



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE HOWARD BEACH SCHOOL  
**DBN (i.e. 01M001):** 27Q146  
**Principal:** MARY KEEGAN  
**Principal Email:** [MKEEGAN@SCHOOLS.NYC.GOV](mailto:MKEEGAN@SCHOOLS.NYC.GOV)  
**Superintendent:** MICHELE LLOYD-BEY  
**Network Leader:** JOANNE BRUCELLA

### 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
Mary Keegan	*Principal or Designee	
Veronica Klein	*UFT Chapter Leader or Designee	
Sallyann Sinisgalli	*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	
Linda Bruno	Member/ Teacher	
Mitchell Katcher	Member/ Assistant Principal	
Kerry Gannon	Member/ Teacher	
Theresa Fonal	Member/ Parent	
Anabel Englund	Member/ Parent	
Anna Marie Carpione Dicasoli	Member/ Parent	
Doriann Ambrosina	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## 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, all teachers in grades K-8 will receive formative feedback utilizing Danielson's Framework for Teaching. This will lead to improved practice that meets the Common Core Standards as evidenced by at least 70 % of teachers receiving an effective or highly effective rating.

### Comprehensive Needs Assessment

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

The 2013-2014 Citywide Instructional Expectations call for schools to implement a new teacher evaluation system (Advance) in grades K-8. Utilizing Advance, building administrators will provide teachers with at least 4-6 evaluations depending on the option each teacher selected at the start of the 2013-2014 School-Year. Feedback on instructional practices in each component of the Danielson Framework will be specific and evidence based. Teachers will be rated as ineffective, developing, effective or highly effective on all 22 components utilizing the rubric. These rating along with the feedback will lead to improved instructional practices and positive student outcomes.

### 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. Increase of Professional Development Time: Programmer will coordinate class schedules that allow for grade level common planning periods three times per week. Principal will schedule 50 minutes extended day on Wednesdays for administrators and teachers trained on the Danielson Framework to provide PD to teaching staff. Teachers will be provided with three hours of professional development per month during: extended day, teacher teams, common planning time and additional time within the school day to attend PD being provided outside the school. Time will be scheduled for key staff members to attend professional development outside of the school. Key staff members will be selected and allocated time to attend Danielson related training sessions provided citywide and by the CFN with the expectation of turn-keying information to extended staff members. In addition inter-class and inter-school visitations will be scheduled to provide a model and support teacher in implementing best practices aligned to the Danielson Framework.
2. Professional Development on Advance: Principal and MOSL Team members will provide PD on the MOSL selection process. Teachers will be provided professional development directly connected to Advance and linked to the Danielson Framework which is equivalent to 60% of teacher ratings. The 50 minutes of extended day on Wednesday will be utilized to meet the 3 hours of additional professional development provided to staff. This PD will be provided by school based administrators, and any staff member that is provided additional time to attend citywide and CFN PD on Danielson.
3. Schedule and Conduct Teacher Observations: Principal will schedule and set goals for completion of teacher observations per week for building administrators per the applicable grades that they supervise. Building Administrators will conduct between 4 and 6 observations based on the option selected by teachers and provide specific feedback utilizing the Danielson Framework. Building administrators will norm their observation practice and feedback utilizing Danielson's Framework for Effective Teaching. Observation trends will be noted and additional supports will be provided to teacher's that lead to effective practice based on needs identified.

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

1. Principal, Assistant Principal, programmer and teachers attending citywide PD on Danielson.
2. Principal, Assistant Principals, programmer and MOSL Team Members.
3. Principal and Assistant Principals.

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

1. Teacher evaluations will reflect an understanding of the Danielson Framework based on effective and highly effective ratings on each component for at least 70% of the teaching staff. Teacher evaluations will be monitored and analyzed by building administrators to determine trends and individual supports needed. Based on this analysis professional development will be planned and provided to support teacher development. Analysis will occur bi-monthly and PD will be planned on a monthly basis.
2. 146Q will meet Advance timeline targets set by the DOE as an indicator of progress. Principal will make final state & local measures decisions and record them in the Advance Web Application by 9/9/12; All grades will be programmed in STARS by 9/9/13; Notify teachers of state and local measures by 9/24/13 Complete and enter initial planning conferences with all teachers 10/25/13; Administer score and scan baseline assessments in grades K-8 by 10/30/13;
3. Weekly observation and feedback goals will be set, reviewed and modified by principal as needed, to ensure that all teacher receive the appropriate number of observations needed are entered into Advance based on individual teacher option selections.

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

1. September 2013- June 2014
2. September 2013- June 2014

3. October 2013- April 2014

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

1. To support all the professional development required for full implementation of Advance we will utilize the city instructional expectation (CIE), funds for per-session
2. professional development activities. In addition, CIE funds will be utilized for per diem substitute coverage so that teachers can attend Danielson professional
3. development activities that occur outside of PS/MS 146Q.

**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).

PS/MS 146Q will work in conjunction with parents and guardians to support the educational development of student in all academic areas :

- By providing workshops that are specifically designed to the new core programs throughout the school.
- By providing resources and workshops that explain the expectations of the Common Core Learning Standards.
- By providing parent information sessions on the new evaluation system for teachers.
- By providing translation services to parents in need so that they understand the expectations set for both teachers and students.

Parents will be encouraged to:

Attend open school night to gain insights into school and grade level expectations.

Attend open school night in November 2013 and March 2014.

Participate in workshops organized around the topic of assessments arranged by the Parent Coordinator.

**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
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List any additional fund sources your school is using to support the instructional goal below.

Citywide Instructional Expectation Funds will be utilized for per diem substitute teachers to allow selected teachers to attend citywide and CFN professional development activities connected to the Danielson Framework and Advance.

**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, the English Language Arts Performance of all students, including the lowest third and students with disabilities (SWD), in grades 4, 6 and 8 will show a 5% increase of student growth percentiles as evidenced by the 2014 New York State ELA Assessments of applicable grades.

**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.

As per the NYS ELA results from 2013, only 18.4% students in grade 3 were at proficient levels with an average proficiency rating of 2.4. 30.3% of students in grade 6 were at proficient levels with an average student proficiency of 2.78. 26.4% of grade 7 students were at proficient levels with an average proficiency rating of 2.58.

**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. Implementation of a new ELA core curriculum aligned to the common core in all grades: A new ELA core program, Ready Gen, was purchased for grades K-5 and the Code X Program for grades 6-8. The instructional program, assessments, and performance based tasks are aligned to the Common Core. A Core Curriculum Team has been developed to support teacher by grade bands (K-2, 3-5 and 6-8) in the utilization of these resources focused on ELA. This team will build teacher capacity and through professional development support teachers in ELA. Time will be allocated for the Core Curriculum Team members to attend professional development, plan for professional development and turn-key to specific grade band teachers on the implementation of the core programs in ELA.
2. Increase of grade level planning/inquiry time: Additional time will be scheduled for teachers to plan for and modify new curriculums based on quantitative and qualitative student data and alignment to the Danielson Framework. Grade level common planning time will increase from 1 period a week to three periods per week. Planning time will also be used by the Core Curriculum Team to turn-key information obtained at citywide and network professional development sessions. Teacher

teams will be scheduled to meet weekly to conduct inquiry utilizing NYS 2013 ELA assessments, baseline assessments, Ready Gen unit assessments as well as student work samples. Together, teachers will determine the instructional shifts needed as well modifications that they will to make to the core ELA program based on data to ensure the appropriate level of rigor to meet the CCLS. The main Inquiry Team will meet three times per month to analyze student work, determine school-wide trends and teacher team supports that will be needed to address concerns.

3. ELA AIS for Tier II and Tier III students in grades 3 & 4: Students that have been deemed to be in the lowest third based on the NYS 2013 ELA Exam and fall baseline assessments will receive small group instruction three days per week by a licensed reading teacher with an additional 100 minutes schedule after school. The AIS teacher will be provided collaboration time with classroom teachers to determine resources that will be utilized from the core program to support student instruction. In addition guided reading groups will be determined based on students Fountas and Pinnell (F&P) levels and the focus will be determined based on formative classroom assessments. F&P running records will be administered on a monthly basis for Tier II and Tier III student and bi-monthly for all other students. In addition, the IEP teacher will provide additional service to identified Tier III students in grades 4 and 6 as well as mandated Kindergarten students. Finally, a Saturday Academy will be offered to all Tier II and Tier III students in grades 3-8. This program will provide an additional 1.5 hours of ELA instruction that coincides with the grade level instruction being provided Monday through Friday.

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

1. Principal, Assistant Principals, classroom teachers, Core Curriculum Team members.
2. Assistant Principal, programmer, Main Inquiry Team members, Teacher Team members.
3. AIS F status (3 days per week) licensed Reading Teacher, programmer, Principal, IEP Teacher, Assistant Principals, grade 3 & 4 teachers. Saturday Academy staff.

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

1. End of unit assessment administrations will be used to evaluate progress of program implementation over time and the 2014 NYS ELA assessment results in grades 4, 6 and 8 will determine if CEP goal was met.
2. All teams will be monitored for meeting times each week by grade level supervisors and Main Inquiry Members will share progress and challenges of each grade level team which will then be used to make scheduling changes if needed.
3. Grade level data will be collected monthly and analyzed by the administrative team as well as the main inquiry team to determine program effectiveness.

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

1. September 2013-June 2014
2. September 2013-June 2014
3. IEP Teacher services September 2013-June 2014; F-status teacher January 2, 2014-June 2014; Saturday Academy January 25, 2014-March 29, 2014.

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

1. Ready Gen Reading Program (K-5); Code X Reading (6-8).
2. Ready Gen Reading Program unit assessments (K-5); Code X Reading unit assessments (6-8); Danielson Framework; Scantron (3), NYS ELA assessment results 3-8; baseline and benchmark assessment results (4-8).
3. Foundations (K-2), Ready Gen RTI materials; Readworks Close Reading.

**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).

PS/MS 146Q will work in conjunction with parents and guardians to support the educational development of student in the area of ELA:

- By providing workshops that are specifically designed to the core reading programs throughout the school.
- By providing resources and workshops that explain the expectations of the Common Core Learning Standards.
- By coordinating 1:1 parent conferences for students in grades 4-8 that scored a level 1 or 2 on the 2013 NYS ELA Exam.
- By providing translation services to parents in need, so that they understand the expectations set and their students' academic progress.

Parents will be encouraged to:

Attend open school night to gain insights into grade level and teacher expectations for ELA.

Attend open school night in November 2013 and March 2014.

Participate in workshops organized around the topic of ELA arranged by the Parent Coordinator.

Attend Honor Roll Assemblies in December 2013 and March 2014.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Citywide Instructional Expectation Funds will be utilized for per diem substitute teachers to allow Core Curriculum Team members to attend citywide and CFN professional development activities, Public School 44-Mentoring funds.											

### **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, the Math Performance of all students, including the lowest third and students with disabilities (SWD), in grades 4, 6 and 8 will show a 5% increase of student growth percentiles as evidenced by the 2014 New York State Math Assessments of applicable grades.

#### **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.
As per the NYS Math results from 2013, only 31% students in grade 3 were at proficient levels with an average proficiency rating of 2.67. 40.5% of students in grade 5 were at proficient levels with an average proficiency rating of 2.68 and 25% of students in grade 7 were at proficient levels with an average student proficiency of 2.48.

#### **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.
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. <u>Implementation of a new Math Core Curriculum aligned to the common core in grades K-8.</u> New core math programs aligned to the common core were purchased for all grades K-8. Go Math, was purchased for grades K-5 and the CMP3 for grades 6-8. The instructional program, assessments, and performance based tasks in both programs are aligned to the Common Core. A Core Curriculum Team has been developed to support teacher by grade bands (K-2, 3-5 and 6-8) in the utilization of these resources focused on math instruction and intervention. This team will build teacher capacity and through professional development support teachers in math. Time will be allocated for the Core Curriculum Team members to attend professional development, plan for school-based professional development and turn-key to specific grade band teachers on the implementation of the core programs in math.</li> <li>2. <u>Increase of grade level planning/inquiry time:</u> Additional time will be scheduled for teachers to plan for and modify new math curriculums based on quantitative and qualitative student data and alignment to the Danielson Framework for Effective Teaching. Grade level common planning time will increase from 1 day per week to 3 days per week. Planning time will also be utilized by the Core Curriculum Planning Team to turn-key information obtained at citywide and network professional development sessions. Teacher teams will follow a weekly schedule to conduct inquiry utilizing the NYS Math Exam, baseline assessments, Go Math and CMPS Unit assessments. Based on their data analysis, teachers will plan for the instructional shifts needed to meet the CCLS. The Main Inquiry Team will meet three times per month to analyze student work, determine school-wide trends in math and teacher team supports that will be needed to address concerns.</li> <li>3. <u>Math AIS for Tier II and Tier III students in grades 4, 6 and 8:</u> Students that have been deemed to be in the lowest third based on the NYS 2013 ELA Exam and fall baseline assessments will receive small group instruction three days per week by a licensed teacher with an additional 100 minutes schedule after school every other week. The AIS teacher will be provided collaboration time with classroom teachers to determine RTI resources from Go math in grade 4 and Math XCEL in grades 6 &amp; 8 that will be utilized to support student instruction. In addition, a Saturday Academy will be offered to all Tier II and Tier III students in grades 3-8. This program will provide an additional 1.5 hours of math instruction that coincides with the grade level instruction being provided Monday through Friday.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Principal, Assistant Principals, programmer, Core Curriculum Team members.</li> <li>2. Principal, Assistant Principal, programmer, Main Inquiry Team members and teacher teams.</li> <li>3. Principal, Assistant Principal, programmer, classroom teachers and AIS teacher</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. November 2013, January, March and June 2014</li> <li>2. November 2013, January, March and June 2014</li> <li>3. February, March, April, May June 2014</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013 - June 2014</li> <li>2. September 2013 –June 2014</li> </ol>

3. Additional 100 minutes September 2013 – June 2013; AIS Math January 2014 – June 2014; Saturday Academy January 25 2014 - March 29, 2014

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

- 1. Go Math Program (K-5); CMP3 (6-8).
- 2. Go Math Program unit assessments (K-5); CMP3 unit assessments (6-8); Danielson Framework; Scantron (3), NYS Math Exam results 3-8; baseline and benchmark assessment results (4-8).
- 3. Go Math RTI Resources (K-5), CMP3 EXCEL for RTI (6-8).

**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).

PS/MS 146Q will work in conjunction with parents and guardians to support the educational development of student in the area of Math:

- By providing workshops that are specifically designed to the core reading programs throughout the school.
- By providing resources and workshops that explain the expectations of the Common Core Learning Standards.
- By coordinating 1:1 parent conferences for students in grades 4-8 that scored a level 1 or 2 on the 2013 NYS Math Exam.
- By providing translation services to parents in need so that they understand the expectations set and their students' academic progress.

Parents will be encouraged to:

Attend open school night to gain insights into grade level and teacher expectations for Math.

Attend open school night in November 2013 and March 2014.

Participate in workshops organized around the topic of Math arranged by the Parent Coordinator.

Attend Honor Roll Assemblies in December 2013 and March 2014.

**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
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List any additional fund sources your school is using to support the instructional goal below.

Citywide instructional expectation funds, Public school 44 –Mentoring,

**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.

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

1.

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

1.

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

1.

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

1.

**E. 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.

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

1.

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

1.

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

1.

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

1.

**E. 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.

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	RTI grades K-2 Foundations Program; RTI grades K-5 Guided Reading (AIS 4&5)	Small group sessions	Services to be provided during 90 minute block, after-school and during Saturday Academy (3-8)
<b>Mathematics</b>	RTI grades K-5 Go Math Intervention Kit Grades 6-8, Math XL for intervention	Small group instruction	Services provided during math instructional time and after-school and during Saturday Academy (3-8)
<b>Science</b>	Targeted program	Small group instruction	As needed
<b>Social Studies</b>	Targeted program	Small group instruction	As needed
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>The guidance counselors provide support services to meet the needs of students, coordinate a plan for prevention and intervention programs, and refer students for services as needed. Activities are centered around self-esteem building, family relationships, improving peer communication, problem solving, setting personal goals, positive role model identification, reducing school absenteeism, and decreasing school failure.</p> <p>The school psychologist provides support and crisis intervention for students in need.</p> <p>The school social worker provides support and crisis intervention for students in need.</p>	Individual counseling and small group sessions	Services to be provided during the regular school day and extended day sessions.

**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 *TAS 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.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**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.

**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).

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**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.).

**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.

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**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 <b>27</b>	Borough <b>Queens</b>	School Number <b>146</b>
School Name <b>The Howard Beach School</b>		

### 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 <b>Mary Keegan</b>	Assistant Principal <b>Mitchell Katcher</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jessica Guando</b>	Guidance Counselor <b>Christine Grevstad</b>
Teacher/Subject Area <b>Wilma Rodriguez/Spanish</b>	Parent <b>Romeyra Rodriguez</b>
Teacher/Subject Area	Parent Coordinator <b>Coleen Mainieri</b>
Related Service Provider <b>Jennifer Caballero</b>	Other
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>674</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>2.08%</b>
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1		1		1					7
Push-In					1									1
<b>Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	0	4	0	1	0	0	0	14
Total	10	0	0	4	0	1	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	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
<b>TOTAL</b>	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	5		1	2	1		1		1					11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1			1									2
Albanian														0
Other														0
<b>TOTAL</b>	5	1	1	2	3	0	1	0	1	0	0	0	0	14

## 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

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		1							3
Advanced (A)	1	1	1	1	1				1					6
Total	5	1	1	2	3	0	1	0	1	0	0	0	0	14

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	3				3
4			1		1
5	1				1
6					0
7		1			1
8	1				1
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	3								3
4			1						1
5	1								1
6									0
7			1						1
8	1								1
NYSAA Bilingual (SWD)									0

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

We use Fountas and Pinnell, Reading Tracker, guided reading group conferences, and individual running records for early literacy skills evaluations. Fountas and Pinnell is a one-on-one assessment tool that measures a student's progress in fluency and comprehension in reading. It is primarily used to gauge a student's independent and instructional reading levels and to assign students to targeted guided reading groups. This current year, 7 of our 14 ELL's are reading below grade level according to Fountas and Pinnell assessments and 7 are reading on level according to their Fountas and Pinnell assessments. As is the case with the results on the NYSESLAT, these assessments further our conclusion that reading and writing are the modalities which we need to support the most regarding our ELLs. This information allows the teachers of our ELL students to differentiate their lessons and activities in order to meet the needs of these students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
For our current 14 ELL's, all scored at the beginner level on the LAB-R which entitled them to 360 minutes of E.S.L. instruction. Besides the four Kindergarten students, eight of nine students are no longer at the beginner's level which indicates that our program is successful at moving our students up in proficiency levels. On each proficiency level of the NYSESLAT, the data reveals that although the students were advancing in the Listening and Speaking modalities, it is in the Reading and Writing modalities that they consistently struggle. the majority of students achieved highest in the Speaking modality while all but two students achieved lowest in the writing modality. The remaining two scored lower in the Reading modality. One of those two students is our only ELL-SWD.
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](#))

As always, our instruction is data-driven. Our ESL teacher assesses the most current NYSESLAT data and designs her units, lessons and main focus on those modalities which require the most support. For those students who were NYSESLAT tested last year, we had 2 students achieve Proficient Level, six students were advanced, and 3 scored on the intermediate level. Based upon last year's high AMAO success rate, we are continuing to implement the best practices in our ESL classroom as well as in their content area classes for support.

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?

Although we do not administer Native Language exams in our Free-standing ESL program, there is continuous recognition of the similarities that exist between English and each child's native language. Specifically, the identification of cognates between the languages that assist in the students' comprehension. Regarding the results of the ELL Periodic Assessments, school leadership and teachers use the results to guide curriculum decisions, form groups in classes, address specific needs of individual students, and to influence the overall instructional plan. From the periodic assessments we are learning that the reading and writing modalities are consistently their weakest areas, but growth is apparent within each modality.

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](#).)

As with the rest of the school population, our ELL students are administered baseline assessments and Fountas and Pinnell reading assessments to determine whether they are a Tier 1, Tier 2, or Tier 3 RTI student. Once a determination is made, the instructional plan is devised for each Tier and AIS recommendations are implemented. Additionally, our Extended Day program is RTI-based and our ELL students are invited to attend this supplemental learning support. Assessment of progress within the RTI program consists of our Teacher Teams looking at student work to recognize trends and gaps in learning and to modify the instruction to address those learning gaps. The formative assessments are in the forms of written assignments, teacher-student conferences, and oral presentations.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Communication between the ESL teacher and the classroom teacher is essential to addressing each child's needs throughout the day. The ESL teacher determines the instructional and functional levels at which the students should be taught and shares that with the subject area teachers. Additionally, during the initial interview with the parents of incoming students, we determine which language

is spoken most often in and outside of the home in order to assess each student's exposure to modeled English outside of the school setting. when, and if, the school is the only source of exposure to English, instruction is tailored to address the additional learning gaps that exist.

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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Throughout the school year, we monitor the assessment results of our ELL students inside and outside of the ESL classroom using assessment tools such as ARIS and Item Analysis tools provided by NYS. The E.S.L. teacher communicates with the classroom teachers about how her students are progressing in class and if the strategies she is providing them with are being utilized and if they are successful. We also review our NYS exam results to monitor how our ELL population is achieving and to determine which areas need the most attention. We also monitor the year-to-year progress of our ELL population based upon the NYSESLAT results. the collection of this data allows to evaluate the success of our program.

## 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](#).)

The parent or guardian of all new admitted students to the NYCDOE and PS 146 must fill out the Home Language Identification Survey form in their respective native language. The Home Language Survey is administered by Assistant Principals, Jacqueline Sugrue and Mitchell Katcher and by our licensed E.S.L. teacher, jessica Guando. If translation services are required, they are provided by bilingual staff members. If the home language is listed as other than english, an informal interview is conducted with the student by Ms. Guando, the E.S.L. teacher. Upon completion of the Survey by a Supervisor or a licensed pegagogue, the informal oral interview is conducted in English. A determination is then made if the student is required to take the Lab-R. If the student is eligible for LAB-R testing, a LAB-R it is administered within 10 school days of the student registering. The LAB-R is administered by our ESL Teacher Ms. Jessica Guando. If a spanish-speaking student does not pass the LAB-R, the student is administered the Spanish LAB during the same testing period. LAB-R exams are hand-scored and delivered to the designated LAB-R collection site. Each year, Mr. Katcher and the E.S.L. teacher review the results of the most current NYSESLAT using the RLAT to determine the needs of our ELLs and to group appropriately, plan academically, and to ensure that the correct number of mandated minutes of service are being scheduled and administered for each student. We utilize the RNMR (ATS Source) to determine student achievement in the four components of reading, writing, listening and speaking and we use this data to target supports and differentiate instruction for individual students.

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.

After ELL students are identified, families are notified of a parent orientation that they are invited to attend within the first ten days of registration into the school. Letters in English as well as in each family's native language are sent home to the families regarding the time and place of the orientation. During the orientation, which is conducted within 10 school days of the student's registration, parents/guardians view the program choice video via the DOE web site which explains the ELL programs of TBE, DL and Freestanding ESL and the process whereby a parent selects the program best suited for their child. This video is shown in the home language of the parent/guardian when available. If there is a home language that is unavailable on the DOE video site, a translator is provided to ensure understanding of the program choices. Ms. Guando, our ESL Teacher, conducts the parent

orientation meetings. Parents/guardians are encouraged to ask questions concerning all three programs at this time. Information regarding best practices in supporting the ELL student is presented at the workshop/orientation as well. Selection Forms explaining the three DOE ELL Programs are given to parents/guardians in their home language(s). Completed forms are attached to the student's HLIS and placed in the student's cumulative file. (All Forms such as the HLIS, Program Choices, Brochures, etc. are maintained in various languages in the Main Office and are utilized as needed). This process is conducted by our E.S.L. teacher, Jessica Guando. If a parent chooses one of the programs that is not currently available at our school, Assistant principal Mitchell Katcher will inform them when the desired program becomes available.

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 [\[see tool kit\]](#).)

The ATS reports used to determine NYSESLAT eligibility are the RLAT and RNMR reports. Our E.S.L. teacher is responsible for ensuring that Entitlement Letters are distributed, returned and reviewed for compliance and that entitlement letters are distributed as soon as the child is identified as an ELL based upon the results of the administered LAB-R. Parent surveys are returned and program selections are completed at the orientation by the parent. If a parent decides to return either form at another time, our ESL Teacher is designated as the person who follows up to ensure that the forms are returned in a timely fashion. All Entitlement Letters, Parent Survey and Program Selection Forms are kept secure in an E.S.L. binder maintained by the E.S.L. teacher. We hold meetings at times that are convenient for parents and all correspondence is translated as needed. All records are maintained in both the student's individual cumulative file and in the Main Office by the Pupil Accounting Secretary.

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.

Continuation letters are distributed to all eligible students in English and in each student's native language with instructions to sign and return. Continuation letters are kept secure in an E.S.L. binder maintained by the E.S.L. teacher. Student Placement. After the parent has viewed the video describing the three offered programs offered in NYC and had all questions answered to their satisfaction and has completed their Program Selection Form, it is explained to them that we do not currently have enough parents selecting a Bilingual or Dual Language program in order to open a class here, and that we will locate schools that do have those programs. If the parent designates a Freestanding ESL program as their first choice, we explain that we currently do have that program and will immediately program their child based on their grade level and LAB-R Proficiency Level. As usual, if the parent needs this information translated into their home language, we will provide translation services. After a placement has been determined, a Placement Letter is given (distributed) to each parent. As with all ELL Records, a copy of Placement Letters are maintained in the individual student's cumulative file and in the Main Office.

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.

First, the ATS reports RLAT and RNMR are used to determine who is required to take the NYSESLAT. The administration of the NYSESLAT to all ELL students begins with the ESL teacher (Ms. Guando) administering the speaking section of the NYSESLAT to each student on an individual basis. As the speaking section is being administered and scored by Ms. Guando, another teacher is simultaneously scoring students responses, in order to comply with the new NYSESLAT speaking section testing regulations. After the speaking section is administered to all students, Ms. Guando then administers the listening section of the exam. This section is administered in grade level groups and students are carefully observed by the ESL teacher during the administration of this section to ensure that all students are providing answers to each question and are filling in their scantron sheets appropriately. The reading section is then administered to students in grade level groups. Again, the ESL teacher observes all students carefully throughout the exam to ensure that proper testing procedures are in place. Finally, the writing section is administered in grade level groups. During the administration students are carefully observed by the ESL teacher to ensure proper testing procedures are in place. For students in grades two and below, the answer sheet is filled in by the ESL teacher after the student has selected their answers in their testing booklets. Throughout the testing administration the ESL teacher is actively proctoring the exam, reading all directions, providing supervision, and maintaining and collecting materials. If a student misses any section of the NYSESLAT, that student is given the opportunity to make-up that section during one of the designated "make-up" days falling within the NYSESLAT testing period.

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.  Over the past few years, the trend of which program choice was selected by the parents of our ELL's was 100% Freestanding ESL program. Currently, we can only support a freestanding ESL Program based upon recent Parent Program Selections. All of our

current 14 ELLs' parents have selected ESL Program as their first choice.

## 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])?
 

The ESL Model utilized is a pull-out for most of our students. When possible, as is the case with our current 4th grade students, we utilize a push-in model to support content instruction. Currently, our ESL classes are grouped heterogeneously in no more than a 2-grade difference and no more than two proficiency levels apart.
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)?
 

Our school provides services as mandated by CR Part 154, according to students proficiency levels achieved on the LAB-R and NYSESLAT. All ELL students who are at the beginning and intermediate levels are receiving 360 minutes of instruction per week. Advanced students are served for 45 minute blocks 4 times a week (180 minutes per week). In addition, all ELL students receive ELA instruction and content area instruction from their classroom teachers. For beginner and intermediate level students, our E.S.L. teacher meets with them 8 times per week for 45 minutes in each session. The E.S.L. teacher meets with the advanced level students for (4) 45-minute sessions per week. Her schedule allows for all of the mandated times to be completed.
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.
 

The instructional approach used to meet the needs of our ESL students is the Workshop Model. This approach encompasses various strategies and techniques for ELLs. Scaffolding and differentiated instructional techniques are used extensively. We utilize explicit modeling techniques and students are guided through a task and emulate by example. Within the content areas, vocabulary is emphasized through the use of word wall words and Total Physical Response strategies. Students are encouraged to make personal connections to new subject matter using their knowledge and experiences. Conceptualization is incorporated through the use of stories, poems and graphic organizers. Cultural awareness and socialization are an important component of our daily focus. The ELL students are exposed to a multi-sensory approach that promotes literacy through integrated instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum stressing reading, writing and word work and moving from teacher support to student independence ("To, With and By"). All instructional techniques are used in conjunction with NYSED academic standards. In addition, we have begun to implace strategies based on the new Common Core Learning Standards. Within the classroom, bilingual dictionaries are readily available to assist our students with content area vocabulary and our newest curricula in ELA and Math provide translated documents on-line for them to use when necessary. In order to provide content area support, our E.S.L. teacher uses subject-specific texts and activities in the E.S.L. classroom.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Due to the fact that we only have a Freestanding E.S.L. program, all evaluations are administered in English as per the program's protocol.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

To ensure ELL's are evaluated in all four modalities of English language acquisition throughout the school year, the ESL teacher as well as classroom teachers administer evaluations such as Fountas and Pinnell, that target students reading, writing, speaking and listening skills. Within the ESL classroom, the E.S.L. teacher administers monthly formative reading and vocabulary assessments. The students are required to complete a monthly writing piece which are used to measure progress. To address the speaking and listening modalities, the teacher reads aloud passages after which students are required to recall information and to answer questions orally regarding the content. This occurs on a weekly basis. In the content area classrooms, ELL's are also administered formative assessments in the forms of running records, written and oral responses to read alouds and shared readings, and collected writing pieces aligned to the Common Core Standards and measured by shared rubrics. These formative assessments occur on a weekly and monthly basis.
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).

Although we currently do not have a SIFE population, our plan in the case a new registrant would be to identify the proficiency level of the student and to program the student for the mandated hours of E.S.L. classes. We would also have the E.S.L. teacher work closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. We would also engage our guidance counselor to support the SIFE student(s) in dealing with any socialization, emotional challenges. Newcomers receive differentiated instruction using various techniques across all proficiency levels. Most ELLs in this group require a multi-sensory approach for instruction. The four modalities are incorporated and align with standards-based instruction. Again, the E.S.L. teacher works closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. Newcomers can participate in all programs available including Extended Day, Foundations, Study Island and other Periodic Assessments. Additionally, students who will be mandated to take state examinations receive testing preparations in content area in class as well as ESL instruction.

ELLs who are receiving service for four to six years and long-term ELLs continue in the various programs that are offered until they attain proficiency. More content area instruction is necessary to facilitate academic growth and language development. Strong emphasis is always on reading and writing skills, based upon the trends in results of the most current NYSESLAT. Analysis of the NYSESLAT as well as the State ELA and Math examinations determines individual needs for each student to attain proficiency.

Former-ELLs continue to receive their testing accommodations and when possible, are offered "AIS" from the E.S.L. teacher to monitor the adjustment to the mainstream academic areas. They are also urged to attend our Extended Day academic program which focuses on ELA fundamentals.

- 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?

ELL-SWD Instructional Strategies. Differentiated instruction with below, on, and above grade-level fiction and nonfiction texts are utilized within the ESL classroom to provide access to academic content areas. In order to accelerate English language development, tasks are scaffolded to reinforce learned English skills as well as to introduce and practice higher order skills. The ESL teacher has access to texts and other materials being used in her students' subject area classrooms and supports that learning with cross-curriculum reading assignments and interdisciplinary tasks. For grades K-5, we use "Avenues" and for grades 6-8, we use "High Point" (Hampton-Brown Publishers). Additionally, our E.S.L. teacher assigns reading and writing content-area-based projects in science and social studies that support their grade level curricula. To ensure that all of our E.L.L.-S.W.D. receive all of their mandated services as per their I.E.P., the programming of these students are completed by a team whose specific goal is to ensure just that. All classroom teachers and related service providers have access to SESIS and monitor their own students' I.E.P. to ensure that all accommodations are provided.

- 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?

As often as possible the E.S.L. teacher pushes in to the ELL-SWD classroom to align their training with the work being done in the classroom. Communication between the E.S.L. and Special education teacher(s), as well as with the para-professionals assigned to these students occurs on a regular basis to put in place a concentrated support system to assist the student in achieving English proficiency with respect to their I.E.P. goals. Additionally, ELL-SWD are mainstreamed into General education classes as often as possible to afford them the opportunity to increase their proficiency in these subject areas and therefore improve their English proficiency. At each Annual and Mandated Three-Year Review, the possibility of initiating or increasing the number of mainstreamed periods and subjects are part of the discussion.

### 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:			

### 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

Social Studies:				
Math:				
Science:				

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

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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.
- ELLs participate in targeted intervention programs which include Response to Intervention curriculum, Foundations (ELA), Periodic Assessments (ELA, Math, Social Studies and Science), and Extended Day services in ELA and Math. These intervention services are offered in English. Primarily, students who achieve lower than a Performance Level of 3 on the NYS ELA or Math exams are targeted for these intervention services. Currently, all of our ELLs in testing grades are performing below a performance level of 3 in ELA and Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been extremely effective over the past three years in which we've seen major advancement of our ELL population through the ESL proficiency levels as well as on State exams and classroom assessments. The school program and the ESL program is aligned so that the ESL teacher can concentrate on the subject areas that the students are most needy. the ESL teacher provides language development through the use of content area instruction. This instruction is aligned to the Common Core Learning Standards. We also practice Universal Design for Learning in our classrooms so that students of all language development levels have their needs met. NYS Exam data for these students is reviewed immediately upon their receipt. Then, marking period and interim marking period report card data is reviewed as they are produced. All teachers are aware of their ELL population within their class and assessments are modified to meet the needs of our ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
- As a school, we have adopted new ELA curricula at the elementary and middle school levels. Along with this, our teaching practices are now aligned to the Common Core Standards and therefore, our preparation for the newly designed NYSESLAT will be current and appropriate.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan to discontinue any Programs for this academic year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to academic programs, after-school programs, social development programs such as student advisory and middle school sports program CHAMPS, R.T.I. driven Extended Day, academic support-driven Saturday Academy, computer lab Technology, visual arts program, Science Regents class and any other existing programs or programs that we may initiate for our students. Funding is via Fair Student Funding for after school programs and Saturday Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELA curricula "Ready Gen" and "Code X" and Math curricula "Go Math" and CMP3" are used in content area classrooms. These programs offer on-line resources that are available in multiple languages. Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ESL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ESL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses. For content area instructional resources, we utilize high interest texts differentiated based on student reading levels and interest. Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet access to utilize a vast array of on-line instructional support
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our E.S.L. program model Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language speaking para-professionals support our overall instructional efforts.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All content and materials used to advance language development in appropriate to age and grade level. "Beginner" level students are provided with multi-scaffolded lessons. The level of assistance gradually diminishes as the level of proficiency of each student increases.
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.
- We assist newly enrolled students before the beginning of the school year by parent outreach, via our translation services provided on our school web site, a student orientation and school visit and "Open House" and 2-3 books provided free to the student to read

over the summer. Students who enroll during the year are immersed into their content-area classes and immediately begin attending their mandated ESL service periods. Classroom teachers are apprised of the student's levels by the ESL teacher and provide supports and strategies as necessary.

18. What language electives are offered to ELLs?

None are offered at this time.

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)?

Not applicable.

### 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.

Our ELL Teacher, Ms. Guando, attends monthly professional development sessions provided by our CFN ESL Liaison and other CFN professionals. Some examples of the type of professional development sessions attended include, analyzing data to further assist ELL's at various levels, ELL's and RTI, implementing the Common Core Standards in the ESL classroom, preparing students for the newly aligned NYSESLAT, developing questioning and discussion techniques suited for ELL's as per Danielson, and the use of Depth of Knowledge. Aside from attending professional development sessions, Ms. Guando actively participates on a Teacher Team which meets at least twice per week during which various professional activities are planned and executed. In addition, Ms. Guando also participates in the courses provided via ARIS Learn regarding ESL and teacher competencies.

Calendar of P.D. for all staff regarding ELLs.

September 3-4 Common Core Alignment with instruction training

October 16 Danielson Framework for all students

November 4 Depth of Knowledge

November 5 Questioning and Discussion Techniques/ new ELA and MATH curricula

November 20 Progress Report Analysis

December 18 Review of "Looking at Student Work" protocols

January 15 U.D.L. in the classroom

February 12 Promotional Criteria for total population

March 12 Strategies for addressing test-taking pitfalls for entire population

In order to help ELL students meet the requirements of the new Common Core Standards, ELL teachers are provided with multiple opportunities to engage in professional development that support these new changes. Such professional developments include but are not limited to, questioning and discussion techniques as outlined in Danielson, Depth of Knowledge, Universal Design for Learning, data analysis of the LAB-R and NYSESLAT to support ELL subgroups, and differentiation and scaffolding strategies that enhance ELL instruction.

To support our staff in assisting our ELLs in transitioning from elementary to middle school and from middle school to high school, we offer professional development on assessing students for R.T.I. on all grade levels, on the academic, social, and emotional growth differences between elementary and middle school students, as well as on ways to develop independency and responsibility in preparation for high school. Our advisory program benefits our students as well as our staff in learning and sharing about the challenges facing students in and outside of school at the middle school age level. Professional Development on the new Common Core Learning Standards also prepares our staff to best prepare our students for the transition to the next grade level. Guidance Counselors receive professional development via our CFN and our ESL Teacher regarding ELL transitions. Our upper grade guidance counselor meets individually with every senior student to address transition concerns including those of our ELL population.

We provide the minimum 7.5 hours of ELL training for all staff through our PD Plan throughout the year. Our Supervisors and ELL teacher provide this support which is research-based and incorporates strategies from our CFN PD, ARIS Learn, and NYCDOE Resources. Specific and differentiated learning strategies in ELA, Math, Social Studies and Science are presented via PD, Study Groups and Teacher Team collaborative meetings. All personnel also engage in PD that presents various strategies to aide in assisting ELL's in the mainstream classroom. Such PD's include, ReadyGen and CodeX training focusing on differentiation strategies, Depth of Knowledge, Questioning skills with special focus of component 3b in Danielson, Universal Design for Learning, and strategies provided by the ELL teacher to classroom teachers on effective methods to help ELL's succeed with the new Common Core Standards. Records of trainings are maintained the school's Professional Development Handbook.

## 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?

All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement. As stated earlier, our website translates into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. All parents, including those of our ELL population are invited to participate in all of our school activities such as "Daddy/Daughter Day", "Tea with the principal", "Parent Book Club", as well as PTA meetings, School leadership Team, and workshops held regarding Common Core Curriculum and other curricula trainings. Our school Parent Coordinator is the direct liaison to parents. Our Parent Coordinator arranges for translation services to be present on days such as "Meet the Teacher Night" and "Parent-Teacher conference" afternoon and night.

While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents.

We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PTA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent inputs, we modify our methods and plans as needed. Parent Coordinator administers all informal surveys and outreach and assists with the Annual Learning Environment Survey. The Parent Coordinator uses DOE vendor "The Big Word" to procure translators for specific events and she also uses the DOE's Interpretation and Translation Unit at times.

Each of our parental involvement activities is an outgrowth of what we determine are the wants and needs of our parent community. Therefore, the activities are designed with the assistance of the PTA and School Leadership Team to meet those wants and needs. Our informational sessions always include a question and answer session and we elicit feedback via e-mail or telephone throughout the school year. Examples are Parent Orientation, "Meet The Teacher Night", Parent-Teacher Conferences, Open School Week, Spelling Bee and MATH Bee Assemblies, Book Club, PTA Meetings and monthly parent involvement meetings and seminars based on parent input and requests. Again, the parent Coordinator arranges for all Interpretation and translation Services for all events.

## 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)
Mary Keegan	Principal		1/1/01
Mitchell Katcher	Assistant Principal		1/1/01
Coleen Mainieri	Parent Coordinator		1/1/01
Jessica Guando	ESL Teacher		1/1/01
Romeyra Rodriguez	Parent		1/1/01
Wilma Rodriguez	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: 27Q146 School Name: PS 146

Cluster: 2 Network: 210

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

### **Part A: Needs Assessment Findings**

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

Initially, we refer to the Home Language Survey on which it states in which language the parents/guardians prefer to receive written and verbal communication. It is also entered into ATS for informational purposes. We also ask parents and guardians to answer that question on our school's Blue Emergency cards so that when any adult is contacting the home, they know which language is needed for communication. Our school's website containing all pertinent information translates into all the languages used by the families of our students. Additionally, school notices and documents are translated into appropriate languages and academic reports such as progress reports and academic/behavior monitoring sheets are also translated.

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.

Through the analysis of the Home Language Surveys and the Blue Emergency cards it was indicated that student's families on the 8<sup>th</sup> grade, 7<sup>th</sup> grade, 4<sup>th</sup> grade, 3<sup>rd</sup> grade and Kindergarten level require translation services. In the 8<sup>th</sup> grade we have one family that requires written translation services in Spanish. On the 7<sup>th</sup> grade level we also have one family that requires written translation services in Spanish. In the 4<sup>th</sup> grade we have three families that require translation services. One family only needs written translation services in Arabic, while the other two families require both oral and written translation services in Spanish. On the 3<sup>rd</sup> and kindergarten grade level we have siblings whose family requires both oral and written translation services in Spanish. As soon as the Home Language Surveys and Emergency Blue Cards were analyzed, the findings were shared with administration, the Parent Coordinator, and the ESL teacher, all of whom coordinate oral and written translation services for our students when needed. Additionally, these student's classroom teachers were notified of the translation needs of their students and work closely with the Parent Coordinator and ESL teacher to ensure that any translation service needs are communicated so that they can be properly scheduled or prepared.

## Part B: Strategies and Activities

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

In order to accommodate the written translation needs of the families at our school, school staff, including the Parent Coordinator, ESL teacher and classroom teachers, translate all written documents that are sent home. In order to translate these documents, our school uses a computer program that allows us to input documents and translate them into any language needed. In addition, our school's website containing all pertinent information, including dates of upcoming student and parent events, the school calendar, and important notices, easily translates into all the languages used by the families of our students. Academic reports such as progress reports, academic/behavior monitoring sheets, health and safety reports, and documents regarding entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program are also translated and distributed to families. To ensure that all of our families receive notices/reports in a timely fashion, they are translated ahead of time and are given to teachers along with the English documents to be distributed at the same time. Within our school building we also have important signs, including safety/emergency procedures posted in various languages, located in an area where they are clearly visible. In addition to our translation program used on the computer, we also have one teacher and one paraprofessional who can provide translation services for written communication when necessary.

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.

Currently we are utilizing a service called "The Big Word" to provide us with the necessary oral translation services for our families. The Parent Coordinator and ESL teacher identify any need for translation services prior to an event and arrange in advance for a translator to be available at the school during events such as parent teacher conferences, annual reviews, and back to school night. In the event that we need oral translation services quickly and without notice we have one teacher and one paraprofessional who we utilize to provide oral communication and interpretation services. Additionally, the telephone service provided by the NYCDOE Translation Service and Interpretation Unit is used for additional aide in oral translation services. The phone number for this unit is available to all staff, including school secretaries, the nurse, and school safety agents, to use in the event that immediate oral translation services are required. A Telephone Messenger to alert parents of upcoming school events and unexpected news is also used by our school and it is translated into necessary languages.

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>.

In order to fulfill Section VII of chancellor's Regulations A-663, our school's website containing all pertinent information translates into all the languages used by the families of our students. Additionally, school notices are translated into appropriate languages and academic reports such as progress reports and academic/behavior monitoring sheets are also translated. Our school maintains record of the translation needs of our parents in the main office where the Home Language Survey and Emergency Blue Cards are stored. Additionally, language preferences are recorded and updated in ATS. Signs located in the main lobby and office are posted in the most prominent covered languages in the school. The school utilizes the services provided by the DOE Translation and Interpretation Unit as well as DOE sponsored outside vendors such as "The Big Word" for any translations needs. Translation services are also provided by one teacher and one paraprofessional within the building when necessary.