



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: THE EDGAR ALLAN POE LITERACY DEVELOPMENT SCHOOL

DBN (i.e. 01M001): 10X046

Principal: JENNIFER ALEXANDER-ADE

Principal Email: JALEXAN@SCHOOLS.NYC.GOV

Superintendent: MELODIE MASHEL

Network Leader: MARIA QUAIL

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
Jennifer Alexander-Ade	*Principal or Designee	
Alfredo Arroyo	*UFT Chapter Leader or Designee	
Nelly Diaz	*PA/PTA President or Designated Co-President	
Iraida Rodriguez	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	
Alysia Harris	Member/ SLT Chairperson	
Caroline Jenkins	Member/ Parent	
Madeline Madera	Member/ Parent	
Linda Valdez	Member/ Parent	
Alexandra Valerio	Member/ Parent	
Marisela Tejada	Member/ Parent	
Kellmie Moreno	Member/ UFT	
Judith Martinez	Member/ UFT	
	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.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 10X046

School Configuration (2013-14)					
Grade Configuration	OK,01,02,03,04,05	Total Enrollment	1288	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	5	# Music	N/A	# Drama	1
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.5%	% Attendance Rate		92.3%	
% Free Lunch	99.9%	% Reduced Lunch		0.0%	
% Limited English Proficient	39.4%	% Students with Disabilities		23.8%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		20.1%	
% Hispanic or Latino	75.1%	% Asian or Native Hawaiian/Pacific Islander		3.4%	
% White	1.1%	% Multi-Racial		0.2%	
Personnel (2012-13)					
Years Principal Assigned to School	3.95	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		5	
% of Teachers with No Valid Teaching Certificate	1.0%	% Teaching Out of Certification		8.9%	
% Teaching with Fewer Than 3 Years of Experience	13.9%	Average Teacher Absences		7.7	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.1%	Mathematics Performance at levels 3 & 4		13.9%	
Science Performance at levels 3 & 4 (4th Grade)	70.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
The strengths of our 2012-2013 SCEP were monitoring student progress and the early identification of our "At Risk" population.			
Describe the areas for improvement in your school's 12-13 SCEP.			
An area for improvement is more teaching staff needed for small group Academic Intervention Groups throughout the day for targeted instruction.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
A challenge continues to be our very large population of students housed in 3 separate buildings. This makes coordinating of AIS groups, SETTS, and other services around 3 distinct lunch periods with up to 4 lunchrooms serving at the same time very challenging			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
All goals, action plans, and activities were implemented.			
Were all the goals within your school's 12-13 SCEP accomplished?			<input type="checkbox"/> Yes
If all the goals were not accomplished, provide an explanation.			<input checked="" type="checkbox"/> No
Our goal for improved teacher practice and our goal for engaging students in Standards Based Performance tasks were met. Our goal for improved parent engagement was partially met; we did increase our satisfaction score on the Learning Environment survey, but not to the extent of reaching the goal number. Our goal for increasing the number of student in Grades 3-5 that meet or exceed state measures was not met. Our goal for SWD students was also not met.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?			<input checked="" type="checkbox"/> Yes
			<input type="checkbox"/> No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
An anticipated barrier is the effect of a new curriculum in Literacy and in Math may have on our overall student population. These programs are rigorous and research based and in the long run will yield great outcomes for our students. How they perform in the interim on these higher standards is expected to be a slow start.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
ELL students to reach target safe harbor AMO SWD to meet targeted safe harbor AMO All Students to reach targeted safe harbor AMO			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders will communicate via weekly teacher team meetings, monthly mini-school meetings, monthly faculty meetings, and individually as needed.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is that, if we put these new higher standards in place, and continue to improve our Professional Learning Communities of teachers and administrators, then we will yield higher outcomes for our students via best practices.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy for executing this theory is to schedule these PLCs, review research and data together during these meetings, and explore the new curriculum to know it well.			
List the key elements and other unique characteristics of your school's SCEP.			
Key Elements: Large staff, Large student body, increase number of Special Education Classes, New literacy and math curricula.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
Our school is able to effectively oversee and manage this improvement plan because of the use of a Teacher Center room with support staff, and the use of Assistant Principals.			

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Student performance on the 2012-2013 NYCDOE Progress Report indicates 9.1% of students at levels 3 & 4 on the NYSED English Language Arts Exam.							
Review Type:	SQR	Year:	2012	Page Number:	6	HEDI Rating:	N/A

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
To improve student performance in literacy as indicated on the NYS ELA exam where student progress is demonstrated.
By June 2014, students in grades 3, 4, and 5 will meet or exceed performance levels in ELA by an increase of 5% via improved benchmarks to measure progress toward long-term goals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. Principal and APs will identify all lowest 1/3 students for targeted interventions and AIS supports. (SOP 2.5) 2. Classroom Teachers will set goals by group levels using an action plan strategy guide for support with targeted lessons. (SOP 2.3) 3. Classroom teachers will monitor progress with 2 monthly assessments, and acuity (SOP 2.5) 4. High level 2 students will be mentored by “adoptive” volunteer staff and teachers (SOP 2.2) 5. Parent workshops facilitated by the coaches, Mercy College’s Parent Center, and Our “WE CARE” Parent center will focus on how parents can work with their children on addressing specific areas of need and understanding standardized tests (SOP 2.2) 6. Staff Developers, Coaches, Assistant Principals and the Principal will work with classroom teachers in analyzing data identifying skills, and co-teaching. (SOP 2.5) 7. Selected level 3 & 4 students will be engaged in Renzulli projects & tasks according to their learning styles an interests. (SOP 2.4) 8. Principal and A.P.s conduct monthly walkthroughs and snapshots using the Charlotte Danielson rubric to provide timely, specific feedback to teachers. (SOP 2.5) 9. School has designed various afterschool programs to address the needs of different levels and subgroups of students including the ELL Academy for English Language Learners, Project Soar for students with special needs and level one students, Saturday Test Prep for students high level two and above, and Time on Task for at risk students in grades K-2 (SOP 2.4) 10. Principal purchased a variety of research-based academic online programs such as I-Ready, Reading A-Z, and Award Reading (SOP 2.4) 11. Principal and A.P.s make strategic decisions about professional development for staff including weekly teacher team meetings, monthly staff meetings, and regular PD sessions provided by AUSSIE consultants in collaboration with instructional coaches (SOP 2.5) 12. As a result of feedback from the 2012 School Quality Review, the principal reorganized the structure of the school to create grade-level academies to promote collaboration and continuity amongst grades. (SOP 2.3 & 2.4) <ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Principal, Assistant Principals, Math Coach, Literacy Coach, Staff Developer, Grade Level Teacher Leaders, Librarian, and Classroom Teachers. <ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 1. Targets to evaluate progress, effectiveness, and impact of each strategy will be via interim student benchmarks, and monitoring of an implementation calendar <ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 6. Start Date September 2013 and end June 2014 <ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ul style="list-style-type: none"> ➤ Utilizing Title I Priority Focus Funds have been set aside to pay AUSSIE Consultants in Literacy and Math.

- Utilizing Title I Priority Focus Funds will be used in an After School / Saturday Program for Teacher Per session from November through June. A total of 2,899 hours for both programs. These programs will target students in both level 1 and 2 for literacy and mathematics.
1. Utilizing Title I Priority Focus Funds will be used in an After School / Saturday Program for a supervisor from November through June. A supervisor will supervise both programs. A total of 190 hours will be set aside. These programs will target students in both level 1 and 2 for literacy and mathematics.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		X	PF Supporting Great Teachers & Leaders	

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

This goal is to ensure that all students are engaged in rigorous tasks. The 2012 QR suggests we revise the curriculum so that all students have consistent opportunities to cognitively engage in academic tasks requiring the use of higher order thinking skills.

Review Type:	SQR	Year:	2012	Page Number:	5	HEDI Rating:	N/A
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all students in Grades K-5 will be engaged in a new Literacy and Math curriculum aligned to the NYS Common Core Learning Standards with higher order thinking skills embedded that will move them towards the next levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. The AUSSIE Consultants, Literacy and Math Coaches along with a select group of lead teachers will review the current curriculum by grade to identify tasks aligned with the NYS CCLS and to identify gaps. They will then turn-key this information to all other teachers on the grade. (SOP 3.4)
2. Principal will create blocks of time in the schedule for teachers to work in grade level teams (SOP 3.4)
3. Teachers will design collaborative lessons that incorporate the performance task benchmarks to final product aligned to the Common Core Learning Standards. (SOP 3.3)
4. Teachers will collaboratively design the curriculum and rubrics to assess student work. (SOP 3.2)
5. Teachers will meet weekly by grade teams to use a protocol to look at student work and assess student progress and thinking. (SOP 3.5)
6. Parents will be informed of this expectation through a Student Progress Report, Parent Newsletters, and meetings with the teacher. (SOP 3.5)
7. As a result of the 2012 School Quality Review (indicator 1.1), the school has established curriculum teams by grade that utilize tools and resources (Depth of Knowledge Wheel, NYC Scope and Sequence in Science and Social Studies, and NYS CCLS) to ensure higher-order thinking activities are embedded into the thematic literacy curriculum. (SOP 3.3)
8. School leaders and coaches create forums in which teachers can provide feedback regarding the curriculum prior to its implementation. (SOP 3.4)
9. Action plans are developed collaboratively at the culmination of each unit based upon the data collected from assessments. These plans inform instruction

and address specific student needs. (SOP 3.5)

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

1. Principal, Assistant Principals, Math Coach, Literacy Coach, Staff Developer, Grade Level Teacher Leaders

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

1. End of unit assessments called performance based assessments will be given. Each new unit is approximately 6 weeks long. Also DRAs will be administered 3 times per year.

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

1. Baseline assessments will begin in September, and followed up every 6 weeks. DRAs will be administered in September, January, and May.

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

- Utilizing Title I Priority Focus Funds have been set aside to pay AUSSIE Consultants in Literacy and Math.
- Utilizing Title I Priority Focus Funds have been set aside for Teacher Per Session to conduct curriculum teams. A team will be established for each grade in literacy and in Math.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

To improve teacher effectiveness by strengthening teacher practice with observations and feedback.

Review Type:	CIE	Year:	2013	Page Number:	N/A	HEDI Rating:	N/A
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, all teachers will engage in observation and feedback using the Charlotte Danielson's Rubric that articulates clear expectations for teacher practice and improvement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Principal will assign teachers to APs and herself, and establish a schedule for formal observations. (SOP 4.2)
2. Principal, APs and coaches will meet to establish a timeline and conduct monthly classroom focus walks based on Charlotte Danielson's framework for teaching. (SOP 4.4)
3. Principal and her cabinet will review the Charlotte Danielson's Rubric with teachers via PDs (SOP 4.2 & 4.4)
4. Principal and her cabinet will use the Learning Opportunities provided by ARIS Learns and other resources to build a common understanding and plans for teaching. (SOP 4.3)

5. Principal will identify staff members in Galaxy to participate in the "Teacher Effectiveness" team. (SOP 4.5)
6. Every Thursday teachers come together to look at and discuss student data (SEGIS, ELA & Math practice exams, DRA, Action plans) (SOP 4.3)
7. In the common grade meetings they use the curriculum maps to create daily lesson plans to meet established student goals (SOP 4.2)
8. Special pop Tuesday meetings are conducted once a month to support teachers on how to create multiple points of access for all students to achieve targeted goals (SOP 4.3)

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

1. Principal, Assistant Principals, Math Coach, Literacy Coach, Staff Developer, Grade Level Teacher Leaders

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

1. Targets to evaluate progress, effectiveness, and impact of each strategy will be monitoring of an implementation calendar and completion of observations and feedback.

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

1. Start Date September 2013 and end June 2014

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

- Utilizing Title I Priority Focus Funds have been set aside to pay AUSSIE Consultants in Literacy and Math.
- Utilizing Title I Priority Focus Funds have been set aside to pay Arts Horizons, Dreamyard, Puppetry in Practice, & the leadership Program Consultants in Literacy and Math.
- Utilizing Title I Priority Focus Funds have been set aside for Teacher & Supervisor Per Session to conduct curriculum teams. A team will be established for each grade in literacy and in Math.
- Utilizing Title I Priority Focus Funds have been set aside for teacher & supervisor Per Session for AIS Programs: Project SOAR, Time on Task, & Saturday Academy for a total of 44 teachers from October through May

Budget and Resource Alignment

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

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	X	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams		PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs			PF RTI	X PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

To improve student performance for the SWD subgroup population in literacy as indicated on the New York State ELA exam where student progress is demonstrated. The 2013 Progress Report indicated no extra credit for SWDs in self-contained or ICT classes.

Review Type:	Progress Report	Year:	2013	Page Number:	5	HEDI Rating:	
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
X	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the SWD student subgroup will have improved their ELA score to reduce the number of Level 1s by 5%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. SWD will participate in special initiatives with Puppetry in Practice (PIP), designed to provide differentiated instruction that meets the needs of different learning styles. This will be funded by the Learning Technology Grant (LTG) (SOP 5.2)
2. Guidance Counselors will support students in Lunch Clubs in areas of self-esteem, doing your best, and achievement. (SOP 5.3)
3. Additional resources will be provided through software and online activities that are linked to our curriculum map, including Ticket to Read and Achieve 3000 (SOP 5.5)
4. Principal and staff will attend workshops offered by CFN 109 in improving strategies for the SWDs (SOP 5.2)
5. SWD Liaison will attend monthly meetings; ensure students are receiving supports and services. (SOP 5.2)
6. IEP teacher will monitor student IEP goals and annual reviews. (SOP 5.5)
7. Social Worker interns will work 1 on 1 with "At Risk" students to encourage, support, and monitor progress (SOP 5.3)
8. Response to Intervention team will meet weekly to support teachers with "At Risk" students. (SOP 5.5)
9. Social-Emotional Intervention Team which includes the Principal, Social Worker, Guidance Counselor, Assistant Principals, and Head Teachers will meet weekly to identify families in need of social services and connect them with community resources. (SOP 5.5)
10. Students take an active role in safety squad and keep our school safe during arrival in assigned door posts (SOP 5.3)
11. During our safety meetings we review the school occurrences to monitor the various levels based on this information we modify and/or continue to implement preventative interventions. In addition, we practice tabletop scenarios to help us prepare for unforeseen situations (SOP 5.3)
12. Through our Positive Behavior Intervention System (PBIS) we promote positive behavior through our PBIS Expectation Matrix that is posted within the classroom with our PBIS Star Behavior Board. In addition, through our monthly assemblies a short presentation (skit, video) is presented by the guidance counselor through the monthly theme (SOP 5.4).

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

1. Principal, Assistant Principals, Math Coach, Literacy Coach, Staff Developer, Grade Level Teacher Leaders, SETTS teachers,

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

1. Targets to evaluate progress, effectiveness, and impact of each strategy will be implementation of lunch clubs, calendar of weekly RtI & SEIT meetings.

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

1. Start Date September 2013 and end June 2014

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

- Utilizing Title I Priority Focus Funds have been set aside to pay Child Mind Institute Consultants.
- Utilizing Title I Priority Focus Funds for the Saturday Parent ESL classes will provide breakfast and or lunch.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs			X	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

To increase the level of parental engagement for an active and vibrant partnership to promote student learning

Review Type:	Learning Environment Survey	Year:	2013	Page Number:	6	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, PS 46 will receive an improved Learning Environment Survey score, by improving the Satisfaction Score of Engagement from 8.1 to 8.5.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. The PS 46 "We CARE" Center will help bridge the culture of the home and school, by offering workshops that the parents are interested in, and maintaining an environment for available for parent group discussions regarding improved outcomes for their children. (SOP 6.2)
2. The Parent Coordinator will secure workshops from Professional community resources on asthma, obesity, and other family issues. (SOP 6.4 & 6.5)
3. The principal has facilitated workshops on "Introducing the Common Core" and understanding your child's test scores to students. This workshop was later repeated in Spanish only by the Parent Coordinator and an ESL teacher, for our Spanish Speaking parents. (SOP 6.4)
4. Parents will be included in parent workshops to support their children's learning with workshops facilitated by the Staff Developer and the coaches. (SOP 6.4)
5. Sessions on citizenship and conversational English via the NYC Mayoral Program for parents of ELL will be conducted on Saturdays. (SOP 6.3)
6. Parents will be invited to participate in workshops on how to use ARIS data and how to use the computer in general. (SOP 6.5)
7. A Reso grant was used to create a new state of the art parent center equipped with a SMARTBOARD and computers that are accessible to them daily during school hours. (SOP 6.3)
8. Parents will participate in PBIS workshops where they learned about the strategies that support positive behavior to ensure student success. (SOP 6.4)
9. A monthly newsletter is sent home regarding school events and community activities. It will also include excerpts from the School-Parent Compact found in the SCEP. (SOP 6.3)
10. We have weekly social emotional intervention team meetings to address students and families that are in crisis. We have a social worker who connects families with agencies to support them and their children's success. (SOP 6.2)
11. We have monthly movie nights, Bingo Nights, and Karaoke Nights which fosters a feeling of trust and belonging in our school community. (SOP 6.2)
12. Parents are invited to monthly assemblies where students of the month are recognized for showing respect, treating others the way they would like to be treated, achieving excellence and being responsible. (SOP 6.2)
13. The quality reviewer noted that PS 46 has a very "caring staff that creates a very safe, supportive and respectful learning environment that enables both student and adult learning. (SOP 6.2)

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

1. ESL Teacher, Parent Coordinator, Computer Lab Teacher

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

1. Targets to evaluate progress, effectiveness, and impact of each strategy will be distribution of monthly newsletter, agendas, and signatures of parent meetings.

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

1. Start Date September 2013 and end June 2014

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

- Utilizing the 1% Title I Parental Involvement Funds for the Saturday Parent ESL classes; to include teacher per session, and provide breakfast and or lunch.

Budget and Resource Alignment

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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	Zero Periods; Project Soar Afterschool program, ELL Academy Afterschool Program	Small Group	During & After School
Mathematics	Zero Periods; Project Soar Afterschool program, ELL Academy Afterschool Program	Small Group	During & After School
Science	Zero Periods; Weekly Science Club after school program	Small Group	During & After School
Social Studies	Zero Period	Small Group	During & After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Daily lunch clubs	Small Group; one to one	During School

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.

Recruitment:

Attracting highly qualified teachers begins with a rigorous evaluation and screening process, where potential candidates must exhibit teaching competency with a demonstration lesson with the student population they are likely to teach. Each teacher that is newly hired to the school receives staff development and mentoring on the non-negotiables, the curriculum and best practices at PS46.

Retention:

Retaining our teachers is a priority and a collaborative school effort.

A coach or staff developer is assigned to every first year teacher as a mentor. This year, our mentor teachers are being trained by New Teacher Center, as part of a cohort to receive training and development to better implement protocols for mentoring new teachers.

New teachers to the school also undergo 3 full days of professional development with the Assistant Principals, Head Teachers and Coaches.

A support system with buddy teachers and peer mentors is in place for all teachers.

Class assignments have been rearranged to assign our most highly qualified teachers with our at risk students.

Support:

Classroom teachers are supported with team-teaching assignments that match up personalities and skill sets.

Teachers are sent to Professional Development sessions that are offered throughout the city and by the Network.

Tapping into teachers' skills to have them model demonstration lessons and facilitate "Teacher Team" meetings.

Teacher leaders are recognized and developed for leadership roles in their grades and the school. Professional Development for teachers is designed around feedback from surveys, teacher interest, and needs.

Extra Efforts:

The school always recognizes teacher' extra efforts with "Perfect Attendance" awards, and "Kudos" on going the extra mile in the weekly newsletter called "Spotlight on PS 46".

Also, PS 46 taps into teachers' after school skills for enrichment programs that include a glee club, drama club, art club, basketball and cheerleading to name a few. All clubs are facilitated by our teachers.

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).

The Principal and Assistant Principals are part of the School leaders Network (SLN). SLN meets monthly to transform school leaders practice by collaboratively problem solving. The coaches attend monthly meetings facilitated by CFN 109 and they turn-key that information to the teachers and staff. The assistant principals conduct monthly meetings with teachers on Danielson's Rubric and other pertinent information for staff improvement and growth.

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.).

Students in temporary housing receive uniforms and school supplies. The staff is also provided with information from the Guidance Counselor, who is our Respect for All Liaison, on how to identify and report anything that may need reporting.

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.).

We currently do not have a pre-school program.

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.

Teachers meet weekly during Teacher Teams. They review all assessments and assist in the disaggregation of the data. Grade Lead teachers review and create lesson pacing and curriculum guides that they bring to the grade for further development of assessments of materials.

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) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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);

**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 10	Borough Bronx	School Number 046
School Name The Edgar Allan Poe Literacy Development		

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 Jennifer Alexander-Ade	Assistant Principal Roxanna Bello-Sullivan
Coach Widalys Quiles	Coach Maria Elena Guzman
ESL Teacher Cleofis Cabral	Guidance Counselor Yaira Rodriguez
Teacher/Subject Area Alfredo Arroyo/Science	Parent Nelly Diaz
Teacher/Subject Area Geraldine Kelly/Math	Parent Coordinator Maria G. Cruz
Related Service Provider Alysia Harris	Other type here
Network Leader(Only if working with the LAP team) Maria Quail	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	6	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	20	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	2	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1290	Total number of ELLs	483	ELLs as share of total student population (%)	37.44%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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%)	2	1	2	2	2	2								11
Dual Language (50%:50%)	2	2	2	2	2	1								11
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	5	4	5	5	5	4	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	483	Newcomers (ELLs receiving service 0-3 years)	397	ELL Students with Disabilities	114
SIFE	2	ELLs receiving service 4-6 years	85	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	149	2	48	13	0	5	0	0	0	162
Dual Language	141	0	14	27	0	7	0	0	0	168
ESL	107	0	16	45	0	24	1	0	0	153
Total	397	2	78	85	0	36	1	0	0	483

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE SP	30	26	27	28	26	26								163
SELECT ONE														0
SELECT ONE														0
TOTAL	30	26	27	28	26	26	0	163						

*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	EL	EP	EL	EP	EL	EP										
SELECT ONE SP	33	17	35	25	27	23	35	20	28	34	10	19							168	138
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	33	17	35	25	27	23	35	20	28	34	10	19	0	0	0	0	0	0	168	138

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): 138 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 138
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	10	14	9	17	13	27								90
Chinese														0
Russian														0
Bengali		1	1	1	1									4
Urdu														0
Arabic														0
Haitian	1													1
French		2	2		2	1								7
Korean														0
Punjabi	2				1									3
Polish														0
Albanian		1												1
Other	5	4	8	2	12									31
TOTAL	18	22	20	20	29	28	0	0	0	0	0	0	0	137

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)	54	7	10	15	28	18								132

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)	0	31	41	28	39	17								156
Advanced (A)	25	44	22	36	24	32								183
Total	79	82	73	79	91	67	0	0	0	0	0	0	0	471

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	62	11	1	0	74
4	55	7	0	0	62
5	59	10	3	0	72
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	40	23	15	0	1	0	0	0	79
4	27	12	10	1	7	0	0	0	57
5	59	5	10	0	3	0	0	0	77
6									0
7									0
8									0
NYSAA Bilingual (SWD)							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	9	3	19	8	19	6	2	1	67
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)	24	29	31	7				
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.

At PS46, we use the DRA2 to assess and monitor progress of literacy skills. The DRA2 has also been purchased in Spanish (EDL) to assess student's development in their native language. The DRA2 assesses the literacy skills in Reading Comprehension, fluency, and decoding of the ELLs in English and the EDL assesses the students' skills in Spanish. The baseline results of the DRA2 in the DL, TBE, and ESL programs show that in the DL and ESL classes there are a number of students who are below or approaching standards as opposed to the TBE classes where 85% of the students are below level. The DRA2 is administered 3 times per year for all students and the EDL is administered 2 times a year for our students in the bilingual classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The Lab R data collected this past September indicates that 96% of the students who were tested did not pass the Lab R. 100% of the students who took the Spanish Lab did not pass the Spanish Lab either. The patterns across NYSESLAT modalities reveal that there needs to be a heavy emphasis on Reading and Writing particularly in Grades K – 2. There is an improvement from Second to third grade by lessening the number of students in the beginning levels in Reading and Writing. The number of proficient students increases in Reading and Writing as the students move up the grades. In the area of Listening and Speaking the increase of Beginners in 3rd and 4th grade is mainly due to the influx of newcomers.
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 the NYSESLAT modalities has effected instruction. We understand that we have to start with student's strengths and the success in listening and speaking modalities will transfer to reading and writing. To ensure this transfer of knowledge and understanding takes place, a focus of "Accountable Talk" and questioning techniques have been emphasized. However, according to the overall NYSESLAT Proficiency Results (*LAB-R for New Admits) patterns identified: great majority of our ELLS are in the intermediate and advanced proficiency levels and most pass the Speaking modality of the NYSESLAT. We must target reading and writing. Our new curriculum emphasizes developing reading comprehension in the course of (writing in response to reading, close reading, sleuth work, reading and language analysis activities) and developing writing through PBA and conventions. In addition our curriculum team members represented by monolingual, ESL, Bilingual and Special Education teachers are adjusting the ReadyGen curriculum to modify instruction (not the content since content needs to remain rigorous) to best meet the needs of our students including ELLs and Special Education students.

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?

In the TBE program, the data in Kindergarten shows that all ELLs are at the beginning level of English proficiency 25 out of 25 students, therefore those students will receive most of their instruction in their native language. They will receive 360 minutes of ESL instruction per week. The NYSESLAT analysis for the First Grade TBE students, shows that 21 of them are on the Beginner level, 4 are intermediate, and 2 are advanced. In the Second and Third grade classes, 50% and 72% of the students are in the beginning levels. The students' levels of English Proficiency increases when they get to Fourth and Fifth grades with only 24% and 14% of the students on the beginning levels.

The teachers will use this data from the NYSESLAT to group students in order to differentiate instruction between the beginner, intermediate and advanced ELL student, and support them with the four modalities of listening, speaking, reading and writing.

Dual Language Program

In the First Grade DL classes, the data for the ELLs shows that 54% of the students are in the beginning level. The intermediates and advanced students make up the remaining 43% and 3% of the classes. The second grade classes have fewer beginners at 15%. The majority of the second grade DL students fall into the Intermediate category with 47% of the students. The advanced and proficient students are 26% and 12%. The majority of the Third Grade students in the DL classes fall into the Advanced Category with 48% of the students. In the Fifth grade the majority of the students are in the advanced and proficient levels at 46% for both categories.

ESL Program

In the ESL program there isn't significant movement across the early grades. In the First, Second and Third grades 75% of the students are Beginners and Intermediates. In the Fifth Grade, 84% of the students are Advanced or Proficient. The data shows that across all of the grades, writing still needs to be strengthened.

The school is learning from the Periodic Assessments that more instruction in writing is needed in order for our students to be ready for the Common Core Learning standards. Native Language in TBE and DL are taught in the Core Content. In ESL, the native language is supported with online resources and other materials.

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](#).)

This year our instructional focus with RtI is to begin with a rigorous evidenced based core curriculum. This is our Tier 1 intervention. Our Tier 2 for RTi is a double dose of instruction where our ELLs receive extra support and attention in specific groups. Our Tier 3 is intensive intervention in small groups. These interventions are based on individual student needs. Our literacy curriculum builds in text-based conversation and team talk routines. Our Generation Ready consultant and coaches have provided professional development to teachers in grades K to 5 underscoring unit adaptations including scaffolded RtI interventions for instruction, close reading and student-to-student discussion. Go Math has ELL language support, activities as well as RTI, enrichment and the ELL activity guide.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Keeping the levels of English proficiency in mind helps our teachers tailor their instructional practices so that students have the best possible environment for learning English. New admits from other countries are generally registered in grades 3 and 4 as reflected by the numbers for grades 3 and 4.
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?

In Dual Language programs, English Proficient (EP) students will be assessed in the second language by formative assessments, teacher conferences, and their portfolio writing. The specific assessment tool in most cases are "Running Records". The level of language proficiency for the EPs in the second language is low. The EP are performing on par with the non-ELL students on the State and City Assessments.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the programs for ELLs is evaluated by baseline and benchmark measures. We participate in the ELE along with interim assessments for the ELLS. Although we did not meet Safe Harbor for our ELLs in the ELA, our latest accountability report shows that our ELLs did make safe harbor for the Math.

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](#).) Students who are newcomers to the NYC Public school System are identified at registration via an oral interview conducted in English or Spanish with the Home Language Identification Survey by a member of the PS46 Registration Team.

The Registration Team comprises of Ms. Paolucci, Assistant Principal, Ms. Cabral, a certified ESL teacher, Ms. Quiles, the Bilingual Staff Developer, Ms. Lawer, a Bilingual Speech Teacher, Ms. Marrero, the IEP Teacher, Ms. Fernandez, the Guided Reading AIS Teacher, Ms. Friedman, a Speech Teacher and Ms. Kuks, an ESL Teacher. The registration team members are all pedagogues. The languages spoken at registration are English and Spanish.

Upon completion of the interview, Ms. Cabral will review the questions and answers and identify whether the student is an English Language Learner (ELL) and eligible for Lab R testing. The Testing Coordinator, Ms. Castrodad, will then assign a member of the registration team to administer the Lab R, and if applicable the Spanish Lab to all ELL students within the first 10 days of enrollment.

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.
Parents and guardians of newly enrolled ELL students are invited to a Parent Orientation within the first 10 days of enrollment, which describes the 3 program choices offered by NYC Public Schools for ELLs. The programs to choose from are Transitional Bilingual Education (TBE), Dual Language (DL), or Free Standing English as a Second language (ESL). The orientation is conducted by the Bilingual Staff developer Widalys Quiles, and the Parent Coordinator, Maria Cruz. During the orientation parents watch a video and receive a Parent Guide in their home language which describes the 3 program choices. The parents then receive a Program Selection Form which they are asked to fill out and to number their preferred choices as 1, 2, or 3. PS 46 offers all 3 program choices.
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 [\[see tool kit\]](#).)
Entitlement letters for any student eligible for ELL services are sent home via backpack. If a parent does not return the signed forms, phone calls are made by the Bilingual Staff Developer, Ms. Quiles. If a parent does not attend the orientation to receive the Parent Survey and Program Selection form, the forms are sent home via backpack and phone calls are made to ensure that parents understand the choices. If a form is not returned the default program for ELLs is Transitional Bilingual Education as per CR part 154. All returned forms are filed in the Main Office in alphabetical order by school year.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The criteria used to place identified ELL students in bilingual or ESL programs are dependent upon parent choice and the student's level of English proficiency. After reviewing the HLIS and the Program Selection Form the ESL teacher and Staff Developer assist the parents in making the best informed choice. The parent selection is then entered into ATS on the ELPC screen. This screen is monitored and updated by our Bilingual Coordinator/ Staff Developer Widalys Quiles.
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.
Our testing coordinator, Dorian Castrodad, assembles a team of certified teachers to administer the NYSESLAT. The team is assigned a grade and group of students that they must administer the test to in a timely manner. They review the proper guidelines for administering the test with the testing coordinator. They follow up with any absent students to make sure all parts of the test are administered to the students.
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. 
Program models are aligned with parent request at PS46. A review of 100 completed parent program selection forms indicated 38 for TBE, 32 for DL and 30 for ESL. We offer all 3 program models: TBE, DL, and ESL.

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])?

PS46 offers instruction for our ELLs via TBE, DL, or ESL programs. The ESL program has 2 models of instruction either as an ESL free-standing class or a push in or pull out model with an ESL teacher. Ms. Kimberly Kuks a certified ESL teacher, teaches the push in or pullout model for students in grades K-2. Ms. Cabral, a certified ESL teacher, teaches the pull out model for Grades 3 – 5. Students of mixed proficiency are heterogeneous grouped in the free-standing ESL classes. However, students in the push in or pull out models are grouped by proficiency levels.

The Dual Language model uses a 50/50 English/Spanish model in grades K-5. Spanish instruction is instruction in the content area. English instruction is in the common core area. These changes are being implemented due to the new Ready Gen Core Curriculum. The students in the DL program are mixed heterogeneously by proficiency, with many having already become proficient on the NYSESLAT assessment.

Students in the Transitional Bilingual Program receive instruction in both English and Spanish by certified bilingual teachers. Students are grouped heterogeneously by proficiency level. Language allocation in the TBE meets state mandates as per CR PART 154 (see response to question number 2).

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)?

The bilingual classroom teacher is assisted by, Ms. Quiles, the Bilingual Staff Developer, to ensure that a program is created that explicitly delivers the mandated instructional time in compliance with CR 154. Beginner and intermediate level students in the push in/pull out programs receive 360 minutes per week of explicit ESL instruction. Students at the advanced levels receive 180 minutes weekly. The ESL teachers' programs are monitored by the principal to ensure that the mandated hours are received by each student.

Literacy instruction in DL classrooms alternates from native language to English language the allocation of language arts

instruction in DL classes is 50% ELA and 50% NLA. Native language instruction is implemented with instruction in the content areas. In our 7 period day, the goal is to implement the NL for 3 full periods, the ELA for 3 full periods, and 1 period for lunch.

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.

Content areas are delivered in each program model in various ways according to the program. In the ESL classes content is delivered in English only. In the Dual Language classes content is delivered in Spanish and Common Core Literacy is delivered in English for a 50/50 split of both languages daily. In the TBE classes content area of the curriculum is delivered in Spanish for 35 minutes with 10 minutes of ESL support. The goal of Content Area instruction in the TBE model is to transfer the knowledge acquired in their native language to English, as the students become more English Proficient.

Native language supports are provided in all content areas. All DL and TBE classrooms receive class sets of Go Math and Math Steps in both English and Spanish. Also, science and social studies curriculum materials (textbooks, workbooks, supplemental materials) are provided in both English and Spanish. DL classes alternate the language of instruction in the content areas by unit, switching language approximately once a month. There is no native language instruction in ESL classes; instead, teachers used research-based ESL strategies, such as TPR, visual aides, to support language acquisition in all content areas. They may also use other resources to assist with comprehension.

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

The ELL students are appropriately evaluated in their native language with formative assessments created by the teachers. The teachers also maintain conference logs and student portfolios. The teachers also administer the DRA in Spanish which is the EDL. The transitional bilingual and dual language programs both have guided reading materials in the native language and leveled libraries in the native language as well. Math, Science, and Social Studies materials are also available in Spanish.

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

The ELL students are appropriately evaluated in all 4 modalities of English acquisition throughout the year with formative assessments created by the teachers. The teachers also maintain conference logs and student portfolios. The curriculum units have also been revised to include Listening and Speaking outcomes of the Common Core Learning Standards to ensure that lessons are planned with all modalities in mind and to assess students proficiency in those areas. Paste response to question here:

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).

The ELL subgroups are further differentiated according to the following:

a. PLAN FOR SIFE STUDENTS

The classroom teachers have all been notified of any SIFE students in their classrooms. We will continue to use a guided reading teacher whose schedule has been divided between general guided reading groups and guided reading/writing groups for SIFE students to service students with interruption of formal education. We will also continue to use Achieve 3000, a differentiated program that uses technology and current events on the students' Reading level. We will continue to monitor their progress with running records, and progress reports from Achieve 3000. These students will also meet with the Bilingual Social Worker Ms. Maydwell or a Guidance Counselor to help them adapt to their environment.

b. PLAN FOR ELLS IN US SCHOOLS LESS THAN THREE YEARS (NEWCOMERS)

ELLs in schools less than three years will be placed in their appropriate program based on the Lab R or NYSESLAT scores. Their scores will be analyzed and instruction that supports their individual needs will be delivered. Additional supports such as AIS small groups, 1 to1 instruction as needed, ELL Academy After-School program, and Push in Supports with "Estrellita" a native language program for beginners will be provided to applicable students.

c. PLAN FOR ELLS RECEIVING 4-6 YEARS OF SERVICE

An emphasis on Enrichment will be placed for these students, along with target differentiation. We will continue to monitor their progress, and use interest survey to generate projects and more independence.

d. PLAN FOR ELLS IN US SCHOOLS SIX YEARS OR MORE

Students' progress will be closely monitored by the classroom teacher, bilingual staff developer Ms. Quiles, and guidance to ensure that the student receives the support he/she needs.

e. PLAN FOR FORMER ELLS

Former ELLS in years 1 & 2 after reaching proficiency will continue to get support to maintain their gains. Parents will be given the options to have their child either stay in TBE or switch to DL. They will continue to get testing modifications for extra time during year one after reaching proficiency. They will be monitored by their classroom teachers and given opportunities in the classroom for continued English acquisition with Achieve 3000 Reading.

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 Instructional strategies and grade level materials teachers of ELL-SWD use that both provide access to academic content areas and accelerate English language development are the America's Choice curriculum and the AWARDS Reading program. The AWARDS program is a research based program that scaffolds comprehension with engaging non-fiction literature. Students in grades 3-5 will also use Achieve 3000. Achieve 3000 uses current event articles on the student's level. In Mathematics, the students will be instructed with Go Math.

Teachers will use sound teaching practices for ELLs, such as providing many picture supports, cooperative learning groups to encourage speaking, develop listening skills, using TPR, and providing instruction that supports their learning styles. Our special education teachers differentiate the tasks and always provide kinesthetic, audio and tactile experiences to students to ensure they accomplish the task.

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?

At PS46, we use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by creating a school schedule and calendar that allows all of SWD to be mainstreamed according to their IEPs, for certain periods of the day, such as Gym, Drama, or Art. The teachers of SWD have also been provided a weekly common prep for PD where they learn techniques for working with the SWD population. To date the teachers of SWD students have already participated in F.A.T. City, a program by Rick Lavoie, that coaches participants through experiences of Frustration, Anxiety, and Tension that many children with learning disabilities experience.

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.

PS46 is part of Cohort 1 for NYC's implementation of "Estrellita." This accelerated program supports word study in the native language, and the materials are aligned with the curriculum for writing and phonics. We have also received training with Dr. Margarita Calderon and the ExC-ELL program to strengthen the Dual Language program to ensure of a 50-50 model of instruction that is rigorous in both languages. This program features all non-fiction Benchmark books with photographs to support the learning of our ELLs.

Students in grades 3, 4, & 5, also have access to Achieve 3000, an online differentiated non-fiction reading program. The TBE and ELL classes receive Achieve 3000 Spanish language supports. All ESL, DL and TBE classes receive NYSESLAT practice books and teacher guides to promote the acquisition of academic and conversational English language skills in all four areas (reading, writing, speaking and listening) For math language supports, all classrooms have Math Word Walls with visual aides, math curriculum materials in English and Spanish, and hands-on manipulatives for tactile learning. In science and social studies, Spanish language curriculum materials are provided to all DL and TBE classes. These targeted interventions support language acquisitions in our ELL population, and we monitor progress by analyzing NYSELAT, NYS ELA and NYS Math assessment data for our ELL subgroup.

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

Our current program is the new DOE Core Curriculum, Ready gen. This curriculum can not be assessed on its effectiveness now, but it is expected to yield positive results because it is a rigorous researched based Common Core aligned program. The program includes 50% non-fiction which covers Social Studies and Science, and 50% fiction. We also use Social Studies and Science text books. Our Math program is the new DOE Core Curriculum "Go Math" program. It is also a rigorous research based program that incorporates a lot of hands on materials, and interactive board technology for instruction.

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

This year we have a new curriculum for all students. We are using Go Math for math and Ready Gen for literacy. These programs are rigorous and aligned to the Common Core Learning Standards.

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

We have discontinued Everyday Math and America's Choice to go with a Common Core aligned curriculum.

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

ELLs are offered equal access to all school programs by having qualified teachers available to teach all areas. Letters are sent home in Spanish and English, and translation services are available for those who need. Achieve 3000, an online reading program is being used for its ability to provide differentiated services for the ELLs.

ELLs are included in all programs available at PS 46 during the day and afterschool. In addition, we have an afterschool program The ELL Academy, specifically tailored for ELLs.

A grant was acquired through the NYSED called the Learning Technology Grant. This grant is in its 8th year, and is specifically for the ELL and Special Education classrooms.

The AWARDS reading program was designed specifically with ELLs in mind and Achieve3000 is another program that was purchased specifically for ELLs.

We utilize Title III funding to offer an after-school ELL Academy for ELLs in grades 3, 4 and 5. This program occurs on Tuesdays and Wednesdays from 3:30-5:30 PM. All Beginner and Intermediate ELLs were invited, as well of a smaller number of Advanced students. The goal of the program is to provide ELL students in grades 3, 4 and 5 with the English language skills necessary to become proficient on the 2014 NYSESLAT and show academic progress on the NYS ELA, NYS Math and NYS Science (grade 4) assessments. The program is taught by 8 teachers, all with Bilingual or ESL certifications.

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

We have many instructional materials in place to support The ELL subgroup. ELL students are engaged with Achieve3000, a differentiated computer based reading program with native language supports, Leapfrog reading materials, a program that uses sounds and tactile learning experiences to benefit ELLs with English language acquisition, Estrellita, a Spanish phonics program to enhance native language literacy, ExCell, a Spanish and English vocabulary development program. In addition, we have a Cancionero, Spanish reading program used in TBE classes, and Spanish Blackline Masters. Finally, SmartBoards in every classroom have been purchased to enhance student engagement and promote English language acquisition.

Content area instructional materials are provided to DL and TBE classes in both English and Spanish. In Grades K – 3 the following materials are provided in both languages: science textbooks, science workbooks, science supplemental materials, social studies textbooks, social studies workbooks, and social studies supplemental materials).

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

Native language support is delivered with a Highly Qualified Bilingual Certified teacher who is proficient in Spanish and English in the TBE and DL classes. In the ESL classes the classroom teachers are ESL Certified and receive all of the Lab R or NYSESLAT scores for their students so that they can plan and differentiated instruction for their students.

In the Dual Language classroom, literacy is instructed in the native language at six week intervals. In transitional bilingual programs classes teachers use the NYSESLAT data and provide the native language support mandated by the state, 360 minutes a week for students who are at the beginning level and intermediate level and 180 minutes a week for students at the advanced level on the NYSESLAT. Instruction is provided in small groups as needed. Materials are provided in both languages in all subjects for all students in dual language and transitional bilingual programs. In the ESL program, ESL methodology is used to support the English acquisition.

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

All services and resources provided by PS46 are age appropriate according to the age and grade level of the students. Our goal is for our ELL population to meet the same core standards as non-ELL students.

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.

Before the beginning of the school year, newly enrolled ELL students are assisted by making sure the teachers are prepared and receive all necessary materials. The teachers are provided Lab R or NYSESLAT scores for their students so that they can plan differentiated instruction for their students. At registration parents of newly enrolled ELL students are given an overview of the TBE, DL, and ESL programs and guided by a pedagogue in making the best choice for their child.

18. What language electives are offered to ELLs?

N/A

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)?

The Dual Language model uses a 50/50 English/Spanish model in grades K-5. The students in the DL program are mixed heterogeneously with EPs and ELLs for the whole day. Language is separated by content with the Core content such as Math, Social Studies and Science taught in the Native language. The DL model that we use is the self-contained model. Both languages are taught simultaneously.

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.

Q1: The language allocation policy will be a big part of our professional development for the ELL personnel at our school. We will also continue to work closely with our ELL Network liaison to provide professional development in Jose P. and other pertinent information to our staff. One ESL teacher, Ms. Zeitler, has been trained by R-BERN professional development and has an advisor that comes to PS46 to support her. All of the DL teachers will receive professional development by Yehonela Ortiz. We will continue to inform our teachers of professional development opportunities outside of our school offered by the OELL and others. A yearlong calendar has been developed by the coaches and Staff Developer to implement monthly PD for all ELL personnel. Items included differentiated instruction, Achieve 3000 consultants, and technological support by the Bronx Integrated Service Center.

Through the UFT Teacher Center, professional institutes will be provided to selected staff members including assistant principals, guidance counselors, parent coordinator, and teachers of ELL's. On November 22, December 8th, December 20th and January 10th. In addition, a spring and summer institute will be offered to additional staff members that teach ELL's. On December 4th, teachers of ELL's, Parent Coordinator, Bilingual Guidance Counselors, and Assistant Principals will be invited to attend a citywide conference for ELL's. This session will focus on zeroing in on academic language. Teacher Center will also be providing these workshops. Our Bilingual/ESL Coach will be facilitating the grade 3-5 sessions. Teacher Center Coach/Liaison and Literacy Staff Developer attend ongoing Professional Development for the Estrellita Program and other PD offered by venues such as TC, R-BERN etc., and turnkey the information to teachers of ELL students.

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?

Q1: Parents of ELL students are invited every Saturday to participate in ELL instruction for themselves. They are taught by an ESL teacher and the Library Media Specialist, Karen Ramirez, who guides them in ways they can help their child at home. The parent coordinator will also be there every Saturday to support this program. This year the parents will also be part of Conversational English, a NYC Mayoral sponsored program. The parents will receive certificates from Mayor Bloomberg when they complete their hours.

Q2: PS46 partners with "Puppetry in Practice (PIP)" a community based organization which uses language and ESL methodologies as part of their instruction. The parents will be guided by PIP through lesson on citizenship. This year the parents have also been invited to workshops on domestic violence, childhood obesity, The Common Core, and health and fitness. We will also offer additional workshops sponsored by the Bronx Borough President's office. Workshops have also been scheduled in our parent center in our school. The Parent Center has a partnership with Mercy College. Dr. Aramina Vega-Ferrer has spearheaded this initiative to support parent learning and involvement. Parents have also been invited to workshops at the Mercy College parent center. PS 46 has provided a bus to help parents travel to the college for the workshops.

Q3: Parents needs are evaluated through conversations, surveys, and requests via the teachers, Parent's Association, and Parent Coordinator.

Q4: Parent Involvement activities address the needs of the parents by successfully establishing a Saturday program, bringing in teaching artists, and sending home all communications translated in Spanish for parent understanding.

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.

School Name: The Edgar Allan Poe Literacy

School DBN: 10X046

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Alexander-Ade	Principal		
Roxanna Bello-Sullivan	Assistant Principal		1/1/01
Maria G. Cruz	Parent Coordinator		1/1/01
Kimberly Kuks	ESL Teacher		1/1/01
Nelly Diaz	Parent		1/1/01
Alfredo Arroyo	Teacher/Subject Area		1/1/01
Geraldine Kelly	Teacher/Subject Area		1/1/01
Maria Elena Sanchez-Guzman	Coach		1/1/01
	Coach		1/1/01
Yaira Rodriguez	Guidance Counselor		1/1/01
Maria Quail	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: 10X046 School Name: The Edgar Allan Poe Literacy

Cluster: 1 Network: CFN: 109

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.

Thirty Seven percent of the students at PS 46 are indentified as English Language Learners. During registration, PS 46 staff members determine the primary language spoken at home by each student. The Bilingual Staff Developer, Widalys Quiles and the ESL Teacher, Ms. Cabral, administer the Home Language Identification Survey as part of an oral interview. Both of these teachers are fluent in Spanish. There are other staff members who are fluent in Albanian, French, and Italian. All written communication is always distributed in English and Spanish. The HLIS is available in many languages and it aides in determining the language needs of the families.

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.

The major findings of our school's written translation and oral interpretation needs are that our population requires Spanish translations for all communications. Signs describing the availability of phone translations are posted in the lobby and Main Office as parents enter the building. The Parent Coordinator assists the parents in identifying the language they would need to communicate with the staff. The school community is notified of these availabilities at Parent Orientations, Parent Meeting, and SLT 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.

During registration, PS46 determines the primary language spoken by the parent of each student via the oral interview and completion of the Home language Identification Survey. This provides the specific language spoken by the families and if the primary language is not English, the Bilingual Staff Developer, and the Parent Coordinator will determine if the parent may need language assistance in order to communicate with the staff. Parents are provided with translated Program Selection Forms and parent guides. We maintain a current record of the primary language on the Blue Emergency cards and in the ATS System 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.

PS 46 provides translation and interpretation services to all parents who require assistance. If no staff member is available, who is fluent in the language of the parent, and the parent is accompanied by another adult, that adult may serve as an interpreter. PS 46 will also utilize the phone translation services provided by the DOE.

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

Per session will be used before or after school for staff members to translate documents if needed. Parental notifications and requirements for translation and interpretation services will meet all guidelines by the Chancellor's Regulations.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Edgar Allan Poe Literacy	DBN: 10X046
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>170</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>12</u>
of certified ESL/Bilingual teachers: <u>11</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The goals of the ELL Academy are to help students acquire a level of proficiency in their second language; to provide differentiated instruction to all students in order to meet their English language needs; to encourage students to have a positive outlook in their abilities to learn a new language; to provide specialized instruction so that students may acquire a level of proficiency in their NYSESLAT exam; to help students demonstrate academic progress in Mathematics and English Language Arts by using different teaching strategies and tools as a guide and; to help students transfer skills of the native language into their second language acquisition.

The ELL Academy meets on Tuesdays and Thursdays from 3:30-5:30 PM and currently serves 3rd, 4th, and 5th grade students for an approximate total of 170 students. The students invited and attending the program are at the Beginner or Intermediate stages of English development. There are 10 classrooms with licensed teachers in either Bilingual or ESL Instruction. There is 1 Bilinligual teacher to over see the daily operation of the program, making sure that the teachers are prepared with the correct materials, students are assigned and assessed, attendance is maintained, and there is a safe and orderly dismissal each evening. There is also 1 computer lab teacher to assist with Achieve 3000 and Spatial Temporal Math. The computer lab teacher does not hold a bilingual licesnse, but she co-teaches with one of the bilingual / ESL certified teachers during their visits to the computer lab. The day is divided into one hour of literacy and one hour of math.

The curricula used to foster the English language modalities of speaking, listening, reading and writing are the “Language Proficiency Kits” and the “NYSESLAT & Beyond” practice books. As a supplement to the literacy block, each group is using Academic Workout for literacy and Math Workout for mathematics.

The program will run from November until May, for 40 sessions, giving students a total of 80 hours of instruction in the ELL After School Academy.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Dr. Margarita Calderon, Ph.D. and her consultants will provide ongoing Professional Development for our Dual Language Teachers. Dr. Calderon is a Principal Research Scientist for the Center for Research on Education of Students Placed at Risk (CRESPAR), Johns Hopkins University. She is also the author of resources on English Language acquisition and Dual Language Instruction.

The Dual language teachers began this work two years ago, and will continue to implement some of the strategies to supplement their DL instruction. Specifically, Dr. Calderon and her team will consult with our curriculum team to integrate best practices for ELL students into our literacy and math curricula. Dr. Calderon will also model lessons in the classroom and help identify resources to support our Dual Language classes.

Dr. Calderon and her consultants will make 2-3 visits to the school in the Winter and Spring.

Part D: Parental Engagement Activities

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

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

Begin description here: The parents are full partners in the education of their children at P.S. 46. This year The PS 46 "We CARE Parent Center" will open their doors as an additional resource for the parents. This center has been created with funding received from the Bronx Borough President's office. The Parent Center will be a place of full operation with a Parent Coordinator who works closely with the Parents Association in coordinating, planning and providing all parent literacy classes, parenting workshops and parent volunteer workshops. Parent outreach is done in English and Spanish with both letters and phone calls.

Parents of English Language Learners will also be invited to participate in a parent institute on Saturdays for 20 sessions to enrich and expand their participation in their children's education via ESL classes, literacy classes, trips and art projects. This institute will help bridge the culture of the home and school. Parents will be included in parent workshops to support their children's language acquisition as it is developed through the various programs. The program that is scheduled to begin this year is 10 sessions on citizenship and conversational English. This program is a NYC Mayoral Program that was very successful last year and we look forward to the sessions this year. These services will be provided by a certified ESL teacher, the Library Media Specialist, and the parent Coordinator. The parent classes will be held from 9AM to 12:00 PM, and a light breakfast will be served.

Part E: Budget

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

Allocation Amount: \$

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