



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

School Name: THE ALBERT V. MANISCALCO SCHOOL

DBN (i.e. 01M001): 31R046

Principal: ANDREA MAFFEO

Principal Email: AMAFFEO@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: RICH GALLO

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
Andrea Maffeo	*Principal or Designee	
Eileen Schmidt	*UFT Chapter Leader or Designee	
Kim Longo	*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	
Grace Seddio DiMaio	Member/ UFT	
Margaret Guzowski	Member/ UFT	
Suzette Meyerson	Member/ UFT	
Susan Tasso	Member/ UFT	
Leonard Balaj	Member/ PTA	
Laura Covell	Member/ PTA	
Tiffany Watson	Member/ PTA	
Colleen DeRosa	Member/ PTA Co-President	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

During the 2013-2014 school year teachers of all grades will work collaboratively with administration, the staff developer and each other to improve learning in English Language Arts for all students, including special education and English Language Learners, through the use of Universal Design for Learning embedded in ReadyGen units of study.

By June of 2014, there will be a 10% increase in the number of students, including special education and English Language Learners, scoring a 3 on the State English Language Arts test as measured by the state achievement standard.

Comprehensive Needs Assessment

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

In analyzing ELA performance through formative and summative assessments in grades K-5 an overall need was found to reduce barriers in instruction, provide appropriate accommodations, supports and challenges and maintain high expectations for all students, including students with disabilities and students who are English Language Learners. The teachers will use Universal Design for Learning methodologies to provide students with multiple access points and multiple ways to demonstrate understanding while engaging students in ReadyGen Units.

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. Teachers will be provided with professional development on incorporating Universal Design for Learning into the ReadyGen curriculum.
2. Teachers will work collaboratively during inquiry, grade conferences, common planning time, lunchtime professional development, and four shortened calendar days to ensure that their units of study reflect the use of Universal Design for Learning in planning for students' needs.
3. Teachers will work collaboratively to plan lessons that incorporate the use of Universal Design for Learning to meet the needs of their students in ELA.
4. Teachers will analyze student work and make recommendations for differentiated instruction, ensuring that students have multiple entry points and ways to demonstrate understanding.
5. All teachers will set goals for their students based on formative and summative assessments in English Language Arts.

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

1. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
2. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
3. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
4. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
5. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.

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

1. During formal and informal observations teachers will show evidence of Universal Design for Learning in their Pedagogy
2. Inquiry teams, grade conferences, common planning and professional development will focus on lesson planning, analyzing student work and discussing ways to provide multiple points of entry and adjust instruction to meet student needs.
3. Inquiry teams, grade conferences, common planning and professional development will focus on lesson planning, analyzing student work and discussing ways to provide multiple points of entry and adjust instruction to meet student needs.
4. Inquiry teams, grade conferences, common planning and professional development will focus on lesson planning, analyzing student work and discussing ways to provide multiple points of entry and adjust instruction to meet student needs.
5. Teachers will set goals every six to eight weeks based on analysis of student work and assessments.

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

1. Implementation will be ongoing beginning in September 2013 and continuing until June of 2014.
2. Implementation will be ongoing beginning in September 2013 and continuing until June of 2014.
3. Implementation will be ongoing beginning in September 2013 and continuing until June of 2014.
4. Implementation will be ongoing beginning in September 2013 and continuing until June of 2014.
5. Implementation will be ongoing beginning in September 2013 and continuing until June of 2014.

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

1. The programmatic details and resources that will be used to support each instructional strategy/activity are: ReadyGen materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/administration.
2. The programmatic details and resources that will be used to support each instructional strategy/activity are: ReadyGen materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/administration.
3. The programmatic details and resources that will be used to support each instructional strategy/activity are: ReadyGen materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/administration.
4. The programmatic details and resources that will be used to support each instructional strategy/activity are: ReadyGen materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/administration.
5. The programmatic details and resources that will be used to support each instructional strategy/activity are: ReadyGen materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/administration.

Strategies to Increase Parental Involvement

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

The Parent Coordinator and other school staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries. P.S. 46 will build the capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

The school will provide assistance and training to parents of children served by the school, as appropriate, in understanding topics such as the following:

- Understanding Universal Design for Learning
- The State Academic College and Career Readiness Common Core Standards
- The State and local academic assessments
- Danielson Framework for Evaluation
- ARIS Parent Link
- Strategies for working with students at home to improve learning

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	X	Title IA		Title IIA		Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

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

None

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.

During the 2013-2014 school year teachers of all grades will work collaboratively with administration, the staff developer and each other to improve learning in Mathematics for all students, including special education and English Language Learners, through the use of Universal Design for Learning embedded in Go Math units of study.

By June of 2014 there will be a 10% increase in the number of students, including special education and English Language Learners, scoring a level 3 on the State Mathematics test as measured by the state achievement standard.

Comprehensive Needs Assessment

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

In analyzing mathematics performance through formative and summative assessments in grades K-5 and on the Mathematics State testing data in grades 3-5 an overall need was found to have a more rigorous mathematical program that aligns with the Common Core State Standards. Also, in analyzing the Mathematics State testing data, there was an overall decrease in the number of students achieving a level 3 or above. The Common Core Learning Standards mandate students to perform mathematical tasks that require fluency, application and conceptual understanding. Go Math will provide a scope and sequence for the mathematical program and reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade.

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.

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

1. Mathematics Professional Development will focus on the Standards of Mathematical Practice.
2. Teachers will be provided Professional Development on incorporating Universal Design for Learning into the Go Math curriculum
3. Teachers will work collaboratively during inquiry, grade conferences, common planning time, lunchtime professional development, and four shortened calendar days to ensure that their units of study reflect the use of Universal Design for Learning in planning for students' needs.
4. Teachers will work collaboratively to plan lessons that incorporate the use of Universal Design for Learning to meet the needs of their students in Mathematics.
5. Teachers will analyze student work and make recommendations for differentiated instruction, ensuring that students have multiple entry points and ways to demonstrate learning.
6. All teachers will set goals for their students based on formative and summative assessments in Mathematics.

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

1. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
2. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
3. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
4. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
5. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
6. Key personnel used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.

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

1. During formal and informal observations teachers will show evidence of the mathematical instructional shifts in their pedagogy.
2. During formal and informal observations teachers will show evidence of Universal Design for Learning in their pedagogy.
3. Inquiry teams, grade conferences, common planning and professional development will focus on lesson planning, analyzing student work and discussing ways to provide multiple points of entry and adjust instruction to meet student needs.
4. Inquiry teams, grade conferences, common planning and professional development will focus on lesson planning, analyzing student work and discussing ways to provide multiple points of entry and adjust instruction to meet student needs.
5. Inquiry teams, grade conferences, common planning and professional development will focus on lesson planning, analyzing student work and discussing ways to provide multiple points of entry and adjust instruction to meet student needs.
6. Teachers will set goals every six to eight weeks based on analysis of student work and assessments.

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

1. Implementation will be ongoing beginning in September 2103 and continuing until June 2014.
2. Implementation will be ongoing beginning in September 2103 and continuing until June 2014.
3. Implementation will be ongoing beginning in September 2103 and continuing until June 2014.
4. Implementation will be ongoing beginning in September 2103 and continuing until June 2014.
5. Implementation will be ongoing beginning in September 2103 and continuing until June 2014.
6. Implementation will be ongoing beginning in September 2103 and continuing until June 2014.

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

1. The programmatic details and resources that will be used to support each instructional strategy/activity are: Go Math materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/ staff developer/administration.
2. The programmatic details and resources that will be used to support each instructional strategy/activity are: Go Math materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/ staff developer/administration.
3. The programmatic details and resources that will be used to support each instructional strategy/activity are: Go Math materials, ARIS, the CAST website, EngageNY,

teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/ staff developer/administration.

4. The programmatic details and resources that will be used to support each instructional strategy/activity are: Go Math materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/ staff developer/administration.
5. The programmatic details and resources that will be used to support each instructional strategy/activity are: Go Math materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/ staff developer/administration.
6. The programmatic details and resources that will be used to support each instructional strategy/activity are: Go Math materials, ARIS, the CAST website, EngageNY, teaching videos, inquiry team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/ staff developer/administration.

Strategies to Increase Parental Involvement

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

The Parent Coordinator and other school staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries. P.S. 46 will build the capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

The school will provide assistance and training to parents of children served by the school, as appropriate, in understanding topics such as the following:

- Understanding Universal Design for Learning
- The State Academic College and Career Readiness Common Core Standards
- The State and local academic assessments
- Danielson Framework for Evaluation
- ARIS Parent Link
- Strategies for working with students at home to improve learning

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	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

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

None

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.

To deepen the understanding of what effective teaching looks like through professional development on all four domains of Charlotte Danielson's Framework for Teaching that support implementation of the Common Core State Standards.

By June of 2014 the principal will conduct observations for each teacher using Charlotte Danielson's Framework for Teaching in accordance with the teacher selected option (Option 1 or Option 2). Each informal or formal observation will be based on Danielson's rubric for evaluation. The teachers will be provided with meaningful feedback and next steps to further their individual teacher development.

Comprehensive Needs Assessment

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

In analyzing the data from the last five years, it was noted that there was inconsistent progress in student achievement in ELA and mathematics. This has been flagged as an area of concern. Danielson's rubric will be used to examine current instructional methods and provide data to align teaching to effective practices. This will provide students with the best possible instruction to meet the requirements of the Common Core State Standards and give students the ability to develop skills for College and Career readiness. Through the systematic collection of inquiry data, teachers and administration will be able to reflect on student outcomes and improve instructional practices.

Instructional Strategies/Activities

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

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

1. A coherent professional development plan will be developed, implemented and revised based on teacher need to deepen the understanding of effective teaching.
2. Principal will set up and follow a schedule for teacher observation, feedback and next steps for their teaching using the Danielson rubric.
3. Professional development (weekly lunchtime, common preps, grade conferences and calendar change days) will focus on using effective teaching that positively impacts learning.

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

1. Key personnel and resources used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
2. Key personnel and resources used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.
3. Key personnel and resources used to implement each strategy/activity are the principal, staff developer, all teachers and academic liaisons.

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

4. Inquiry teams, grade conferences, common planning and professional development will focus on lesson planning, analyzing student work and exploring best practices for teachers.
5. Each teacher will be observed and evaluated based on the option that they selected during the initial planning conference. Observations will focus on the Danielson Framework and feedback will be focused on effective teaching.
6. The impact of effective teaching on student learning will be evaluated during inquiry and professional development time through analysis of data from formative and summative assessments and student work.

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

1. Implementation will be ongoing beginning September 2013 and continuing until June 2014
2. Implementation will be ongoing beginning September 2013 and continuing until June 2014
3. Implementation will be ongoing beginning September 2013 and continuing until June 2014

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

1. The programmatic details and resources that will be used to support each instructional strategy/activity are: ARIS Learn, EngageNY, teaching videos, Inquiry Team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/ administration.
2. The programmatic details and resources that will be used to support each instructional strategy/activity are: ARIS Learn, EngageNY, teaching videos, Inquiry Team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/ administration.
3. The programmatic details and resources that will be used to support each instructional strategy/activity are: ARIS Learn, EngageNY, teaching videos, Inquiry Team time, grade conferences, common preps for planning, professional development, four shortened calendar days, teachers/staff developer/ administration.

Strategies to Increase Parental Involvement

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

The Parent Coordinator and other school staff will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries. P.S. 46 will build the capacity for strong parental involvement to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

The school will provide assistance and training to parents of children served by the school, as appropriate, in understanding topics such as the following:

- The State Academic College and Career Readiness Common Core Standards
- The State and local academic assessments
- Danielson Framework for Evaluation
- ARIS Parent Link
- Strategies for working with students at home to improve learning

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	X	Title IA	Title IIA	Title III	Set Aside	Grants
----------	-----------------	----------	-----------------	------------------	------------------	------------------	---------------

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

None

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

5.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

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.

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

1.

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

- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 4. Timeline for implementation and completion including start and end dates**
- 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 6.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Saturday Test Prep Program 2. 37 ½ minutes Targeted Instruction 	<ol style="list-style-type: none"> 1. Small group 2. Small group 	<ol style="list-style-type: none"> 1. The service will be provided on Saturdays from January 2014 – April 2014 from 9Am – Noon. 2. September 2013 – June 2014 Monday, Tuesday and Wednesday before the official school day begins.
Mathematics	<ol style="list-style-type: none"> 1. Saturday Test Prep Program 2. 37 ½ minutes Targeted Instruction 	<ol style="list-style-type: none"> 1. Small group 2. Small group 	<ol style="list-style-type: none"> 1. The service will be provided on Saturdays from January 2014 – April 2014 from 9Am – Noon. 2. September 2013 – June 2014 Monday, Tuesday and Wednesday before the official school day begins.
Science	Classroom teacher provides small group targeted instruction	Small group	Beginning in September 2013 and continuing to June 2014 during school based on need
Social Studies	Classroom teacher provides small group targeted instruction	Small group	Beginning in September 2013 and continuing to June 2014 during school based on need
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Guidance and At Risk Counseling	Small group and one to one	Beginning in September 2013 and continuing to June 2014 during school based on need.

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

1. All elements of the *All Title I Schools* section must be completed*.

A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

All of the teachers at P.S. 46 are highly qualified teachers. Highly qualified teachers are essential to the academic success of students and also to their social and emotional development. In supporting and retaining highly qualified staff PS 46 cultivates a school climate that fosters open communication between staff and administration, shared decision making and distributed leadership. Teachers work collaboratively and are able to reflect on best practices. The school provides an atmosphere where teachers feel valued and are encouraged to implement and customize learning to meet their teaching style and the needs of their students.

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).

PS 46 also conducts high quality professional development provided by on site and off site staff developers to ensure that the latest methodologies are explored. The administration and staff developer offer teachers support in implementation and understanding citywide expectations, the Common Core Standards, and the Danielson Rubric for Teacher Evaluation. Professional development is interactive, allowing teachers to question and drive the conversations as well as take leadership roles in developing curriculum.

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.).

The coordination and integration of Federal, State and Local Services and Programs are coordinated and integrated by our School Leadership Team and Instructional Leadership Team to supplement the needs of our students and to meet the needs of our students.

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.).

The transition plans used to assist preschool children from early childhood programs to the elementary school program are coordinated by the school principal, kindergarten teachers and the parent coordinator. Pre K students from local CBOs visit the school to see the kindergarten classrooms before they officially enter the elementary school. Parent meetings are held for incoming kindergarten students in the spring to allow parents to meet the staff and learn about the school and allow the incoming students to see the school.

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.

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 is an ongoing process. Teachers, staff developer and administration routinely review assessment options to make informed decisions regarding choice of assessments and the link to curriculum and instruction. Professional development is then conducted on the chosen assessments and how to analyze and use the data to inform instruction. Analysis of the results of the assessments are reviewed and discussed during professional development. Teachers are encouraged to share results and are also encouraged to make suggestions to drive professional development.

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).

Parent Involvement Policy (PIP)

The Albert V. Maniscalco School P.S. 46 **Title I School Parent Involvement Policy 2013-2014**

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, The Albert V. Maniscalco School, P.S. 46, 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. P.S. 46, working in tandem with parents, believes strongly in the importance of a family and school partnership and in an environment conducive to achieving high student success. Our school is committed to being an open and accessible school where parents or guardians can easily meet with the principal, talk to the teachers, staff, and counselors to discuss their children. 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;

The Albert V. Maniscalco School, P.S. 46 Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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;
- 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

The Albert V. Maniscalco School P.S. 46
Title I School- Parent Compact 2013-2014

The Albert V. Maniscalco School, P.S. 46, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 31	Borough Staten Island	School Number 046
School Name Albert V. Maniscalco		

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 Andrea Maffeo	Assistant Principal
Coach Stacey Bowden	Coach
ESL Teacher Paola Guddemi	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Sarah Cottone
Related Service Provider Joyce Coel	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	345	Total number of ELLs	30	ELLs as share of total student population (%)	8.70%
--	------------	----------------------	-----------	---	--------------

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2	2	2	2	2	1								11
SELECT ONE														0
Total	2	2	2	2	2	1	0	0	0	0	0	0	0	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	5	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
Dual Language										0
ESL	25		9	5						30
Total	25	0	9	5	0	0	0	0	0	30

Number of ELLs who have an alternate placement paraprofessional: 2

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

*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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	2	1	1	1								12
Chinese	1	1	1	1										4
Russian		1	1	1										3
Bengali														0
Urdu		1	1											2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1		1	2									4
Albanian			1	1										2
Other		1		1	1									3
TOTAL	5	8	6	6	4	1	0	0	0	0	0	0	0	30

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)	3	2	0	2	1									8

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)		3	5	4	1	0								13
Advanced (A)	2	3	1	0	2	1								9
Total	5	8	6	6	4	1	0	0	0	0	0	0	0	30

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	1	2			3
4	1				1
5	2	2			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1						1
8									0
NYSAA Bilingual (SWD)									0

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

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

P.S.46 utilizes the following assessments tools to assess the early literacy of ELLs: running records, TCRWP for grades K-2, Performance Series Computerized Assessments in Reading. The data collected from the assessments aids in driving ESL instruction. After closely looking at data, it demonstrates that much more scaffolding and support is needed in order to provide ELLs with the proper assistance. The ESL teacher and the classroom teacher work together to implement Reading and Literacy instruction using the Danielson Framework and research based intervention strategies focusing on specific learning targets.

According to TCRWP Assessment Pro as of November 2013, ELLs have reached Benchmark Reading Levels of 1 and 2 in grades K-2. Due to these findings, more emphasis will be placed on guided reading small group instruction during the extended day.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Data patterns across proficiency levels and grades consistently show that ELLs struggle mostly in the area of writing on the NYSESLAT. Also apparent is that new admits and Kindergarten ELLs are beginners. Whereas, by first grade most ELLs are intermediate or advanced and have shown considerable progress.
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](#))

Patterns across modalities affect instructional choices. The ESL teacher bases her program on observing results from the NYSESLAT. P.S. 46 has looked at the data and noticed that 80% of ELLs have improved in all the four modalities of language. The information obtained from Annual Measurable Achievement Objectives drives ESL instruction and the 37 1/2 minutes of extra instructional time. The spring 2013 NYSESLAT results are not available on the RMSR at this time.

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?

Patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing. Due to these findings, English as a Second Language Instruction is designed to develop skills in comprehension, speaking, and writing in English through the integration of academic content appropriate for the students' age, level, and English skills. The ESL teacher and classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. In addition, the Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with ongoing opportunities to read, write, and speak in order to help them gain fluency. The ESL teacher carefully analyzes the data from the NYSESLAT and the ELL Periodic Assessment. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ESL teacher is able to drive instruction. She also articulates with the classroom teacher making her aware of what areas the student might have deficits. The school leadership and teachers have learned a great deal from reviewing the data from both the ELL Periodic Assessment and the NYSESLAT. Our findings are as follows: there needs to be an increment in teaching idiomatic expressions, increase in academic language, and an emphasis on non-fiction readings.

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](#).)

P.S. 46 uses data to guide instruction for ELLs within the Response to Intervention Framework. Universal screening is administered to all students. The information gathered from the Home Language Identification Survey informs both the ESL teacher and the classroom teacher of what factors influence the ELL learning process. The screening process assesses the child's literacy skills and competencies. In addition, it allows us to see whether or not ELLs are meeting grade level benchmarks.

6. How do you make sure that a child's second language development is considered in instructional decisions?
All Spanish speaking ELLs are administered the Spanish Lab. ELLs also have access to multilingual libraries and bilingual worksheets assisting them in comprehension. ELLs are encouraged to work in their native language initially with other students who speak their native language.
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?

At this time, P.S. 46 does not offer a dual language program.

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

After looking at the most current NYSESLAT scores most ELLs have met annual yearly progress and have moved up in proficiency levels across all of the four modalities. Overall, after looking at all assessments given to ELLs ranging from NYSESLAT to State Exams, we have seen an improvement in reading and writing for ELLs. P.S. 46 evaluates the success of our programs by closely monitoring this progress made by ELLs.

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](#).)
P.S.46 adheres to strict guidelines involving the identification process of ELLs. Within the first ten days of enrollment, trained staff such as the Literacy Coach, Stacey Bowden, and the ESL teacher, Paola Guddemi, meet with parents to make an initial determination of the child's home language. It is primarily the ESL teacher, Paola Guddemi, who is involved in initial screening, and administered the HLIS. The initial process involves an oral interview conducted with the parents of child. The oral interview is conducted in both English and the parent's native language. Our ESL teacher speaks both Italian and Spanish. Thus interviewing the parents in those languages when the occasion arises. For all other languages, P.S. 46 utilizes other parents who speak other languages such as Chinese, Polish, and Russian. In addition, P.S. 46 provides a translator for the parents when necessary. The ESL teacher also interviews the child informally. This process is then formalized through a Home Language Identification Survey (HLIS). This survey is given to the parents in both English and their native language. The ESL teacher carefully reviews the Home Language Survey and chooses the OTELE code that best describes the child's native language. She then signs the survey and places the original in the student's cumulative folder and also maintains a copy for her records. Once the ESL teacher determines if there is another language other than English spoken at home; that child is then administered the LAB-R to determine the child's English proficiency level. If the child tests out, the appropriate letters in both English and the child's native language are sent home informing the parents of the outcome. If the child does not test out, the ESL teacher sends home the proper letters informing the parents of the student's test results. If the child is Spanish speaking, he or she is also administered the Spanish Lab by the ESL teacher. Each spring ELLs are administered the NYSESLAT to determine whether or not they are still eligible to receive ESL services. The following September the parents are notified of the results and program eligibility. Within the first ten days of enrollment, a child is administered the LAB-R and the parents are informed of their results.
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.
Within the first ten days of enrollment, the parents are invited to attend a parent orientation where they are made aware of their choices. ELL parents are given an opportunity to ask questions so they can make an informed placement selection. The parents are provided with information regarding core curriculum, learning standards, and assessments. The parent orientation meeting is conducted by the ESL teacher, Paola Guddemi, and the parent coordinator, Sarah Cottone. Translators are also made readily accessible to parents at these meetings. The school utilizes the translated brochures and the DVD provided by the office of ELLs to help parents better understand the programs available and to answer any questions they might have. The ESL teacher ensures that entitlement letters are sent home to the parents and one copy is made readily available on file. Parent Survey and Selection Forms are given to the parents both in English and their native language. Once they are signed and returned the original is placed in the student's cumulative folder and a copy is kept by the ESL teacher. After looking carefully at the Parent Survey and Program Selection Form, the child is then placed in the appropriate program model. In addition, the ESL teacher will inform parents via

letters both in English and their native languages when and if a TBE/DL program becomes available at P.S. 46.

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

In addition, P.S. 46 ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned and properly stored. One copy is kept in the office on file. Another is maintained by the ESL teacher. The original is placed in the child's cumulative folder. If forms are not returned, the ESL teacher then sends home a second request. If this request is not honored, a phone call is made. If this fails, the default program is Transitional Bilingual Education. The child is then placed in an ESL program.

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.

Placement Letters are sent home, both in English and the child's native language, informing parents that their child was placed in an ESL program. A copy is kept by the ESL teacher and another is maintained on file in the main office. Parents are invited to attend a parent orientation. Translators are provided when necessary and the Parent Coordinator, Sarah Cottone, assists at these meetings as well. A parent's choice is always honored. If a parent chooses a program other than ESL, the ESL teacher informs parents of other placement options. In addition, continued entitlement letters are sent home in both English and the child's native language. A copy of this is kept by the ESL teacher and another copy is kept on file in the main office. Within 20 days of a child's enrollment, the ELPC screen in ATS is updated with all necessary information. The ESL teacher keeps a copy of this and a copy is also kept on file 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.

The ESL teacher utilizes both the RLER and RLAT ATS reports to determine which children are eligible to take the NYSESLAT. Every spring, all eligible ELLs are administered the NYSESLAT. The NYSESLAT is programmed by the ESL teacher over a month period of time allowing ample time for make-ups. All English Language Learners are serviced by the ESL teacher. In turn, all serviced ELLs are administered the test. The ESL teacher follows all testing accommodations according to the child's IEP. The NYSESLAT is administered over a four day period. The students are first given the speaking component by the ESL teacher. The literacy coach grades the speaking component while the students are being tested. The listening, reading, and writing components are then administered on separate days. All students are grouped by grade. The ESL teacher also maintains a checklist/attendance records of all ELLs clearly listing all the components of the NYSESLAT with specific dates of administration. A copy of this is maintained by the ESL teacher and a copy is kept on file in the main office.

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. [①](#)

The Parent Survey and Selection Forms have demonstrated the trend in parent choices to be English as a Second Language Program. Some parents have chosen Transitional Bilingual programs as their first choice. P.S. 46 keeps a tally of how many have chosen TBE and informs those parents when and if their would be one offered at the school. They are also informed of transfer options. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey to monitor the trends of parental choice. Students are grouped heterogeneously for targeted area instruction according to the LAB-R and NYSESLAT scores. The program model at Public School 46 is aligned with parent requests. Documenting parent information, maintaining and storing it ensures that parental choice is being honored. It also ensures that parents are playing an active role in ELL program planning and design. P.S. 46 will open up a bilingual program when and if we have enough students in two consecutive grades thus allowing alignment between parent choice and program offering.

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 teacher uses a pull-out model of instruction in order for ELLs to benefit from direct small group instruction. Each period is 45 minutes in duration. The groups are no larger than eight children. The English Language Learners are grouped heterogeneously. All advance ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. They are pulled out of their classrooms and brought to the ESL classroom. All beginning and intermediate ELLs receive 360 minutes of ESL instruction per week. Public School 46 is currently working on implementing a push-in model of instruction.

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)?

As per CR Part 154, all ELLs receive language arts instruction in English as a Second Language (ESL) and in English Language Arts (ELA). Content area instruction is provided in English supported by ESL methodologies. All beginning, and intermediate ELLs receive 2 ESL instructional components and all advanced ELLs receive 1 ESL and 1 ELA instructional components.

P.S. 46 helps meet the needs of ELL-SWDs within the classroom by differentiating instruction. ELLs are given additional scaffolding support. Bilingual paras are also provided to assist ELLs-SWDs.

SAMPLE SCHEDULE OF FIRST GRADE BEGINNING ELL:

Time:	8:12 1/2	9:03	9:51	10:39	11:27	12:30	1:33	2:21
	8:50	9:48	10:36	11:24	12:27	1:30	2:18	3:06
MON.	Guided Reading	Reading	ESL	Early Childhood	Lunch	ESL	GYM	Science
TUES.	Math	Word Study	ESL	ESL	Lunch	Math	Technology	Math
WED.	Guided Reading	Word Study	ESL	Math	Lunch	Math	ART	Technology
THURS.	Math	Writing	ESL	Social Studies	Lunch	Math	Math	Science
FRI.		Word Study	ESL	Math	Lunch	Math	GYM	ESL

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 ESL program is a pull-out program taught in English. It is aligned with Ready Gen, the Common Core State Standards, and the instructional shifts. More emphasis is placed on informational texts focused on Science and Social Studies. In addition, higher order thinking skills and academic vocabulary is being fostered. In order to improve ELL performance on content area examinations the ESL and classroom teachers scaffold academic language to support students' participation in content areas. Instruction is also aligned to common core state standards. The language of instruction is English throughout the content areas. Teachers provide comprehensible input and use instructional scaffolding strategies to assist learners to develop new understandings, concepts, abilities, and build upon prior knowledge. Teaching materials include a wide range of print, visuals, and manipulatives designed for increasing English Language Proficiency. The Cognitive Academic Language Learning Approach (CALLA) is implemented for meeting the academic needs of ELLs with its focus of instruction being content subjects. The SIOP Model (Sheltered Instruction Observation Protocol) is also used to shelter and support ELLs in grade-level content courses such as social studies, and science. Emphasis is placed on acquisition of academic language and skills while building on students' prior experiences. The SIOP Model of instruction makes content comprehensible for English Language Learners. The Balanced Literacy instructional approaches are implemented on a daily basis through the use of modeled writing, shared writing, guided reading, and independent reading. The Total Physical Response Approach is utilized with the beginning ELLs in order to teach language through physical, motor activity. The four skills of listening, speaking, reading, and writing are approached from a communicative perspective. Authentic, real life materials such as magazines, newspapers, graphs, and charts are used in the classrooms. Cooperative learning is also used in order to provide opportunities for second language acquisition through the use of interactive pair work and group activities. Instructional scaffolding, such as graphic organizers is used in the classroom providing temporary support structures that assist learners to develop new understandings, concepts and abilities. All the strategies implemented in the ESL program help ELLs meet grade level standards. Throughout the academic year, students are offered additional classes as preparation for testing in grades third, fourth, and fifth. Rigby's On our Way to English and Scott Foresman ESL textbooks, workbooks, and charts help to support oral language development and literacy learning through the content area classes. In addition, the ESL teacher will meet once a month with the Literacy Coach and the Science teacher to work on implementing strategies that will help ELLs with specific Math and Science concepts and terminology.

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

P.S. 46 currently administered the Spanish Lab to all new Spanish speaking entrants.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
P.S. 46 ensures that all ELLs are appropriately evaluated in all four modalities throughout the year. The ESL teacher provides practice for ELLs in preparation for the NYSESLAT. In doing so, children are being evaluated both informally and formally throughout the school year. The focus of instruction is placed on oral language academic proficiency. It is also aligned with READY GEN Reading and Writing components.
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).

P.S 46 does not currently have any SIFE students. However, if in the future we were to acquire SIFE students, P.S. 46 would implement a Saturday morning program, and an after school program.

Newcomer ELLs are given three periods of ESL a day for the first few months of the academic school year. In addition, they participate in the additional 37 1/2 minutes of instruction three times a week. They are also provided with bilingual dictionaries and peer tutoring in their native language.

ELLs receiving services for 4 to 6 years are provided with AIS services. These services are as follows: Saturday Test Prep Academy, 37 1/2 Minutes of targeted instruction, and small group instruction for grades 3-5 AIS.

Long-term ELLs have been provided (and will continue to be provided) with additional help as needed such as after school test prep programs. AIS services are given to help transition students reaching proficiency. Accelerated Math also provides teachers with continuous feedback to personalize instruction while enabling students to practice their math skills at their own individual levels. Everyday Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help

linguistically diverse students. The hands on program develops concepts and skills through the use of concrete materials, and places a great emphasis on habits of communication.

The ESL teacher works closely with all Special Education teachers. Those ELLs who have been x-coded are serviced as per their IEP. The Special Education ELLs who are mandated to receive ESL services as per their IEP are serviced by the full time certified ESL teacher. They are all in a pull-out ESL program and receive services according to their NYSESLAT scores.

The ESL teacher provides continuing transitional support for ELLs reaching proficiency on the NYSESLAT. She carefully scaffolds instruction increasing academic language development through the content areas assisting them in grade level tasks. The ESL teacher provides rigorous learning opportunities for ELLs to foster higher order thinking skills. Former ELLs are given testing accommodations for up to two years after testing out of an ESL program.

ELL students reaching proficiency are provided AIS services and are also offered after school ESL program. The ELL after school program is used to strengthen Math and Literacy development using ESL methodologies. The program utilizes Phonics Builds Better Readers by Zaner-Bloser, which follows a balanced "whole-part-whole" instructional plan that makes phonics meaningful within the context of literacy development. It focuses on visual discrimination, oral language, and listening skills. The after school program is also a test prep program for the NYSESLAT. The teacher uses Getting Ready for the NYSESLAT and Beyond by Attanasio and Associates, Inc. The English Language Learners are provided with the skills to become familiar with the structure of the NYSESLAT and in their development of essential language proficiencies in listening, speaking, reading, and writing.

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?

The ESL teacher aligns her program to Ready Gen with all ELLs using the scaffolding strategies that are part of the Ready Gen program. In doing so, the students are being taught on grade level. Instructional strategies focus on academic vocabulary. P. S. 46 ensures ELL-SWDs receive all services mandated on their IEPs. During PPT meeting, the ESL teacher and the Related Service Provider work closely together to look at IEPs to ensure all ELLs are receiving all necessary services.

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?

P.S. 46 uses scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and to attain English proficiency. The ESL teacher and service providers work closely together to align scheduling and instruction for the child. The children are also provided with the additional 37 1/2 minutes of instruction 3 times per week. The focus during this time is on oral language development. P.S. 46 ensures that flexible programming is used to maximize time spent with non-disabled peers by closely looking at data regarding benchmarks being met by child. If a child meets a benchmark in a particular content area that child is then mainstreamed into a general education class for that particular content area class. ELL-SWDs are initially placed in the least restrictive class such as ICT. This allows the individual ELL not to be pulled out of class too frequently.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

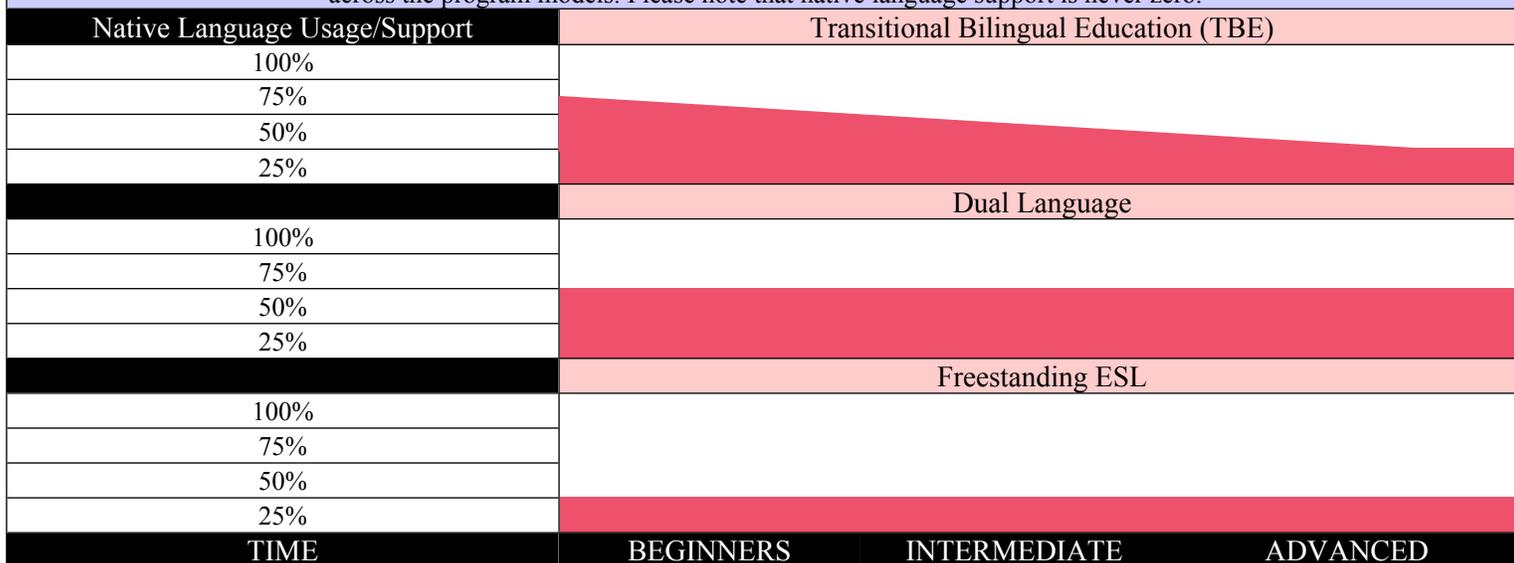
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Public School 46 utilizes Acuity, ARIS, Performance Series, TCRWP, Accelerated Math and Reading to analyze data to drive instruction and to assist in goal setting. The ESL teacher and the classroom teacher are able to identify problematic areas for ELLs. ELLs seem to be struggling most with higher order thinking skills.

Patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing. Due to these findings, English as a Second Language Instruction is designed to develop skills in comprehension, speaking, and writing in English through the integration of academic content appropriate for the students' age, level, and English skills. The ESL teacher and classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. In addition, the Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with ongoing opportunities to read, write, and speak in order to help them gain fluency. The ESL teacher carefully analyzes the data from the NYSESLAT and the ELL Periodic Assessment. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ESL teacher is able to drive instruction. She also articulates with the classroom teacher making her aware of what areas the student might have deficits. The school has learned a great deal from reviewing the data from both the ELL Periodic Assessment and the NYSESLAT. Our findings are as follows: there needs to be an increment in teaching idiomatic expressions, increase in academic language, and an emphasis on non-fiction readings.

Public 46 utilizes Go Math in grades K-5. All teachers set goals for all students including ELLs based on data from pre-unit tests in Go Math. Grade level inquiry teams analyze and make recommendations for differentiated instruction within the classroom. In analyzing mathematics performances through formative and summative assessments in grades K-5 and on the Mathematics State testing data 3-5 more rigorous tasks aligned with Common Core State Standards are being implemented with ELLs, both in the classroom and in the pull-out ESL program.

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

Overall, we have an improvement in our ESL program. On-going assessments are designed to collect further evidence of student learning or need for change that are systematically implemented across grades. Students are becoming English proficient more quickly and are scoring higher on both the ELA and the State Math Tests. At this current time no language electives are offered at P. S. 46.

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

There will be a few changes made to the ESL program. It will become more aligned to Common Core State Standards. ELLs will be placed in the same classrooms on each grade. Thus allowing the ESL teacher the possibility of using a push-in model of instruction.

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

There will not be any programs discontinued for ELLs.

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 all school programs. ELLs are invited to attend all after school and supplemental programs at P.S. 46. ELLs are also invited to attend Saturday Test Prep Programs.

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

The ESL teacher scaffolds instruction through modeling, questioning, feedback, and graphic organizers providing the necessary support for ELLs. The ELLs are also provided with English at Your command by Hampton-Brown. This is designed to build vocabulary skills in writing, grammar, mechanics and communication. They are also provided with Rigby Great Strides Critical Thinking Skills and Inferential Skills enabling students to understand cause and effect and reading between the lines in fiction. Lastly, Award Reading Program, a technology based literacy program, is used with all ELLs. This program assists ELLs with academic vocabulary and informational texts.

The ESL teacher uses Lakeshore Science Kits with ELLs to promote academic vocabulary with ELLs. These science kits also provide ELLs with the necessary hands-on experience to master scientific concepts. In addition to this, the ESL teacher uses Clearly Social Studies by Frank Schaffer Publications, with all ELLs. Clearly Social Studies is aligned to state and national

standards promoting academic vocabulary.

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

P.S. 46 offers native language support for all ELLs. Multicultural and bilingual books are made readily available in the ESI classroom. Bilingual glossaries and bilingual picture dictionaries are given to all ELLs. Peer tutoring is provided during lunch periods for ELLs.

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

The ESI program is aligned to the Common Core State Standards. The ESL program is designed to reinforce what the children are learning in the classroom. It is aligned to REady Gen in grades K-5. An emphasis is placed on informational non-fiction reading and writing with all ELLs.

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.

At this time, we do not offer a summer program for newly admitted ELLs. However, pending funding, P.S. 46 will offer one the following year. New ELLs who are admitted throughout the school year are provided with three periods of ESL per day. In addition, during their lunch periods they are also assisted by peers who speak their native languages.

18. What language electives are offered to ELLs?

At this time, we do not offer this at P.S. 46.

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)?

At this time, we do not offer this at P.S. 46 .

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.

The staff will participate in on going professional development. P.S. 46 staff members receive professional development on a weekly basis for one hour. All topics covered have an ESL and technological component. The ESL teacher has attended and will continue to attend the ESL Apprenticeship Program. She has also participated in the Getting an Early Start in Science professional development workshop. The ESL teacher will be attending the professional development scheduled for 2013-14 regarding the Common Core State Standards aligned with Academic Literacy for ELLs.

All staff members have been informed of and are given the opportunity to attend the QTEL Workshop in the summer(2014). The are also informed of any workshops given throughout the academic school year in order for teachers to receive the 7.5 hours of ESL training for general education teachers and 10 hours of ESL training for special education teachers. Some of the professional development will include: Changes and Status of the Language Allocation Policy, Types of Instructional Scaffolding Strategies Used With ELLs, How to Develop Academic Language Content, and Second Language Acquisition Theories.

Professional Development as follows:

September 2013 Ready Gen and Scaffolding for ELLs

November 2013 Danielson Framework

December 2013 Universal Design for Learning

February 2014 Response to Intervention (RTI)

April 2014 Academic Vocabulary

June 2014 Balancing Informational Texts and Literary Texts

All teachers are provided with weekly PD focusing on grade approved citywide expectations and common core state standards.

ELLs and other students are provided with information regarding the transition from elemnatry school to middle school. Both the guidance counselor and the social worker at P.S. 46 speak to the fifth grade classes about this transition. The Parent Coordinator also sets up a meeting for parents informing them of this process. Translators are made readily available for parents of ELLs.

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?

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.

Part VI: LAP Assurances

School Name: Albert V. Maniscalco

School DBN: R31046

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Maffeo	Principal		12/5/13
	Assistant Principal		1/1/01
Sarah Cottone	Parent Coordinator		12/5/13
Paola Guddemi	ESL Teacher		12/5/13
	Parent		1/1/01
Joyce Coel/Related Services	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		1/1/01
Stacey Bowden	Coach		12/5/13
	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: R31046 School Name: Andrea Maffeo

Cluster: 6 Network: 604

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

Part A: Needs Assessment Findings

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

The Parent/Guardian in the Home Language Identification Survey (HLIS) demonstrates the parent's language choice. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey to see trends of parental choice. All home language responses are entered into ATS and lists are generated to ensure that proper language documents are sent home when available. In addition, the RAPL report is used to determine further the written and spoken language of parents.

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.

We are meeting the needs of our non-English speaking parents in written translation and oral interpretation. The results of our needs assessment is as follows: 26 parents require oral and written translation in Spanish, 9 parents require oral and written translation in Arabic, 12 parents require oral and written translation in Polish, 8 parents require oral and written translation in Chinese, 6 parents require oral and written translation in Russian, and 3 parents require oral and written translation in Albanian. Notifications are sent to parents in their native language when available. The Translation and Interpretation Unit of the DOE is available to provide assistance with conference calls and written communication. The findings are reported at faculty conferences, PTA meetings, Parent-Teacher Conferences and School Leadership Team meetings.

Part B: Strategies and Activities

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

Based on parent's needs, P.S. 46 will access written translation of the necessary documents within the time frame stipulated by the Translation and Interpretation Unit of the DOE. Based upon need and language we will provide translation services by both an outside vendor and in-house by school staff. All documents and plans are provided to parents of ELLs in their native language as per Chancellor's Regulations A-633 in a timely manner. All notices are sent home with the child and also made readily available in the main office.

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.

Based on the parent's needs P.S. 46 will provide oral interpretation services. For immediate situations, if the parent is Spanish speaking, with the approval of the parent, we will request the assistance of one of our Spanish speaking staff member. For all other languages we will request another parent or the child of the parent of the parent with permission from the parent or guardian. The Translation and Interpretation Unit of the DOE is available to provide assistance with conference calls and written communication. Interpreters are hired through DOE approved vendors for parent/teacher conferences and workshops.

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>.

P.S. 46 will strive to provide non-English speaking families with translation and interpretation services to foster parent involvement and eliminate any language barriers that might impede involvement in their child's education. The Language Allocation Policy Team will send home information in the language of the student and set up parent/teacher workshops offering the parent the opportunity to learn about educational approaches and to inform parents about the Language Allocation Policy. Our Parent Coordinator will act as a liaison to make the parents feel welcomed and a part of the school community.

The parent survey and program forms, and an analysis of the school demographics will serve as a basis for providing a cohesive system. Letters, forms, flyers, notices, permission slips and report cards will be translated in the language the parent chooses. A Department of

Education video addressing parent options will be shown in several languages at parent orientation meetings based on our assessment needs. Translators have been and will continue to be provided as requested, to ensure that parents have access to the information they need to be fully involved in the educational process of their child.

P.S. 46 will look to the Translation Unit of the DOE for direction and guidance in this matter.