



**Department of  
Education**

**5** *Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

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

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

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

**SUPERINTENDENT:** **TIMOTHY BEHR**

09-17-2013

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Janet-Ann Sanderson	*Principal or Designee	
Chantal Repps-Heaney	*UFT Chapter Leader or Designee	
Raizza Almeyda	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Karen Miller	Member/Teacher	
Lisanne Schatz	Member/Teacher	
Sophia Campbell	Member/Teacher	
	Member/Parent	
	Member/Parent	
	Member/Parent	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### Major Recommendation

- Expand use of rubric observational tool to identify best teaching practices and next steps to support growth and student achievement. (2012 Quality Review, p.5)

### Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader's vision

\_\_\_\_\_ 2.4 School leader's use of resources

X 2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

### Annual Goal #1

- To expand the use of a rubric observational tool to identify best teaching practices and next steps to support group growth and student achievement. 95% of all teaching practices will be assessed with the rubrics appropriately aligned to the curriculum.

### Instructional strategies/activities

The research based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for the rigors of college work which are a focus of the Common Core Learning Standards (CCLS). High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. Thus, Danielson (2007) will serve as our research-based model. Danielson states: "The framework for teaching is based on important assumptions about what is important for students to learn, the nature of learning and how to promote it, the purposeful nature of teaching, and the nature of professionalism." In support of the work of teachers, our strategies and activities will include:

- Administrators will conduct multiple rounds of formal and informal observations, and provide feedback to teachers. Observational rubrics are based on Danielson (2007). Observations will focus on specific aspects of the Danielson rubric: Domain 2: The Classroom Environment, Competency 2b Establishing a Culture for Learning; Domain 1: Planning and Preparation, Competency 1e Designing Coherent Instruction; and Domain 3: Instruction, Competency 3d Using Assessment in Instruction.
- Teachers are supported by professional development from administrators and coaches, network staff, and outside consultants. Topics include Danielson's Framework for Teaching, the Common Core Learning Standards and the Units of Study, using data to drive instruction, guided reading, and the use of various instructional and assessment tools (AIMSweb, SuccessMaker, EnVision, Smartboards, etc.). In addition, teachers may attend outside workshops on specific topics (classroom management, working with ELLs, etc.). Professional development is provided on designated days in September, November, and June, at monthly after-school faculty meetings, and at grade-level teacher team meetings (100 min./week).
- Three AUSSIE consultants, one in math (grades 1-5) and two in literacy (grades K-2 and grades 3-5), are supporting teachers. Each AUSSIE visits the school one or two days per week to help teachers develop best practices in math and literacy instruction.
- Each grade has a designated grade leader, who is a staff developer or AIS expert. Grade leaders guide teacher teams at weekly common planning meetings, and facilitate consistency among and between grades.
- All teachers are scheduled for two grade-level common planning periods (100 min.) per week. At these team meetings, teachers and their designated grade leader collaboratively align curricula and lessons to the CCLS, analyze data, engage in Looking At Student Work (LASW) protocols, set goals and plan next steps. Weekly team meetings also provide opportunity for professional development presented by administrators or lead teacher, or AUSSIEs or other outside consultants.

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other: Title I Priority/Focus SWP

**Service and program coordination**

- Our goal is to maximize instructional and professional development programs by strategically aligning funds so that the unique needs of our school population are met. Title I SWP will be used for consultants to provide professional development in literacy, mathematics, and technology during the day. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist and leadership team.
- Next we will allocate funds need to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Teacher/Para Saturday and after-school per session for professional development and data specialist
  - Supplies/Material to support instruction and professional development for AimsWeb, CCLS and the Unit of Study
  - After-school per session December – April for 2 Assistant Principals and 10 teachers for 2 hrs per day for 4 days per week for ELA and Math State Tests preparation.

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Promote greater consistency in rigorous instructional activities that are aligned to the Common Core Learning Standards to maximize [student] learning. (2012 Quality Review, p.4)

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

- To develop curriculum and lesson plans aligned to CCLS, and to increase consistency and rigor for all students, in all content areas. By June 2013 approximately 90% of our curriculum and lesson plans will be aligned for CCLS, this is to increase consistency and rigor for all students.

**Instructional strategies/activities**

The Common Core Learning Standards will be the foundation of our curriculum development. According to the New York State Education Department, the main goals of the CCLS are to provide a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need” (NYSED, 2012). The research based instructional strategies that will be used to support the goal have been selected based on the premise that all learners, Pre-K thru 12, must be prepared for college and professional life. Strategies and activities to support this goal include:

- Building capacity to implement the Common Core Learning Standards in reading and math in all grades, by providing updated, CCLS-aligned materials and resources, and by providing support for teachers to develop consistent, rigorous, standards-based curricula and instruction (Sept-June)
- Implementation of the NYC DOE Instructional Expectations. Grades K-2 will develop six CCLS-aligned units of study: three in math and three in ELA, social studies and/or science. Grades 3-5 will implement 4 units of study: two in math and two in ELA, science and/or social studies. Grade-level teacher teams will plan the units of study collaboratively in teacher team meetings (100 min/week) and after-school sessions. Teachers will be supported in these efforts by administrators, coaches and AIS teachers, Network staff, and outside consultants, including AUSSIE math and literacy experts. (Sept-June)
- Building capacity to implement Response to Intervention (RTI) for all students and provide instruction that is data-driven and purposeful. In addition to conducting school-wide screenings and identifying students in need of Tier II and Tier III intervention (detailed in Annual Goal #3), we are focused on strengthening instruction in Tier I. Tier I instruction must include a seamless weaving of assessment and instruction, to identify and address learning problems as early as possible, and to monitor progress toward grade-level standards. To facilitate rigorous Tier I instruction, we will:
  - Align class schedules so that teachers and AIS specialists can regroup students based on assessed needs and provide core instruction in ELA and Math to smaller groups of students.
  - Establish teacher teams on each grade level, led by a designated grade leader (staff developer or AIS specialist), and scheduling two periods (100 min.) weekly for team meetings. Teacher teams plan CCLS-aligned curricula and lessons, analyze assessment data, and engage in Looking At Student Work (LASW) protocols to ensure that students are progressing toward standards.
  - Use a variety of data sources and assessment tools to inform core Tier I instruction. These include formal, standardized assessments (NYS exams, Acuity predictive and diagnostic assessments, ECLASS, NYSESLAT, and AIMSWeb benchmark screenings), computer- and paper-based programs (EnVision Math (K-5), ReadWell (K-2), Waterford (K-2) and SuccessMaker (3-5), Award Reading (ELLs) and Rigby Reading Records (2-5)), and other school-wide data sources, including “kid watch” and guided reading and conferencing notes.
- Teachers receive support in the development of consistent, rigorous, CCLS-aligned curricula and lessons from administrators and coaches, network staff, and outside consultants. Each grade has a designated grade leader (staff developer or AIS teacher). All teachers are scheduled for two common planning periods

(100 min.) per week with other teachers on their grade. At the teacher team meetings, teachers collaboratively align curricula and lessons to the CCLS, analyze data, engage in Looking At Student Work (LASW) protocols, set goals and plan next steps. At common planning meetings teacher teams may also receive professional development from administrators or team leaders or outside consultants. Topics for 2012-13 include the CCLS and support for the units of study, the Danielson framework, guided reading, and using data to drive instruction. In addition to these weekly common planning periods, teachers receive professional development on designated days in September, November and June, at monthly afterschool faculty meetings, and on selected Saturdays through the year.

- Teachers receive support from contractors and consultants. Three AUSSIES consultants (one for math in grades 1-5, and one each for upper- and lower grade literacy) visit the school one-two days per week to model and coach teachers and help them to develop best practices in literacy and math instruction for 21 -35 days. Additional training has been offered in guided reading. Other supports from outside contractors include training in instructional and assessment technology, including AIMSWeb, SuccessMaker and Waterford, using SmartBoards for instruction, and using the Google docs application to share information among the school community.
- Promoting rigorous instruction and maximizing student learning requires the involvement of all stakeholders, including parents and families. To encourage greater parent involvement in students' academic success, the school offers a variety of workshops to inform parents about academics, including RTI interventions, important assessments, various instructional programs and tools, and access to the information portal ARIS ParentLink. Parents also have opportunities to participate directly as classroom volunteers, or as staff of the NYJTL-sponsored after-school program. Parents are provided with information about how to support homework, and to understand their responsibilities to, for example, monitor reading logs at home. The school also provides information and workshops for parents about the transition from elementary into middle school, as well as the transition into Kindergarten.

#### **Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other: Title I Priority/Focus SWP

#### **Service and program coordination**

- Our goal is to maximize instructional and professional development programs by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds need to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Consultant days to support instruction and professional development
  - Per-session for data specialist
  - Supplies/Material to support instruction
  - Software upgrade for SuccessMaker

### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Refine systems to enable all teachers to provide targeted remedial instruction across all content areas to support learning. (2012 Quality Review, p.5)

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_ 4.4 Classroom environment and culture

\_\_\_\_\_ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

#### **Annual Goal #3**

- To continue to build capacity for the Response to Intervention (RTI) and service 80% of Tier II and Tier III which will result from data driven instruction.

#### **Instructional strategies/activities**

“Response to Intervention (RTI) is a multi-tiered instruction and intervention model that promotes early identification of students in need of additional support through evidence- and research-based instruction, assessment, and intervention. A proactive educational practice, RTI is designed to provide all students with access to effective instruction and individualized support, with a goal of closing achievement gaps and promoting postsecondary readiness. Targeted instruction and intervention techniques are systematically applied at varying levels of student performance, and are differentiated based on the areas of need.” (RTI Reference Guide, NYCDOE, June 15, 2012) Effective implementation of RTI entails that learning is standards-based and goal-driven, and that all students receive the targeted re-teaching or remediation they need to be successful. Steps toward full implementation of the RTI model have been underway at the school since 2010. In 2012-13, strategies and activities to support this goal include:

- Convening an RTI Team to oversee implementation of the RTI model. The RTI team includes administrators, the school psychologist, social workers and counselor, the IEP teacher, the speech/language provider, and the family assistant. This portion of the Team is tasked with identification, remediation, and prevention of learning and behavioral problems, including maintaining compliance for students receiving Special Education services, monitoring at-risk students and implementing appropriate interventions, conducting Functional Behavioral Assessments and developing Behavior Intervention Plans, as warranted for individual students, and meeting with parents of Special Education and at-risk students to explain the special needs process and to involve parents in strategies to maintain academic stability for their children. Another subset of the RTI Team focuses more directly on academics, and is comprised of administrators, the math staff developer, AIS teachers for math and literacy, the IEP Teacher, and the data specialist/ESL teacher. This team meets weekly and is responsible for management and oversight of RTI academic interventions, including identifying appropriate assessments and benchmarks to screen students and monitor progress, identifying appropriate intervention programs and instruction, and scheduling their implementation, maintaining communication with teachers to monitor the delivery of interventions and students’ responses, and keeping records of the interventions applied and assessed responses. The RTI Team also participates in professional development of teaching staff about the RTI framework and interventions, and dissemination of information to the school community.
- Use of research-based tools for universal screenings and progress monitoring. AIMSweb benchmark screenings are given to all students (K-5) three times a year (September, January and June). Students who fall short of the benchmark are given diagnostic assessments and grouped for Tier II intervention. Supplemental Tier II instruction is provided in 4-6 week cycles by AIS math and literacy teachers, in pull-out or push-in settings. Intervention tools are also research-based and aligned to standards. In math, intervention tools and supplemental diagnostic assessments come from EnvisionMath. In literacy, supplemental instruction uses Targeted Reading Intervention materials, focusing on close reading of texts to scaffold struggling students to increasing levels of text complexity. At the beginning of the intervention cycle, individual student goals are set, and progress is monitored every two weeks with AIMSweb progress-monitoring tools. Students who respond positively to intervention are rotated back to Tier I. Students who do not respond to Tier II intervention are moved to more intensive Tier III.

- Strengthening Tier I instruction. In grades 1-4, class schedules are aligned so that classroom and AIS teachers can regroup students based on AIMSWeb and other assessment data, and provide core instruction in ELA and/or Math to smaller groups of students. Organizing students according to their needs, and lowering group size, facilitates the seamless blend of instruction and assessment required for early identification and remediation of learning challenges before Tier II intervention is required. Also, to ensure that core Tier I instruction is targeted and purposeful, all teachers have access to multiple data sources, including formal, standardized assessments (NYS exams, Acuity predictive and diagnostic assessments, ECLASS, NYSESLAT, and AIMSWeb benchmark screenings), data from computer- and paper-based programs (EnVision Math (K-5), ReadWell (K-2), Waterford (K-2) and SuccessMaker (3-5), Award Reading (ELLs) and Rigby Reading Records (2-5)), and other school-wide data sources, including “kid watch” and guided reading and conferencing notes. Consistent data tracking enables teachers to assess needs, provide remedial instruction, and monitor progress of all students, and thereby eliminate the need for any higher tier of intervention.
- Teachers receive professional development to support the use of data to drive targeted, remedial instruction, and to set goals and identify next steps for all students. Some professional development is provided by school leaders (math staff developer, data or AIS specialist), and some by outside contractors (AIMSWeb, SuccessMaker). Designated grade leaders and their teacher teams work together to develop systems to manage and interpret data, and to set (or modify) student goals.
- Parent involvement in their children’s academic success is critical in the RTI model. The school distributes information about RTI, and notifies parents about students’ successes and struggles. Parents are offered a workshop on the RTI model. Parents are notified if their child is identified and included in Tier II or Tier III intervention.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Our goal is to maximize instructional and professional development programs by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds need to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Teacher/Para per session for professional development, and data specialist
  - Supplies/Material to support instruction
  - Technology (SuccessMaker) to support instruction

## **GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

### **Major Recommendation**

- Continue to provide opportunities that enhance students' social and emotional growth. (2012 Quality Review, p.4)

### **Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

### **Annual Goal #4**

- By June 2013, 100% of our students will be provided with the social and emotional support they need to enhance their academic success in preparation for the next steps in school and college.

### **Instructional strategies/activities**

Strategies and activities to promote a positive school culture and support students' social and emotional developmental health include:

- Steps to Success is a behavior monitoring system developed by our school based on the Positive Behavioral Interventions and Supports (PBIS) model. Steps to Success is a school-wide program that recognizes and rewards positive behavior and delineates consequences for negative behavior. Rewards may be individual (gold slips) or whole class (big feet). Individual and class rewards are celebrated monthly: individuals with the most gold slips have their names announced and receive a token reward, and classes with the most big feet get a pizza party and proudly display a banner by their door. Twice each year, all students can use accumulated gold slips to "buy" toys at a school store. Negative behaviors are recorded with a system of "pink slips." Infractions are specific, and taken from the Chancellor's Regulations. Repeated infractions result in lunchtime, after school or Saturday detention. Parents are involved in Steps to Success, receiving notices about their child's positive and negative behavior and participating in celebrations of student and class achievements. Steps to Success is in its third year at PS 146, and is a fully embedded part of school culture.
- Enrichment programs are offered to support social and emotional health. Most students are scheduled for one Art class per week, taught by a full-time Art teacher. Students in grades 2 and 3 are taking part in a dance program that meets weekly (September-June). Fourth and fifth grade students are participating in a poetry workshop (September-June) and a program in theater (Jan-June), both of which are weekly events led by outside arts providers. Beginning in February, first grade students will begin a music program in which they will learn to play recorders.
- Supplemental instruction: In partnership with the New York Junior Tennis League (NYJTL), an after school program is offered Monday-Friday 3:30 – 6:00, September-June, for students in grades 1-5. NYJTL offers homework help and educational games and activities. The program features health and nutrition, offering lessons about healthy eating, and engaging students in physical fitness through tennis.
- Supplemental instruction: PS 146 runs an after-school program for all students in grades 3-5, Monday–Thursday 3:30 – 5:30, October-April. This program emphasizes reading and math instruction, but also offers students art and technology classes.
- Career and COLLEGE TRIPS for grade 5
- Counseling services are provided by a full-time School Counselor.
- Partnerships with CBOs
- Community-building events that also promote parent-child bonding include Father-Daughter and Mother-Son dances, Game Night, holiday celebrations, and a Family Day Carnival.

- Celebrations of student successes, including graduation and moving up celebrations, senior prom and senior trip, Steps to Success award ceremonies.

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: \_\_\_  
 Title I Priority/Focus SWP

**Service and program coordination**

- Our goal is to maximize instructional and professional development programs by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds need to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Teacher/Para per session for professional development, and data specialist
  - Supplies/Material to support instruction

## GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

### **Major Recommendation**

- Effective home-school communication

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

### **Annual Goal #5**

- To increase parent involvement and outline how parents will share responsibility for improved academic achievement by striving for success in elementary and middle school.

### **Strategies to increase parental involvement and engagement**

We believe that when families, schools and communities work together, children are more successful and schools improve. We strive to build effective partnerships among parents and families, students, community members and educators, and to engage these partnerships to share information, problem-solve, and celebrate student successes. Central to these effective partnerships is the recognition of shared responsibility and shared ownership of student challenges and successes. Strategies and activities to increase parent involvement and build families' capacity to enhance student learning include:

- RTI; parent education about, notification of, strategies to assist? Also Steps to Success
- Workshops on programs and assessments (Sept-June, ongoing)
- Retention of a full-time Parent Coordinator
- Allocation of space for a Parent Room used to house a Resource Center and Parent Association offices
- Workshops on transition middle school, and transition to Kindergarten
- Open School Night in September; Parent-Teacher conferences in November and March
- Community building events, promoting parent/child bonding (Father-Daughter and Mother- Son Dances, Game Night, Family Day Carnival)
- Celebrations of Moving Up Ceremonies for Grade 5, including Prom and a Senior Trip. Also moving Up celebrations for Kindergarten
- Student Recognition events: Steps to Success

Key staff rare Parent Coordinator, Pupil Accounting Secretary. Guidance Staff

**Budget and resource alignment**

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-:Title I priority/Focus SWP

**Service and program coordination**

- Our goal is to maximize instructional and professional development programs by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds need to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:
  - Supplies/Materials to support instruction and parent workshops
  - Retention of outside consultants to develop/run workshops for parents in elementary and for middle school transition by providing strategies to parents for laying a foundation for lifelong learning and success.

### 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	Guided reading Close reading 63 students	Small group 185 students	During the school day Extended Time Afterschool
Mathematics		Small group 185 students	During the school day Extended Time Afterschool
Science	Guided Review	Small group 62 students	Extended Time
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Small group One-to-one	During the school day

**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.

100% of teachers are Highly Qualified.

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



- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

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

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

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

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

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

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

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

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

**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 <b>Debra Maldonado/Ben Waxman</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>146</b>
School Name <b>P.S. 146 Edward J. Collins</b>			

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

Principal <b>Janet-Ann Sanderson</b>	Assistant Principal
Coach <b>Lisanne Schatz (ELA)</b>	Coach <b>Ellen Nelson (Math)</b>
ESL Teacher <b>Laura Benua</b>	Guidance Counselor
Teacher/Subject Area <b>Annie Arroyo/ESL</b>	Parent
Teacher/Subject Area <b>Edwin Bueno/Grade 2</b>	Parent Coordinator <b>Yvette Johnson</b>
Related Service Provider <b>Jeneil McKenzie/SETTS</b>	Other <b>Rebecca Beghin-Johnson/Grade 5</b>
Network Leader <b>Ben Waxman</b>	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	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

## A. ELL Programs

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

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

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	1	1	1								6
<b>Total</b>	1	1	1	1	1	1	0	0	0	0	0	0	0	6

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	55	0	5	12	0	2	1	0	0	68
<b>Total</b>	<b>55</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>68</b>

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

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

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

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

### 5. Differentiating instruction for ELL Subgroups

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

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

## A. Programming and Scheduling Information

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

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

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

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

6. Students in self-contained Special Education classes, including ELL-SWDs, take part in the same curriculum as General Education students, and are offered all of the same materials and programs that are offered to General Education students. Special Education classroom teachers and ESL teachers of ELL-SWDs use instructional strategies (e.g., chunking content and scaffolding) to support mastery of content area knowledge. English language development is supported by ESL/SWD teaching methods, including building word banks, working with graphic organizers, and explicit study of English grammar and writing conventions.

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

### Courses Taught in Languages Other than English ⓘ

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

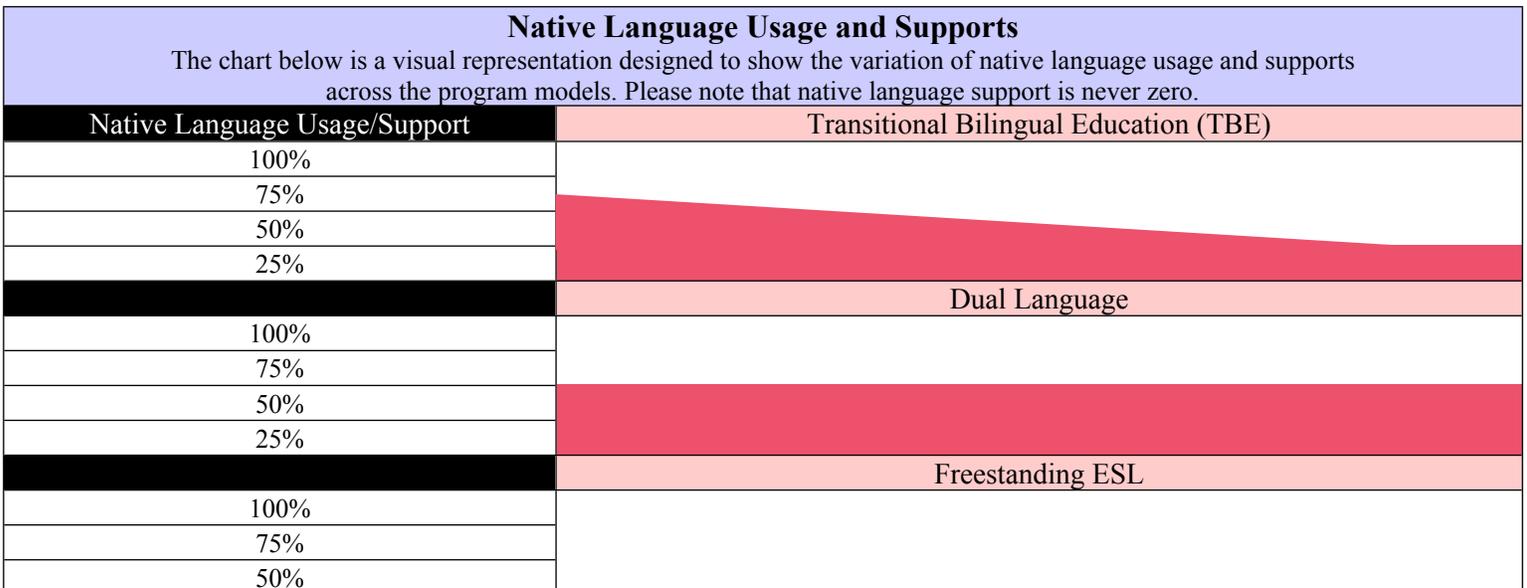
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				

Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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?

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

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

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

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

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

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

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

ELLs have the same opportunities as English proficient students to participate in supplemental programs. Since 2008-09, the NY Junior

Tennis League has offered an After School program to all students (K-5), including ELLs. In 2010-11, P.S. 146 offered an After School program and a Saturday Academy, to all students in grades 3-5, including ELLs. Instruction in After School and Saturday Academy focused on supporting students in ELA and Math. Due to budget cuts, these supplemental programs had to be cut back, and ran from February-April 2011. Budget constraints will also limit the supplemental opportunities in 2011-12. Current plans are to run both After School and Saturday Academy instruction in Spring, 2012.

13. ELLs have same curriculum as English proficient students (supplemented with push-in and pull-out ESL). Therefore, they are provided with all of the instructional materials that are given to English proficient students.

P.S. 146 has adopted a number of instructional programs that include special supports for ELLs or were designed specifically to address ELLs' needs. EnVision Math (K-5) includes Spanish language materials that we use with Spanish-speaking Newcomer ELLs. SuccessMaker, a computer-based literacy and math program that all grade 3-5 students use, also has Spanish-language components to support Newcomer ELLs in learning content material. Making Meaning (K-5) provides instructional strategies and activities to improve ELLs' reading comprehension. 100 Book Challenge (K-5) incentivizes Newcomer ELLs to practice independent reading strategies with native-language books until they are ready to work with English texts.

P.S. 146 has invested heavily in technology to support instruction. Every classroom in grades 3-5 is equipped with an interactive white board. The school also has two full-size Technology Labs. The lower-grade Technology Lab has 24 desktop workstations where K-2 students (including ELLs) work primarily with the Waterford literacy and math program. The upper-grade Technology Lab has 32 workstations, where 3-5 students (including ELLs) work with SuccessMaker and various online tutoring and assessment tools (Acuity, Performance Series), and can access the Internet for research and projects. ELLs have full access to all technological equipment in the school.

ELLs have extra resources in the ESL classroom. Since 2007, the ESL classroom has had a mini Technology Lab, with 6 desktop workstations. The two main programs used on the ESL classroom computers are ELLIS Kids and Award Reading. ELLIS Kids uses video, graphics and games to support English acquisition in real-life contexts. It promotes fluency by allowing students to record their own speech, and also includes substantial native language (Spanish or French) supports. Award Reading is a highly engaging animated reading and writing program for ELLs. In 2007, P.S. 146 was chosen to pilot Award Reading for grades K-1, which focuses on phonemic awareness, phonics and emergent reading skills. This program was highly successful with lower-grade ELLs and also with upper-grade Newcomers and struggling readers. In 2009, the school purchased Award Reading for Grade 2 and Grade 3, which expands on comprehension skills and introduces grammar and writing conventions. In addition to working with these programs, ELLs use the ESL classroom computers to access the Internet for research and to obtain materials in English and in their home languages.

The ESL classroom provides many other resources for ELLs. These include a large leveled library of fiction and non-fiction trade books, including texts that address ELL needs, such as wordless books, repetitive and cumulative texts, and phonics readers. There are big books, reference books, and guided reading book sets. There is a listening center with a library of leveled fiction and non-fiction texts. There are bilingual and native language materials, including Spanish/English and French/English dictionaries and glossaries, and Spanish and French fiction and non-fiction trade books. In 2009-2010, Title III funding was used to purchase a library of Spanish-language Science and Social Studies trade books suitable for our upper-grade Newcomers. The ESL classroom also has a large collection language learning tools and manipulatives, such as picture cards, letter stamps and tiles, word puzzles, language and math games, and realia like play food and money. The classroom is equipped with a globe, maps and atlases, a balance scale and graduated cylinders, and other tools to support content-area knowledge. ESL instruction provides as many material scaffolds as possible, and the school fully supports this with funding for teaching materials.

14. ESL instruction is in English. However, native language support is available. ELLs with native language literacy are provided with bilingual dictionaries (pre-literate ELLs are given picture dictionaries). ELLs also have the use of many Spanish language materials in the ESL classroom, including a large collection of fiction and non-fiction trade books. In 2009-10, Title III funds were used to purchase classroom libraries of Science and Social Studies materials to help upper-grade Newcomer ELLs learn content material. Several of the literacy and math programs used in the school, including SuccessMaker and Envision Math, have Spanish-language components for Newcomers. Newcomer ELLs are provided with Spanish-language versions of practice and summative assessments in Math, Science and Social Studies. Spanish-speaking Newcomers are also provided with Spanish-English glossaries to support them in ELA assessments. For Newcomers who have had prior schooling in French, oral translation of assessment materials is provided by a bilingual teacher. If no

French-speaking teachers are available, assistance is requested from the DOE's Translation & Interpretation Unit.

15. Required services support, and resources correspond, to ELLs' ages and grade levels. Native language supports are available to Newcomer ELLs who need them. When students progress to English texts, they are provided with high-interest, low-level materials to support mastery of content knowledge appropriate to their grade level.

16. New ELLs are identified by administration of LAB-R at the start of the school year.

17. Language electives are not offered at P.S. 146.

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

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

New for 2011-12, the school has purchased access to an online Professional Development tool called PD 360. This website offers professional development videos and activities in a variety of topics, including working with ELLs. The site also offers opportunities for personal reflection (in journal entries) and for collaboration with colleagues, through discussion groups and shared resource lists. PD 360 materials are available to all teachers at all times. Administrators and coaches will use the materials in PD 360 to facilitate and focus professional development throughout the school year, and to track the participation of teachers in professional development activities.

To strengthen and focus professional development, each teacher will create and maintain a personal professional development portfolio. The portfolio will help teachers focus on their personal goals for professional growth and keep track of the professional development activities that they participate in.

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

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

## E. Parental Involvement

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

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

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

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

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

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

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

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

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

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

Language Identification Survey (HLIS) and support efforts to facilitate communication between the school and parents of ELLs.

4. Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door policy for all parents. Parents are directly surveyed about their needs, and teachers and administrators reach out to all parents in writing and in person for feedback about their child's education. As described above, we offer a variety of activities, opportunities and services to address the needs of 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)	8	9	5	6	2	4								34
Intermediate(I)	0	1	3	6	4	2								16
Advanced (A)	5	1	1	1	7	3								18
Total	13	11	9	13	13	9	0	0	0	0	0	0	0	68

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	6	1	0	9
4	2	5	1	0	8
5	2	2	2	0	6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	0	3	1	2	0	0	0	11
4	0	0	5	2	1	0	1	0	9
5	1	5	3	1	2	0	0	0	12
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	2	2	3	0	1	0	9
8									0
NYSAA Bilingual Spe Ed									0

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

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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. The early literacy skills of ELLs are assessed with LAB-R, NYSESLAT, and ECLAS2. ELLs in grades K-2 are also assessed, on a continual basis, with the computer-based program Waterford. Ongoing assessment is also part of the ReadWell program. ELLs are also assessed through the year in 100 Book Challenge, and progress is tracked through the benchmarks of the IRLA (Independent Reading Level Assessment Framework), which is aligned with the Common Core Standards.

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

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

The second obvious pattern in the NYSESLAT data is that our ELLs are stronger in oral English than in written English. Of the 61 ELLs given the NYSESLAT in 2011, 44% are Proficient in Listening/Speaking, while less than 10% are Proficient in Reading/Writing (this is

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

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

NYS Mathematics results for 2011 are similar. About half of ELLs (47%) reached level 2, one third (34%) scored in level 1, and the remaining 20% achieved level 3-4. Non-ELLs similarly had about one-half in level 2, but again, non-ELLs outperformed ELLs, with about 35% in levels 3-4, and just 10-15% in level 1. In Math, as in ELA, ELLs are overrepresented in level 1, and underrepresented in level 3-4.

The assessment data show that ELLs need support in both language acquisition and mastery of content material. The continuing development of RTI, as well as efforts to align curricula and instruction to the Common Core Standards and to improve our ability to use data to guide instructional practices, will be aimed at increasing the achievement of our ELL students.

3. Patterns across NYSESLAT modalities show that our ELLs are stronger in oral language than in written language. As noted, many of our ELLs are Proficient in oral English, but still struggle with reading and writing. Deficits in written English are not unique to our ELLs. Many of our native English-speaking students also perform poorly in reading and writing, and the school has several programs in place to address these needs. ELLs receive the same curriculum as non ELLs, and are not segregated for instruction. Any instructional supports available to non-ELLs are also available to ELLs.

P.S. 146 is an RTI school. This means that we consider each child individually, provide evidence-based interventions, and closely monitor students’ responses with ongoing assessments. All students, including ELLs, are provided with some level of Tier II interventions, in computer programs like Waterford, SuccessMaker and Envision Math, which continually assess students and scale material up or down to meet individual needs. Differentiation and frequent assessment and regrouping of students is an integral part of the ReadWell and 100 Book Challenge programs. The RTI framework emphasizes individualized evaluation and instruction. All students, including ELLs, should be making progress in an RTI school.

For our ELLs with strong oral English and poor written English, it is important to leverage their oral skills in support of reading and writing tasks. Encouraging students to speak (in a Think-Pair-Share or KWL or word bank activity) before they read will activate prior knowledge, including word knowledge, and provide a reading or writing scaffold. Similarly, graphic organizers, which allow for a quick and easy conversion from oral language to written language, exploit students’ oral strengths. The intervention program Language builds in these oral language scaffolds, and includes phonemic awareness and phonics activities with every lesson, which should be very helpful for many of our ELLs.

4. Patterns in student results across proficiencies and grades have already been discussed in detail above. Because we are an ESL program, students do not take Native Language Arts assessments. However, Newcomer ELLs in the testing grades are provided with Spanish translations of NYS Math, Science and Social Studies exams. For students with native language literacy, this is very beneficial. Unfortunately, however, many Newcomers who are provided with this accommodation still do poorly on exams, because they are Newcomers and have not received the content area instruction necessary to meet the standards.

Teachers, administrators and other members of school leadership use the results of ELL Periodic Assessments to monitor ELLs’ progress in the acquisition of English and to identify areas or skills that need to be retaught or reinforced for particular students. However, the ELL Periodic Assessments are just one of many tools that we use to do that. Most of the literacy and math programs used in the school generate data about student progress, and these assessments are more frequent, and more fine-grained, than the Periodic Assessment results. Therefore, we consider the Periodic assessments one of our tools, even it is not our most useful tool, for measuring ELLs’ progress. The ELL Periodic Assessments are very valuable, however, in familiarizing ELLs with the format of the NYSESLAT exam, and give us a

welcome opportunity to practice the test's directions and tasks.

5. P.S. 146 does not have a Dual Language program.

6. We measure the success of our ESL program by the growth and achievements of our students. We also measure success as full integration of ELLs, with full access to all resources in the school. We measure success in our parent surveys, by the numbers of parents who choose to place their children in our ESL program, and by the lack of barriers to the school for immigrant parents. We measure success by the development of our teachers, and their growing confidence and expertise in teaching the ELLs. Most importantly, we measure success by the progress we see in our students, as they work toward their short and long-term goals.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**School Name: PS 146X Edward J. Collins**

**School DBN: 08X146**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jeneil McKenzie	Other <u>Teacher/SETTS</u>		12/21/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

**Cluster:** 5      **Network:** CFN 534

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>PS146</u>	DBN: <u>08X146</u>
Cluster Leader: <u>Debra Maldonado</u>	Network Leader: <u>Ben Waxman</u>
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>36</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>0</u>

## 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: PS 146 will provide supplemental direct instruction to three ELL subgroups: Grade 1 ELLs will be served with an after school program; Grade 3 ELLs will participate in a Saturday Academy, and newcomer ELLs will receive extra instruction before school. Grades 1 and 3 are targeted because over 70% of ELLs in those grades did not make AMAO in 2011-12. In contrast, over 70% of ELLs in grades 2, 3, and 5 did make sufficient progress to reach AMAO. Newcomer ELLs are targeted to address their specific language needs, and to help these students satisfy AMAO in 2012-13.

Grade 1 ELLs will receive supplemental ESL instruction after school, four days/week for 40 minutes, from October-June. Instruction will be delivered in English by a fully certified ESL teacher. Award Reading and Words Their Way materials will be used. Approximately 18 ELLs will participate.

Grade 3 ELLs will take part in a Saturday Academy, four hours/week, January–April (12 weeks). Instruction in ELA and Math will be delivered in English by a fully certified ESL teacher. ELA materials will include Finish Line for ELLs and Getting Ready for the NYSESLAT. Approximately 8 ELLs will participate.

Newcomer ELLs (0-2 years of service) in grades 2-5 will receive supplemental ESL instruction before school, three days/week for 45 minutes, from November–May. Instruction will be delivered in English by a fully certified ESL teacher. Award Reading, Words Their Way and Explode the Code materials will be used. Approximately 10 ELLs will participate.

## 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: Title III Program teachers will attend workshops provided by CEI-PEA Network 534, UFT Teacher Center, and OELL. Topics to be covered include Response to Intervention (RTI), implementation of CCLS, and the principles of SIOP. Title III Program teachers and all teachers of ELLs will receive support in ELA and Math instruction from two AUSSIE consultants. These experts will visit the school every other week throughout the year to help develop best practices in instruction.

Title III program teachers, who are fully certified ESL teachers, will turnkey relevant ELL-related PD to other teachers of ELLs. The ESL teachers will attend weekly grade-level common planning meetings and weekly RTI Team meetings. In addition, bimonthly meetings of the ESL teachers and classroom teachers of ELLs will ensure that all educators are aware of best practices for ELLs and can problem-solve ELL

**Part C: Professional Development**

[issues collaboratively.](#)

?????

**Part D: Parental Engagement Activities**

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

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

Begin description here: Parents of ELLs are included in all parental involvement efforts at the school. All written notices are provided in English and Spanish. Translation and interpretation into Spanish is provided at all parent informational meetings by school staff and/or PA members, and support for lower-incidence languages is provided by parent volunteers. Informational workshops for parents cover Title I, RTI, CCLS, the NYS assessments in ELA and Math, and the instructional programs used in the school (ReadWell, SuccessMaker, Waterford, EnVision Math). Workshops are offered, and year-long support is provided, for access to ARIS Parent Link. Also, in 2012-13, the school is participating in the Mayor's attendance initiative in which parents and school staff work closely to improve the attendance of chronic absentees, including fourteen current ELLs. In addition, the school and PA maintain and distribute bilingual information about all DOE workshops for ELL parents, and also provides information about local services, including adult ESL classes at nearby CBOs and public libraries.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		