



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: ANN M. SHORT
DBN (i.e. 01M001): 04M146
Principal: DR. MONA SILFEN
Principal Email: MSILFEN@SCHOOLS.NYC.GOV
Superintendent: ALEXANDRA ESTRELLA
Network Leader: ELMER MEYERS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Dr. Mona Silfen	*Principal or Designee	
Kisha Shoulders	*UFT Chapter Leader or Designee	
Raquel Lopez	*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	
Geydee Pena	Member/ Parent	
Babana Medrano	Member/ Parent	
Jessica Medina	Member/ Parent	
Sandra Toro	Member/ Paraprofessional	
Sharon Curtis	Member/ Paraprofessional	
Danette Suarez	Member/ Teacher	
Rose Torres	Member/ Teacher	
	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 which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, students in general education in grades 3-5 will strengthen literacy skills outlined in the Common Core Learning Standards for Literacy, such as the close reading of complex texts and written response, as measured by students obtaining 45% on the constructed response portion of the 2013-2014 statewide ELA examination.

Comprehensive Needs Assessment

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

- In grades 3-5, students in general education obtained an average of 43% of possible points on the constructed response portion of the 2012-2013 statewide ELA examination. Based on this student achievement data and other assessments, the school-wide initiative for 2013-2014 will focus on instruction that requires students to closely read complex texts and respond in writing.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Literacy professional development will be provided.
2. Grade level professional development sessions will be held focusing on lesson study aligned with the CCLS for literacy.
3. Literacy Block will take place for 90 uninterrupted minutes in all classrooms grades K-5.
4. Guided Reading instruction will take place during the Literacy Block; students will stream across grades based on their instructional reading levels.
5. Additional writing instruction will be provided for grades 3-5.
6. Achieve3000 will provide additional differentiated, nonfiction reading opportunities for students.
7. Teacher teams will meet to analyze trends in student literacy data, (i.e. running records), collaborate in professional conversations, reflect on their pedagogy and modify instructional practice to meet the needs of all learners.
8. The Danielson Framework will be utilized for conducting classroom observations with a focus on the CCLS for literacy and for conducting pre-planning and post-reflection conferences and debriefs.
9. A data point person on each grade will be identified to collect and analyze grade-wide literacy data.
10. Three common prep periods will be scheduled for grade level planning.
11. Extended Day program for students in grades 1-5 with targeted, differentiated literacy instruction will take place all year.
12. Friday Academy program for students in grades 4-5 who received a level 1 on the 2012-2013 statewide ELA exam and did not attend summer school; 3rd graders will be invited to attend based on literacy data from the 2013-2014 school year.
13. ESL after school program targeting students in grades 1-5.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, in-house coach, network achievement coaches and outside consultants affiliated with Expeditionary Learning, Amplify and Achieve3000
2. In-house coach
3. All pedagogical staff
4. All pedagogical staff
5. Literacy cluster teacher
6. Teachers working with students in grades 2-5
7. Teacher Teams and Data Specialist
8. Supervisors and teachers
9. Administration and data point people
10. Administration
11. Administration and all pedagogical staff
12. Teachers, CCLS-aligned instructional skill based materials
13. ESL teachers and Technology teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback Surveys will be provided for participating staff; student literacy data will be collected monthly for review.
2. Feedback Surveys will be provided for participating staff; student literacy data will be collected monthly for review; classroom observations will be conducted by supervisors
3. Classroom observations will be conducted by supervisors; Fountas & Pinnell Assessment tool, informal running records and conference notes will monitor student progress.
4. Classroom observations will be conducted by supervisors; Fountas & Pinnell Assessment tool, informal running records and conference notes will monitor student progress.
5. Classroom observations will be conducted by supervisors; student writing data will be evaluated using a rubric aligned to the CCLS.
6. Level Set Tests within Achieve3000 will be ongoing.
7. Teacher teams, supported by the Data Specialist, will participate in the inquiry process.
8. Teacher effectiveness rubric will be used.
9. Classroom and grade-wide graphs based on the Fountas & Pinnell Assessment tool will be created to compare reading data.
10. Administrators will attend common prep planning periods; Agendas and sign-in sheets will be collected by administration.
11. RTI Assessment Tool will be utilized to monitor student reading progress.
12. Exit slips, Teacher Notes, Baseline and Endline Assessments
13. Exit slips, Teacher Notes, Baseline and Endline Assessments

D. Timeline for implementation and completion including start and end dates

1. Beginning in September 2013 and ending in June 2014
2. Monthly for 90 minutes beginning in September 2013 and ending in June 2014
3. Daily from 8:43-10:10 am beginning in September 2013 and ending in June 2014
4. Daily from 9:27-10:10 am beginning in October 2013 and ending in June 2014
5. Beginning in September 2013 and ending in June 2014
6. 2x per week beginning in September 2013 and ending in June 2014
7. Weekly on Wednesdays from 2:20-3:10 pm beginning in September 2013 and ending in June 2014
8. Beginning October 26, 2013 and ending June 20, 2014
9. 3x per year beginning in September 2013-June 2014
10. Weekly beginning in September 2013 and ending in June 2014
11. Weekly on Mondays and Tuesdays from 2:20-3:10 pm beginning in October 2013 and ending in June 2014
12. Weekly on Fridays for 3 hours beginning in February 2014 and ending in March 2014
13. Two 90 minute sessions per week beginning December 2013 and ending May 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Core Knowledge Language Arts curriculum (PK-2) and Expeditionary Learning curriculum (3-5); extend subscription to Achieve3000; per diem rate for substitute coverage; double common prep periods weekly per grade
2. Core Knowledge Language Arts curriculum (PK-2) and Expeditionary Learning curriculum (3-5); double common prep periods weekly per grade
3. Core Knowledge Language Arts curriculum (PK-2) and Expeditionary Learning curriculum (3-5)
4. School-wide scheduling allows for all pedagogical staff to be available
5. Literacy Cluster Teacher
6. Extend subscription to Achieve3000
7. School-wide scheduling incorporates 50 minutes per week
8. No cost associated with this activity
9. No cost associated with this activity.
10. No cost associated with this activity
11. No cost associated with this activity
12. 10-12 teachers for 8 three hour sessions at the per session rate
13. 2 ESL teachers and 1 Technology teacher for 3 hours per week at the per session rate; Imagine Learning subscription

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

- Provide information, materials and training for parents on the CCLS in literacy at monthly parental involvement discussion groups
- Provide parent letters for CKLA and Achieve3000
- Provide parents with information and training (ARIS Parent Link, etc.) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child's progress.
- Provide parents with their child's Benchmark Reading Level Progress Report 3x per year to keep them updated and informed of student growth.
- Family Fridays offer parents an opportunity to participate in classroom literacy lessons.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Contract for Excellence											

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, all students in grades 3-5 will strengthen their mathematical skills outlined in the Common Core Learning Standards for Mathematics, such as modeling with mathematics and/or constructing a viable argument, as measured by students obtaining 40% on the open-ended, constructed response portion of the 2013-2014 statewide mathematics exam.

Comprehensive Needs Assessment

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

- In grades 3-5, students obtained an average of 35% of possible points on the open-ended, constructed response portion of the 2012-2013 statewide mathematics exam. Based on this student achievement data and other assessments, the school-wide initiative for 2013-2014 will focus on CCLS-aligned instruction which includes cognitively demanding tasks that require students to demonstrate their ability to model with mathematics and/or construct a viable argument.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Math professional development focused on modeling with mathematics and/or constructing a viable argument will be provided.
2. Grade level professional development sessions will be held focusing on lesson study aligned with the CCLS for mathematics.
3. 60 minutes per day will be allotted for mathematics instruction in grades K-5.
4. Walk-throughs will focus on classroom environment, teaching practices and CCLS for mathematics; timely feedback will be provided to support professional growth.
5. Teacher teams will meet to analyze trends in student mathematics data, collaborate in professional conversations, reflect on their pedagogy and modify instructional practice to meet the needs of all learners.
6. The Danielson Framework will be utilized for conducting classroom observations with a focus on the CCLS for mathematics and for conducting pre-planning and post-reflection conferences.
7. A data point person on each grade will be identified to collect and analyze grade-wide mathematical data.
8. Three common prep periods will be scheduled for grade level planning.
9. Friday Academy program for students in grades 4-5 who received a level 1 on the 2012-2013 statewide mathematics exam and did not attend summer school; 3rd graders will be invited to attend based on mathematics data from the 2013-2014 school year.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators, in-house coach, network achievement coaches and outside consultants affiliated with Common Core Inc.
2. In-house coach
3. All pedagogical staff

4. Instructional Cabinet
5. Teacher Teams and Data Specialist
6. Supervisors and teachers
7. Administration and data point people
8. Administration
9. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback Surveys will be provided for participating staff; student mathematics data will be reviewed.
2. Feedback Surveys will be provided for participating staff; student mathematics data will be reviewed; classroom observations will be conducted by supervisors
3. Classroom observations will be conducted by supervisors; exit slips, mid-module and end-module assessments and conference notes will monitor student progress.
4. Instructional Cabinet will review data from walk-throughs and provide feedback.
5. Teacher teams, supported by the Data Specialist, will participate in the inquiry process.
6. Teacher effectiveness rubric will be used.
7. Classroom and grade-wide spreadsheets based on end-module assessments will be created to compare mathematics data.
8. Administrators will attend common prep planning periods; Agendas and sign-in sheets will be collected by administration.
9. Exit slips, Teacher Notes, Baseline and Endline Assessments

D. Timeline for implementation and completion including start and end dates

1. Beginning in September 2013 and ending in June 2014
2. Monthly for 90 minutes beginning in September 2013 and ending in June 2014
3. Daily beginning in September 2013 and ending in June 2014
4. A minimum of 3x per year, beginning in September 2013 and ending in June 2014
5. Weekly on Wednesdays from 2:20-3:10 pm beginning in September 2013 and ending in June 2014
6. Beginning October 26, 2013 and ending June 20, 2014
7. A minimum of 3x per year beginning in October 2013 and ending in June 2014
8. Weekly beginning in September 2013 and ending in June 2014
9. Weekly on Fridays for 3 hours beginning in February 2014 and ending in March 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. A Story of Units math curriculum; per diem rate for substitute coverage; double common prep periods weekly per grade
2. A Story of Units math curriculum; double common prep periods weekly per grade
3. A Story of Units math curriculum
4. No cost associated with this activity
5. School-wide scheduling incorporates 50 minutes per week
6. No cost associated with this activity
7. No cost associated with this activity
8. No cost associated with this activity
9. 10-12 teachers for 8 three hour sessions at the per session rate

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide information, materials and training for parents on the CCLS in mathematics at monthly parental involvement discussion groups
- Provide parents with information and training (ARIS Parent Link, etc.) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child's progress.
- Family Fridays offer parents an opportunity to participate in classroom mathematics lessons.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, students with disabilities in grades 3-5 will strengthen literacy skills outlined in the Common Core Learning Standards for Literacy, such as the close reading of complex texts and answering text dependent questions, as measured by students obtaining 46% on the multiple choice portion of the 2013-2014 statewide ELA examination.

Comprehensive Needs Assessment

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

In grades 4-5, students with disabilities obtained an average of 44% correct responses on the multiple choice portion of the 2012-2013 statewide ELA examination. Based on this student achievement data and other assessments, the school-wide initiative for 2013-2014 will focus on instruction that requires students to closely read complex texts and answer text-dependent questions.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Special Education professional development will be provided.
2. Literacy Block will take place for 90 uninterrupted minutes in all classrooms grades K-5.
3. Guided Reading instruction will take place during the Literacy Block; students will stream across grades based on their instructional reading levels.
4. Additional writing instruction will be provided for grades 3-5.
5. Achieve3000 will provide additional differentiated, nonfiction reading opportunities for students.
6. Teacher teams will meet to analyze trends in student literacy data specific to SWD, (i.e. running records), collaborate in professional conversations, reflect on their pedagogy and modify instructional practice to meet the needs of all learners.
7. Extended Day program for students in grades 1-5 with targeted, differentiated literacy instruction will take place all year.
8. Friday Academy program for students in grades 4-5 who received a level 1 on the 2012-2013 statewide ELA exam and did not attend summer school; 3rd graders will be invited to attend based on literacy data from the 2013-2014 school year.
9. Additional reading support services for SWD will be provided

2. Key personnel and other resources used to implement each strategy/activity

1. Administrators, network achievement coaches
2. All pedagogical staff
3. All pedagogical staff
4. Literacy cluster teacher
5. Teachers working with students in grades 2-5
6. Teacher Teams and Data Specialist
7. Administration and all pedagogical staff
8. Teachers, CCLS-aligned instructional skill based materials
9. Instructional support staff

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Feedback Surveys will be provided for participating staff; student literacy data will be collected monthly for review.
2. Classroom observations will be conducted by supervisors; Fountas & Pinnell Assessment tool, informal running records and conference notes will monitor student progress.
3. Classroom observations will be conducted by supervisors; Fountas & Pinnell Assessment tool, informal running records and conference notes will monitor student progress.
4. Classroom observations will be conducted by supervisors; student writing data will be evaluated using a rubric aligned to the CCLS.

5. Level Set Tests within Achieve3000 will be ongoing.
6. Teacher teams, supported by the Data Specialist, will participate in the inquiry process.
7. RTI Assessment Tool will be utilized to monitor student reading progress.
8. Exit slips, Teacher Notes, Baseline and Endline Assessments
9. Exit slips, Teacher Notes, Baseline and Endline Assessments

4. Timeline for implementation and completion including start and end dates

1. Beginning in November 2013 and ending in May 2014
2. Daily from 8:43-10:10 am beginning in September 2013 and ending in June 2014
3. Daily from 9:27-10:10 am beginning in October 2013 and ending in June 2014
4. Beginning in September 2013 and ending in June 2014
5. 2x per week beginning in September 2013 and ending in June 2014
6. Weekly on Wednesdays from 2:20-3:10 pm beginning in September 2013 and ending in June 2014
7. Weekly on Mondays and Tuesdays from 2:20-3:10 pm beginning in October 2013 and ending in June 2014
8. Weekly on Fridays for 3 hours beginning in February 2014 and ending in March 2014
9. Beginning October 2013 and ending in May 2014

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per diem rate for substitute coverage
2. Core Knowledge Language Arts curriculum (PK-2) and Expeditionary Learning curriculum (3-5)
3. School-wide scheduling allows for all pedagogical staff to be available
4. Literacy Cluster Teacher
5. Extend subscription to Achieve3000
6. No cost associated with this activity
7. School-wide scheduling incorporates 50 minutes per week
8. 10-12 teachers for 8 three hour sessions at the per session rate
9. No cost associated with this activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Provide information, materials and training for parents on the CCLS in literacy at monthly parental involvement discussion groups
- Provide parents with information and training (ARIS Parent Link, etc.) to foster a caring and effective home-school partnership ensuring that parents can effectively support and monitor their child's progress.
- Provide parent letters for CKLA and Achieve3000
- Provide parents with their child's Benchmark Reading Level Progress Report 3x per year to keep them updated and informed of student growth.
- Family Fridays offer parents an opportunity to participate in classroom literacy lessons.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Contract for Excellence

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
6.
- 2. Key personnel and other resources used to implement each strategy/activity**
1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 4. Timeline for implementation and completion including start and end dates**
1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
6.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.

- Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" 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
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>Guided Reading</p> <p>Friday Academy</p> <p>Imagine Learning – ESL</p> <p>OASIS/Union Settlement Intergenerational Tutoring Program</p>	<p>Small group, one-to-one</p> <p>Targeted small group instruction based on the item skills analysis from the NYS ELA exam</p> <p>Computer based, individualized</p> <p>One-to-one tutoring</p>	<p>Extended Day program - after official school hours During the Literacy Block</p> <p>Fridays - after official school hours</p> <p>During the school day ESL After-school program</p> <p>During the school day</p>
Mathematics	Friday Academy	Targeted small group instruction based on the items skills analysis from the NYS mathematics exam	Fridays- after official school hours
Science	Science Inquiry Club	Small group	During Extended Day program- after official school hours
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>At-risk Counseling</p> <p>At-risk Speech</p>	<p>One-to-one</p> <p>One-to-one</p>	<p>During the school day</p> <p>During the school day</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • An in-house coach will provide individualized coaching, which includes, modeling lessons and providing feedback to teachers in order to implement CCSS-aligned curricula in both literacy and mathematics. • Outside consultants and network achievement coaches will provide on-going professional development in literacy, mathematics and special education. • Off-site professional development opportunities will be made available for further support. • Walk-throughs of classes targeting needs for professional development and providing teacher feedback will take place. • Intervisitations and lab sites will take place with a focus on CCSS. • Differentiated professional development sessions will be provided which will allow teachers to set measurable goals for their own professional growth. • New teachers will work closely with mentor teachers for additional guidance and support. • Teacher Teams will work collaboratively to study student work and share best practices. • After school workshops and study groups will be held for teachers, supervisors, paraprofessionals and other instructional staff members. • A collaborative, on-going relationship with Hunter College places students in our school for internships and student teaching which gives us the opportunity to interview qualified teaching candidates

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • An in-house coach will provide individualized coaching, which includes, modeling lessons and providing feedback to teachers in order to implement CCSS-aligned curricula in both literacy and mathematics. • Outside consultants and network achievement coaches will provide on-going professional development in literacy, mathematics and special education. • Off-site professional development opportunities will be made available for further developing teachers' pedagogy. • Walk-throughs of classes targeting needs for professional development and providing teacher feedback will take place. • Intervisitations and lab sites will take place with a focus on CCSS. • Differentiated professional development sessions will be provided which will allow teachers to set measurable goals for their own professional growth. • Teacher Teams will work collaboratively to study student work and share best practices. • After school workshops and study groups will be held for teachers, supervisors, paraprofessionals and other instructional staff members.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> • Emergency supplies such as: uniforms, school supplies, book bags and books. • Educational support services by AIS providers, as well as classroom interventions to support targeted individual students based on their needs • At-risk counseling services by school psychologists and social workers. • Referrals to mental health agencies (i.e. International Center for the disabled – ICD, Northside Mental Health

services). These services are followed up on by our school based support staff before, during and after school hours.

- Parent Involvement
- Social Groups with students of similar needs

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- An open house is held for incoming students and their parents.
- Curriculum Night is held for parents in the fall.
- Meetings with shelter programs
- CSE reviews for transitioning and turning 5 children are held for parents.
- Mandated services are put into place for all incoming students with IEPs.
- Family Fridays allow for parental involvement in all classrooms.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Grade meetings are held with teachers, the coach and administration to analyze student data and plan for informal and formal assessments
- On-going, differentiated professional development is provided focused on assessment tools being utilized for monitoring student progress

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

P.S. 146M Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [?](#)

District 04	Borough Manhattan	School Number 146
School Name Anna M. Short		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Mona Silfen	Assistant Principal Allison Angioletti
Coach Jamie Marguiles	Coach type here
ESL Teacher Deirdre Cassidy	Guidance Counselor type here
Teacher/Subject Area Danielle Trieber/ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Diana Alava
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	423	Total number of ELLs	77	ELLs as share of total student population (%)	18.20%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	50
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	14		12							14
Dual Language										0
ESL	37		19	21		19	5		5	63
Total	51	0	31	21	0	19	5	0	5	77

Number of ELLs who have an alternate placement paraprofessional:

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			8	6										14
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	8	6	0	14								

*EP=English proficient student

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	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	7	7	10	16	6								59
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	1		2								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	14	7	9	11	16	8	0	0	0	0	0	0	0	65

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	4	1	5	5	3									18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	2	7	7	5	7									28
Advanced (A)	12	4	8	2	5									31
Total	18	12	20	12	15	0	0	0	0	0	0	0	0	77

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	1			12
4	13	1			14
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		2						12
4	10	2	2						14
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		7		3	1			13
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	1						
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 146 uses Fountas and Pinnell to assess early literacy skills of ELLs. The school uses this data to place students in guided reading groups and also to determine if the student would benefit from the extended day program. The data shows that ELLs are behind their peers in regards to reading levels and language skills. Our school's instructional plan places ELLs as a targeted subgroup.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that there is a higher proportion of advanced students in kindergarten and first grade than any other grade. This shows that language growth is very high in kindergarten. Many students who score a beginner on the LAB-R in September receive an advanced on the NYSESLAT in May. Schoolwide there are more advanced students than intermediate and beginner. 2nd and 3rd grade has the most beginner students. Historically, students have struggled with the reading and writing sections on the NYSESLAT.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
State RNMR report is not available as of today November 13th, 2013.
4. For each program, answer the following:
 - a. 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?

a. The data shows that ELL students at PS 146 struggle on the state exams. On the 2013 ELA exam, twenty-four students received a level 1 while two received a level 2. This shows that all students scored below grade level expectations.
On the state math exam, twenty two students received a 1 while four students received a level two. ELL students are performing slightly better on the math exam than on the ELA exam. The two students who took the Math exam in their native language received a 1. Students fared better on the state science exam. Seven students received a level two and four students received a level three. One of the students who received a 3 on the science test took the test in their native language.

b. Every fall and spring, ELLs in grades 3, 4 and 5 take the ELL periodic assessment. This exam provides useful data because the scores are broken down by modality and the testing website provides an item analysis. This allows teachers and administrators to see exactly which skills students are struggling with. Teachers then use this information to guide instruction.

c. The ELL Period Assessment also provides a predicted score for the upcoming NYSESLAT. The school can use this information when planning for the next year. Administrators can use the spring results when deciding placement for the following year. The school tries to group ELLs of similar levels together to create push-in situations. The results from the periodic assessments show that students are weakest in reading. This can also be confirmed by Fountas and Pinnell data. The native language is used as a support with newcomer students. Teachers can use the data from the periodic assessment to help determine which students need native language support.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
PS 146 uses data from Fountas and Pinnell to guide instruction for ELLs during RTI. ELL students that are deemed eligible for intervention attend the extended day program Mondays and Tuesdays after school for fifty minutes. During this time teachers target instruction to meet the students' literacy needs. Groups are determined by reading level. Students benefit from small guided reading groups and work stations that address skill gaps. Progress is measured monthly with informal running records.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In the beginning of the school year, teachers are notified which students in their classes are ELLs. The ESL Coordinator shares last year's NYSESLAT scores with the teachers. Teachers can use NYSESLAT proficiency levels to understand each student's command of English. Teachers differentiate lessons with student's English language proficiency in mind. In addition, grade teams meet twice a month for inquiry and ELLs are a targeted subgroup. Teachers use their findings to guide instruction for ELLs.
7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Administrators use the state exams to determine the success of the ELL program. Scores for the NYSESLAT, ELA, Math and Science are analyzed and growth is measured. Progress on the NYSESLAT is measured to see if the school met the AMAOs.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents enroll their children at the school, they are required to complete the Home Language Identification Survey during the registration process. Surveys are available in the parents' native language. A pedagogue staff member is provided for translation. The team assigned to the initial screening during the registration process, including completion and verification of the HLIS, consists of the bilingual attendance teacher (Spanish) and the two ESL teachers. An oral interview with the student is conducted by one of the pedagogues listed above to determine LAB-R eligibility. Documentation of the informal interview is kept on file. The HLIS is then read, completed and signed by an ESL teacher who verifies OTELE codes for the pupil accounting secretary. If students are deemed to have a second language at home, they are tested within ten school days of enrollment by the certified ESL or TBE pedagogues using the LAB-R and the Spanish LAB if appropriate. If a student does not pass the LAB-R, they are entitled to receive English language services by the appropriate certified teachers based on parent choice. The LAB-R score determines the number of mandated minutes an ELL will receive.
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.
Each year P.S. 146 holds Parent Orientation meetings for the parents of all new ELLs within the first ten days of school. In the 2013-2014 school year meetings were held on September 19, 2013 and September 20, 2013. One meeting was held in the morning and the other in the afternoon to convenience parents. Letters are sent home in the native language to notify parents of these meetings and the parent coordinator calls all parents to ask them to attend. If a parent is unable to attend either of the meetings the parent coordinator arranges a one on one meeting to help the parent complete the appropriate paperwork. Another memo is sent home in the native language just before the meetings as a reminder. Parents are given an agenda in their native language and are asked to sign-in. At the meeting the video prepared by the New York City Department of Education is played in the languages appropriate to the parents attending. Staff members, including ESL, TBE teachers and school administrators present information about the Transitional Bilingual Program, ESL Program and the Dual Language Program. Bilingual staff members are available to help interpret questions parents may have about their options and also to assist with completing the paperwork. If a parent decides on a choice that is unavailable at our school, the parent coordinator provides a list of schools that can offer this choice to the family and reaches out to schools for parents to help determine classroom availability. In addition to these three meetings, the ESL teachers conduct parent orientation meetings as needed for parents of newly enrolled entitled children or the parent coordinator meets one on one with new parents. Parents are notified of this session in their native language in a timely manner.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
After the LAB-R is administered (within ten school days of registration), a letter is sent home in the native language to notify parents of their child's eligibility for language support services. Parent Orientation information, Parent Survey and Program Selection forms and brochure are attached to the entitlement letter and a meeting is held within the first ten days of school so that parents can make a timely and informed decision about their child's placement. Students who pass the LAB-R are sent non-entitlement letters. Staff are present at the Parent Orientation Meetings to assist parents in completing the Parent Survey and

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

4. 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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Students who receive ELL services will be administered the New York State English as a Second Language Achievement Test every spring as long as they remain entitled. Entitled students are identified by cross-referenced ATS reports such as the RLAT, RLER, and RMNR. The NYSESLAT has four components. The speaking section is administered to all ELLs individually. Two teachers are present during the speaking exam, (one to administer, one to score) or the test is administered and scored by one teacher who is not the student's ELA or ESL teacher. The listening, reading, and writing sections are administered over 3 consecutive days in groups. Students are grouped within grade bands accounting for testing accommodations as per IEP. The following week is used for make-ups to ensure that all ELL students take all four parts of the exam. This exam is used to determine if ESL services are continued or the amount of time for ESL services.

6. 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.) 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. 

In the past, PS 146 offered a bilingual kindergarten program to match parent requests. However, in recent years, parents are selecting ESL as their first choice. In September 2013, six out of 11 parents chose ESL as their first choice and 5 chose TBE. In September 2011, six out of twelve parents chose ESL as their first choice, two chose TBE, one chose dual language. In September 2012, 5 out of nine parents selected ESL as their first choice and four selected dual language. In the future, if fifteen or more parents of the same language background elect TBE, a class will be opened to honor their request.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Instruction is delivered using a variety of organizational models. ESL services are delivered in both push in and pull-out settings. Students are grouped to maximize push-in services. Push-in models vary based on the needs of the students. ESL teachers may co-teach or parallel teach during instruction. Classes are held for either 360 or 180 minutes a week as per NYS CR Part 154. When assigning students to classes for the upcoming school year, administrators try to group ELLs together in order to create push-in situations. This year there are nine ESL push in groups. TBE is delivered in a Integrated Co-Teaching setting. Students are placed in a class based on their IEP and/or parent option letter.
 - b. Students are grouped in both homogeneous and heterogeneous classes. This year there are nine ESL push-in groups and four pull-out groups. Some pull-out groups have students with mixed proficiency levels and some have students in contiguous grades. Some students may receive push-in and pull-out services, from more than one ESL teacher, to meet the mandated minutes required by CR Part 154. The TBE program has a heterogeneous class with students of mixed proficiency levels.
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)?

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

Explicit ESL instruction is delivered by ESL and TBE teachers as per CR Part 154. Students at the beginning and intermediate levels, as determined by the LAB-R or NYSESLAT, are given 8 units (360 minutes) of instruction per week. Students that score at the advanced level are given 4 units (180 minutes) per week. ELA instruction is delivered daily in 90 minute blocks. Students in the TBE program no longer receive NLA instruction as they have transitioned to all English instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

Students who are in the ESL program receive content instruction in their classrooms in English. In addition, the ESL teachers work with classroom teachers, administration and the literacy coach to plan instruction based on classroom curriculum. Teachers

use supports such as picture cues, explicit vocabulary instruction, videos and structured writing supports to foster language development. When students are pulled out, the ESL teachers use common core standards along with social studies and science standards to guide instruction.

The Transitional Bilingual Education program uses a balanced instructional approach. The daily schedule is structured to use the native language only as a support for learning English. Science, social studies, and literacy instruction and skills are in English. For students who need more support (based on NYSESLAT scores), teachers use the native language to assess comprehension while building students' English language skills.

The ESL and TBE teachers use comprehensible input. Lessons are scaffolded in order to build on students' prior knowledge. Students are involved in collaborative projects and spend time researching information as a group. Furthermore, ELL students have access to content area dictionaries, translated websites and other native language materials to support comprehension.

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers use the previous year's NYSESLAT results as a baseline for the four modalities. The ELL periodic assessment, given twice a year, assesses the reading, writing and listening modalities of English for third, fourth and fifth grade ELLs. Fountas and Pinnel is used school wide to assess reading skills and comprehension. In addition, ESL and TBE teachers also use teacher created assessments to evaluate all four modalities of English. Students are administered a speaking and listening conversation baseline that is assessed with a rubric. Students are given on demand writing prompts three times a unit that are evaluated with a rubric to measure growth.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

c. ELL students receiving service for 4 to 6 years receive mandated ESL instruction as per CR-154. ESL teachers collaborate with classroom teachers to develop lessons that support the curriculum for each grade. Students performing below proficiency receive AIS during 37½ minutes and ELLs are subgrouped. ELL students in grades 3-5 are also invited to participate in the Title III after school program.

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

e. Students who have scored proficient on the NYSESLAT still continue to receive support from the ESL and TBE teachers as they transition to monolingual instruction. If a student in the TBE program scores proficient, they are offered the option to stay in the program for an additional year to ease their transition. English proficient students in monolingual classes still continue to receive push-in support and are invited to participate in the Title III after school program.

7. 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?

Special Education and ESL teachers use whole group, small group and individual instruction to ensure that each students' academic and language needs are met. During ESL push-in, a variety of models are used to provide access to academic content areas for ELLs. ESL teachers may co-teach, parallel teach or pull a small group for explicit instruction. ESL teachers also adapt grade level materials to make them more accessible to ELLs.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses flexible programming to maximize time ELL students with disabilities spend with non-disabled peers. During Educational Planning Conferences, the IEP team along with the classroom and ESL teacher meet to ensure that the student is placed in their least restrictive environment. The school also ensures that classroom schedules allow opportunities for collaboration between special and general education classes. For example special education and general education classrooms will combine to work together on cross-curricular projects. In addition, special and general education students also interact during enrichment activities such as Project Arts, field trips, after school programs, Cook Shop, and intermural sports. Our extended day program also has combined classes of ELL and non-ELL, special and general education students in a small group setting.

Courses Taught in Languages Other than English 

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

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

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

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

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

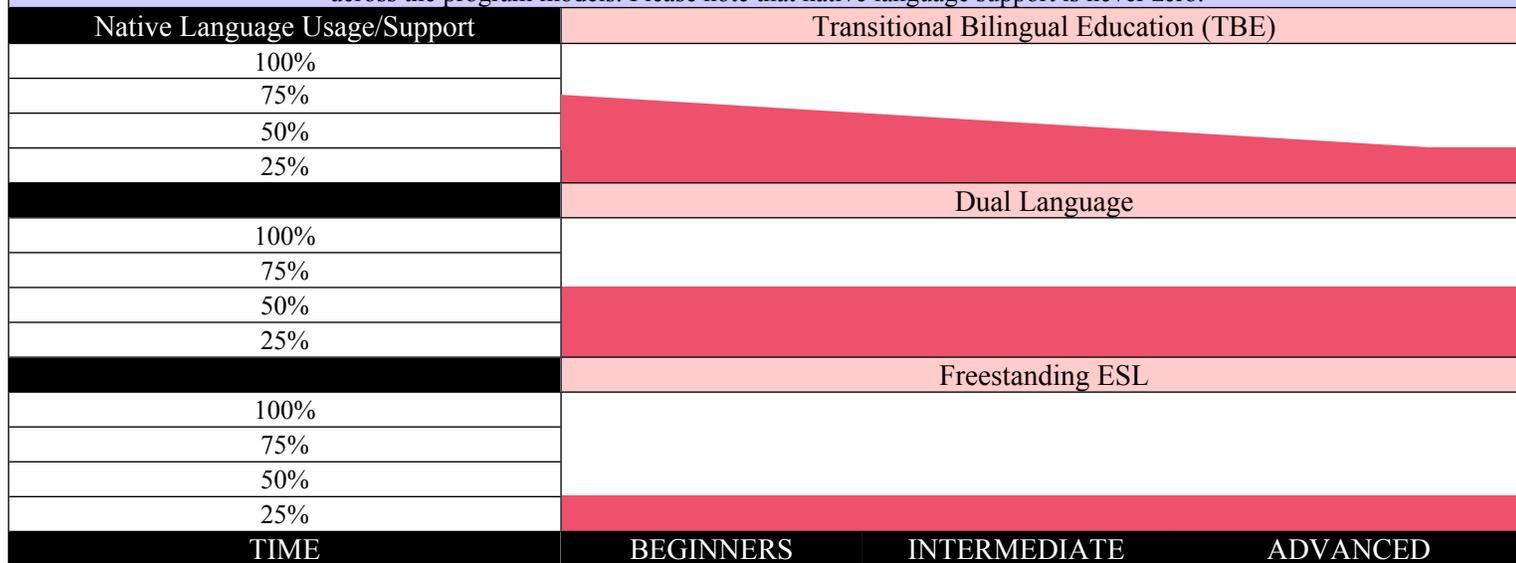
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

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

Other programs include:

1. AIS services (at risk SETSS) (ELA and math)
2. Imagine Learning software (phonics)
3. Achieve 3000 on-line software (reading comprehension, social studies and science content)

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current ESL program at PS 146 includes both a push-in and pull-out model. To ensure that ELL students are receiving English language support in the literacy and math, ESL is push-in during these times. The ESL teacher teaches content with scaffolds for language and vocabulary. The ESL and TBE teachers also incorporate opportunities for authentic conversation to build speaking and listening skills. All ESL pull-out classes focus on literacy in the science and social studies content areas.

11. What new programs or improvements will be considered for the upcoming school year?

For the 2013-2014 school year, PS 146 has purchased licenses for Imagine Learning, an interactive literacy software that is geared towards ELLs. This program is designed to increase language development in lower grade and newcomer ELLs.

12. What programs/services for ELLs will be discontinued and why?

Due to a decrease in kindergarten ELL enrollment, PS 146 will not offer a TBE kindergarten program in 2013-2014. In the future, if there are 15 or more ELL students of the same language in contiguous grades the school will offer this program to parents.

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

PS 146 has an extended day program two days a week that ELLs participate in. The extended day program uses small group instruction focusing on particular skills based on assessments. There will also be an after school program for ELLs funded by Title III. This year's program will develop oral language, reading comprehension and writing skills through animation. We also offer a variety of programs in the arts as part of our partnership with the 92nd Street Y. Pre-K to first grade students participate in dance classes. Second grade students take part in a music appreciation program. Fourth grade classes participate in chorus. Fifth grade students will have the opportunity to perform in a musical theater production. Lower grade and special ed ELL students also participate in CookShop, a nutritional education program.

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

ESL and TBE teachers use picture symbols during instruction to make content comprehensible for students. In the ESL classroom, materials (glossaries, references, books etc.) in the native language are available to students. The ESL teachers collaborate with classroom teachers to ensure students' needs are met by providing appropriate supplementary materials for their classrooms, such as content resources available in differentiated levels, bilingual glossaries and language learning computer software. Many classrooms are equipped with interactive white boards as a way of supporting ELL students' comprehension. Using interactive whiteboards ELL students have the opportunity to view visuals associated with the materials and interact with the texts and materials. The ESL teachers have an LCD projector and document camera to differentiate instruction.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is delivered by TBE, ESL and classroom teachers. In the TBE classroom, the native language is used to assess comprehension and teach new content material. For ESL instruction in the TBE classroom, native language is used as a

support tool to ensure English comprehension. ESL teachers provide bilingual glossaries, books in the native language and Internet resources as needed. When appropriate, ESL and classroom teachers use their knowledge of students' native languages to support content area learning.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

The Parent Coordinator is available during the summer to meet with new parents to provide school tours and meet with the principal. ELLs who enroll throughout the school year are invited to participate in the Title III after school program. These students are also invited on field trips.

18. What language electives are offered to ELLs?

Foreign language classes are not offered at our school.

19. For schools with dual language programs:

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

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

2. ESL and bilingual teacher attend ELL professional development workshops offered by the DOE and network that focus on supporting ELLs achievement in Common Core standards. ESL and bilingual teachers are part of bigger grade teams and conferences where we can turn key the information from the professional developments. In-school professional development delivered by our literacy coach is aligned to common core learning standards and addresses the needs of ELLs and SWDs. In addition, grade team leaders attend professional developments for Common Core Learning Standards in our curriculum, Core Knowledge Language Arts and the New York state math curriculum.

3. To help students transition from elementary to middle school, fifth grade teachers organize a middle school experience. This program simulates several days in middle school. Students are taught how to read and follow a schedule, moving from class to class and taking different subjects with different teachers.. A middle school fair is also held at P.S. 146. The head of the middle school process for all districts speaks and translation services are provided to help parents of ELLs make informed choices. The fifth grade classes also visit middle schools in the district. The Parent Coordinator also acts as an outreach assisting parents with the middle school application process.

4. Teachers attend DOE network professional development geared towards the instruction of ELLs. The information gathered at these meetings is used to assist teachers in adapting their instruction towards the needs of ELL students. In addition the ELL network specialist organizes workshops delivered to grade team meetings to meet the teacher's mandated hours for ELL training.

D. Parental Involvement

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

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

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

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

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

4. PS 146 hosts a variety of workshops to meet the needs of parents. Parent programs are interactive and geared towards supporting students' needs at home. At the beginning of the school year, the school hosts a curriculum night where parents are invited to visit classrooms and learn about expectations for their children for the coming year. Interpreters are provided as needed.

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

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M146 School Name: PS 146

Cluster: 94CL06 Network: 94N607

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: PS 146	DBN: 04M146
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

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

Field trips will be planned to supplement the after school program. Students will reading and filming popular fables as part of our film program so we will attend a play of Aesop's fables. Attending a play will help students listening comprehension as well as retelling and summarizing skills through related activities. Parents will be invited to accompany students.

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

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

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

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

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

Bilingual materials, such as content area glossaries, will be distributed at these workshops to aid parents in assisting their children academically at home. Parents will be notified of these workshops by phone calls from the bilingual parent coordinator and also by bilingual flyers.

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

Part D: Parental Engagement Activities

March 7, 2012.

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

Part E: Budget

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

Allocation Amount: \$12012

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7,120	After school instruction
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$250 \$450 \$3500 \$340 \$350	Field Trips Supplies Technology (Hardware) Books Software
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	12,010	

