a main area of focus for ELL instruction. The native language is used to aid comprehension in content area instruction. The school purchased content area

bilingual books to support content area reading comprehension.

5. Our school does not have a Dual Language Program.

6. The success of the ELL program is evaluated using data from the NYSESLAT, ELA, Math, and Science state exams. Our school also participates in the ELL periodic assessments. This data is used to track improvement and calculate if the school is meeting Title III AMAOs.

In 2010-2011, fifty-two percent of our students met AMAO targets on the NYSESLAT. Seven percent of students achieved proficiency, which was a four percent increase from the year before. The school as a whole did not meet Title III AMAOs, and so we will aggressively target LEP students during 37 1/2 and Title III programs. ELL students did not perform as well as native speakers on state exams, however, as a school, a majority of students scored below grade level targets.

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.

There are also several other factors affecting exam scores. In 2009-2010, our school had a large number of newly arrived students from different backgrounds entering at various points throughout the year in the testing grades. PS 146 also has a large population of ELL students with IEPs. Some of these students participate in the New York State Alternate Assessments.

Part VI: LAP Assurances

School Name: <u>P.S. 146</u>		School DBN: <u>04M146</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. M. Silfen	Principal		12/14/11
Allison Angioletti	Assistant Principal		12/14/11
Diana Alava	Parent Coordinator		12/14/11
Danielle Trieber	ESL Teacher		12/14/11
	Parent		12/14/11
Antonietta Carey/ESL	Teacher/Subject Area		12/14/11
Deirdre Cassidy/ESL	Teacher/Subject Area		12/14/11
	Coach		12/14/11
	Coach		12/14/11
	Guidance Counselor		12/14/11

School Name: P.S. 146

School DBN: 04M146

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dan Feigelson	Network Leader		12/14/11
Christine Muldoon	Other <u>Bilingual Teacher</u>		12/14/11
Angela Leon	Other <u>Bilingual Speech</u>		12/14/11
	Other		12/14/11
	Other		12/14/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 04M146 **School Name:** P.S. 146 Anna M. Short School

Cluster: _____ **Network:** CFN203

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

Part A: Needs Assessment Findings

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

To assess our school's written translation and oral interpretation needs, data from the previous year was collected and analyzed. During the current registration, when a HLIS survey is received the OTELE code is entered into the system. The OTELE code signifies the language spoken at home. On the HLIS form, parents indicate the language they would like receive written and oral communication from the school. This information is used to determine the languages in which school letters and documents are sent to parents. The school has a Pre-K program. Parents in this program complete the Pre-K kindergarten Language Needs Survey. This information is used to plan for possible language needs of kindergarten students who may enter the school in the following year.

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 looking at our student population, OTELE codes and ELL population, it is determined that written and oral translations are needed in Spanish, Arabic, Chinese, French, Bengali and Haitian-Creole. Interviews with teachers, administrative staff and the parent coordinator are conducted to evaluate the school's translation and oral interpretation needs. Identified areas of need for oral interpretation services are parent/teacher conferences, curriculum night, scheduled meetings before and after school to discuss an individual child's academic issues, parent workshops and IEP meetings. Written translation is requested for school letters, notices and report cards. In addition, the parent coordinator also communicates language needs of parents to school administrators.

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.

As per the staff handbook, any written communication with parents must be translated into the native language. The school will provide written translations of school letters, parent handbooks and other school related documents. City wide documents in the native language are retrieved from the Department of Education's website. School wide documents are translated through the Department of Education's Translation Service. Sufficient notice is allotted for use of this service. Letters, notices and other forms of communication from teachers are translated in-house by staff members. The languages of translations issued is based upon collected data.

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.

In order to better support parents, oral interpretation services are provided by the school. The school provides these services during parent-teacher conferences, curriculum night and academic workshops. Oral interpretation services are provided in-house by pedagogues and paraprofessionals. If an in-house interpreter is not available for a particular language, the school requests an interpreter from the Department of Education's Interpreter service or hires from an outside agency. Interpreters are available to assist communication with pedagogues and administrators. Teachers are asked to schedule meetings with parents who are non-native speakers and an interpreter will be arranged to convey the academic objectives of the student. When parent workshops pertain to academic content, interpreters will also be provided.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school provides parents whose native language is other than English a copy of the Bill of Parent Rights and Responsibilities in their native language. In addition, parents are asked if they would like if they would like translation services. Since over ten percent of the school's parent population speaks Spanish, the school ensures that school signs are report cards are bilingual. Translation and interpreter service signs are clearly posted in the main office.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 146	DBN: 04M146
Cluster Leader: Despina Zaharakis	Network Leader: Dan Feigelson
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): <input 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 type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

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: There will be an after school program targeting 30 LEP students in the third, fourth and fifth grades. These ELL students are serviced both in the Transitional Bilingual Education program and the ESL program and are of mixed proficiencies. The program will meet twice a week on Mondays and Tuesdays for an hour and a half after school and will be led by 2 certified ESL teachers and a certified Bilingual teacher.

This year's Title III after school program will focus on cinema arts. This program will provide an opportunity for English Language Learners to develop oral language, reading fluency and comprehension through the study and creation of scripts and short films.

As our school wide data shows that ELL students need improvement in English Language Arts, we have decided to target story elements, descriptive language, organization, and revision. By rehearsing and performing in these films, students will improve their oral language. Students will develop oracy skills by rehearsing their lines, speaking with expression and through improvisational acting activities. These skills will lead to higher achievement on the New York State ELA exam and the NYSESLAT. Through the program students will have the opportunity to present their films to classmates and parents. The after school film program will enrich students by raising self-confidence and increasing student engagement in literature. Program instruction will be in English; however the bilingual teacher will provide native language support when appropriate.

The after school program will create short films based on high interest books. Teachers will use students' reading levels to select appropriate books. Multiple copies of these books will be purchased with Title III funds to allow students to take them home to read with their families. Teachers will use the following reading strategies to foster literacy development: shared reading, guided reading, read alouds and partner reading. Students will be placed in heterogenous groups based on interest and will create story boards by looking at story elements, character development and dialogue. These story boards will be used to draft a script which will be used to create a short film. Students will be guided through the process of adding descriptive language, dialogue and stage directions to their script. Through the film program, students' reading fluency, comprehension and creative writing skills will be developed.

The teachers delivering the Title III program will have monthly meetings after school. Teachers will meet on the first Thursday of every month from 3:00 to 4:00. At these meetings teachers will create supplementary language lessons to tie into cinema arts in order to continuously support the language development of LEP students.

Field trips will be planned to supplement the after school program. Students will reading and filming

Part B: Direct Instruction Supplemental Program Information

popular fables as part of our film program so we will attend a play of Aesop's fables in March. Attending a play will help students listening comprehension as well as retelling and summarizing skills through related activities. Parents will be invited to accompany students. ☐☐☐☐☐

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: P.S. 146 will use the book "Collaboration and Co-Teaching: Strategies for ELLs" by Honigfeld and Dove to support classroom and cluster teachers' knowledge of best practices for ELL instruction and foster collaboration between ESL and classroom teachers. In addition, non-ESL teachers will receive professional development from ESL teachers to explain the identification and testing of ELLs as well as how to use that data for classroom instruction, and the specific strategies classroom teachers can use to target newcomer and long-term ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here: The ESL and Bilingual Teachers will conduct a series of workshops for parents of ELLs to help them support student learning. These workshops will focus on strategies parents can use with their children at home. The program will target approximately 120 ELL families. A certified ESL teacher and a bilingual teacher will conduct each workshop. There will be three one-hour workshops after school on the following topics:

Thursday, January 24, 2012- 3:00-4:00 – Encouraging Reading at Home 1 ESL, 1 Bilingual Teacher

Thursday, February 14, 2012- 3:00-4:00 – Encouraging Writing at Home 1 ESL, 1 Bilingual Teacher

Thursday, March 21, 2012- 3:00-4:00 – Helping your Child with Math 1 ESL, 1 Bilingual Teacher

Bilingual materials, such as content area glossaries, will be distributed at these workshops to aid parents in assisting their children academically at home. Parents will be notified of these workshops by phone

Part D: Parental Engagement Activities

calls from the bilingual parent coordinator and also by bilingual flyers.

There will also be two workshops to aid parents in using technology as a learning tool for their children. A certified teacher along with a translator will conduct these workshops in the media center after school. One workshop will focus on ARIS while the other will introduce parents to educational online resources for children. These workshops will be one hour long and will meet on February 7, 2012 and March 7, 2012.

Parents will also be encouraged to participate in the after-school’s cinema arts program by attending film shows and rehearsals. Parents will have specific times during the after school program where they can come hear read-alouds of the film scripts and receive supplemental bilingual theater related reading materials to take home and practice with students. In addition, students will have copies of the books that the films are based on to take home and read with their parents.

?????

Part E: Budget

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

Allocation Amount: \$13404

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

Part E: Budget

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

Allocation Amount: \$13404

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