Department of Education

Dennis M. Walcott, Chancellor

2013-2014

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(SCEP)

School Name: **EDWARD J COLLINS P.S. 146**

DBN (*i.e. 01M001*): **08X146**

Principal: **JANET-ANN SANDERSON**

Principal Email: **JSANDER@SCHOOLS.NYC.GOV**

Superintendent: **TIMOTHY BEHR**

Network Leader: **BEN WAXMAN**

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
Janet-Ann Sanderson	*Principal or Designee	
Chantal Repps-Heaney	*UFT Chapter Leader or Designee	
Alima Daniels	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Karen Miller	Member/ Teacher	
Michael McNiff	Member/ Teacher	
Dana Florence	Member/ Teacher	
Jacqueline Roberts	Member/ Parent	
Jasmeen Bethea	Member/ Parent	
Elizabeth Pagan	Member/ Parent	

**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 08X146

School Configuration *(2013-14)*					
Grade Configuration	PK,0K,01,02,03,04,05	**Total Enrollment**	461	**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	31	**# SETSS**	N/A	**# Integrated Collaborative Teaching**	2
Types and Number of Special Classes *(2013-14)*					
# Visual Arts	8	**# Music**	N/A	**# Drama**	N/A
# Foreign Language	N/A	**# Dance**	N/A	**# CTE**	N/A

School Composition *(2012-13)*			
% Title I Population	90.8%	**% Attendance Rate**	90.6%
% Free Lunch	94.2%	**% Reduced Lunch**	3.9%
% Limited English Proficient	13.9%	**% Students with Disabilities**	11.2%
Racial/Ethnic Origin *(2012-13)*			
% American Indian or Alaska Native	0.8%	**% Black or African American**	41.5%
% Hispanic or Latino	55.8%	**% Asian or Native Hawaiian/Pacific Islander**	1.2%
% White	0.2%	**% Multi-Racial**	0.4%
Personnel *(2012-13)*			
Years Principal Assigned to School	9.1	**# of Assistant Principals**	2
# of Deans	N/A	**# of Counselors/Social Workers**	1
% of Teachers with No Valid Teaching Certificate	N/A	**% Teaching Out of Certification**	12.9%
% Teaching with Fewer Than 3 Years of Experience	12.9%	**Average Teacher Absences**	7.5
Student Performance for Elementary and Middle Schools *(2012-13)*			
ELA Performance at levels 3 & 4	11.7%	**Mathematics Performance at levels 3 & 4**	6.6%
Science Performance at levels 3 & 4 (4th Grade)	73.4%	**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**	Yes
Hispanic or Latino	No	**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	No		
Met Adequate Yearly Progress (AYP) in Mathematics *(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	N/A	**Limited English Proficient**	N/A
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	N/A	**Limited English Proficient**	N/A
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.				
SCEP addressed school specific needs as per SED and DOE reviews				
Describe the areas for improvement in your school's 12-13 SCEP.				
1. Improved academic performance of ELLs and SWDs 2. Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Creating a collaborative community of learners which requires school leaders to leverage both human and financial resources that serve all students				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved				
Were all the goals within your school's 12-13 SCEP accomplished?		**Yes**	x	**No**
If all the goals were not accomplished, provide an explanation.				
Progress toward the 2013 goals is evident, however, change is slow and it takes time to embed new perspectives and methodologies				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	x	**Yes**		**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.
Time to implement and coordinate the new demands of MOSL, MTP, CCLS
List the 13-14 student academic achievement targets for the identified sub-groups.
5% improvement in ELA and math for the lowest third, ELLs, and SWDs
Describe how the school leader(s) will communicate with school staff and the community.
Monthly staff meetings, monthly newsletter, grade meetings and subject area meetings
Describe your theory of action at the core of your school's SCEP.
The principal and his cabinet work to create a calm and respectful environment that fosters higher level of student and adult learning
Describe the strategy for executing your theory of action in your school's SCEP.
The school implements a standards based curricula, with attention to writing across the grades and content areas, which leads to increased student achievement; Grade level teams meet weekly to modify curriculum to increase access for all students.
List the key elements and other unique characteristics of your school's SCEP.
Specifically targets both administrative and teacher practice through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, reprogramming of staff, and expansion of teacher teams
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.
A cohesive leadership with a cabinet that meets regularly to review and refine the improvement plan.

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).							
Expand the use of a rubric observational tool to identify best teaching practices and next steps to support professional growth and student achievement							
Review Type:	QR	**Year:**	2011	**Page Number:**	3	**HEDI Rating:**	D

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.			
	2.2 School leader's vision		**2.3 Systems and structures for school development**
x	**2.4 School leader's use of resources**		**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.
By June 2014, the principal and assistant principals will conduct a minimum of 6 informal or 1 formal/3 informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

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.
▪ **Strategies/activities that encompass the needs of identified subgroups**
1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards: 2. Supervisors, in collaboration with teachers, will develop individual professional development plan for each teacher. 3. Supervisory staff will meet individually with staff to review student data and develop plans for improving individual student achievement. (Fall 2013) 4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, agendas, and minutes from weekly planning sessions and professional development activities will provide evidence of staff progress
▪ **Key personnel and other resources used to implement each strategy/activity**
1. Principal, assistant principal, teachers 2. Principal, assistant principal, teachers 3. Principal, assistant principal, teachers 4. Principal, assistant principal, teachers
▪ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
6. By February, completion of two supervisory observation with associated lesson plans for each teacher will provide evidence of improved instructional practice 7. Completion the initial review of student data and the development plans for improving individual student achievement 8. Defining a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress
▪ **Timeline for implementation and completion including start and end dates**
1. October 2013 to February 2014 2. October 2013 to May 2014
▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Time for professional development, per session 2. Scheduled time during the school day for individual conferences with each teacher and an administrator 3. Scheduled time during the school day teacher observation and pre- and post conferences

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.							
	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				**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).							
The practice of assigning student learning tasks based on identified academic need is inconsistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement							
Review Type:	QR	**Year:**	2011	**Page Number:**	5	**HEDI Rating:**	D

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**		**3.3 Units and lesson plans**
	3.4 Teacher collaboration		**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, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners, with a specific focus for ELLs and SWDs.

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 Data specialist will provide teachers will school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with the CCLS
2. Educational Consultants and assistant principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Network Supervisory Staff and teacher teams will meet during common planning time to plan and align curriculum
4. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units.
5. New teachers meet regularly with principal to discuss challenges and success as they work to align units of study

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

1. Data specialist, teachers
2. Educational consultants, assistant principal, teachers
3. Network instruction support staff, teacher teams
4. Teachers, network achievement coaches and ELL special

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

1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, social studies and science which are aligned with the CCLS
3. Minutes of weekly planning sessions detailing planning time

D. Timeline for implementation and completion including start and end dates
1. September to December 2013 2. Quarterly, October 2013 to May 2014 3. Monthly, October 2013 to April 2014 4. Weekly, October 2013 to June 2014 5. Twice-monthly October 30 February 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per session for data analysis for after school meeting 2. Scheduled time during the school day for common planning 3. Scheduled time during the school day for teacher teams to master and apply the LSAW protocol

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.							
	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				**PF RTI**	**x**	**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).							
The practice of assigning student learning tasks based on identified academic need is inconsistent across classrooms, especially for key subgroups of students. This limits student access to the curricula, preventing all students from reaching higher levels of achievement							
Review Type:	QR	**Year:**	2012	**Page Number:**	5	**HEDI Rating:**	D

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**		**4.3 Comprehensive plans for teaching**
	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 students, including ELLs and SWDs will demonstrate progress toward achieving State standards as measured by a 5% increase in students scoring at Levels 3 & 4 on the NYS ELA assessment.

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
To improve achievement in for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and math: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with the skills and strategies necessary to deliver the ELA to ELLs

1. Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data
2. Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. She will support teachers teams as they develop ELA units and tasks for ELLs.
3. Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the grade level ELA curriculum
4. Teacher programs include 2 periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.

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

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers

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

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidenced by interim assessments
4. Improved reading and writing instruction as per teacher observation

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

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014
4. Monthly workshops and assessment, November 2013 to June 2014

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

1. Educational consultant, common planning time for teachers to attend PD sessions
2. Network Special education achievement coach, common planning time for teachers to attend PD sessions
3. Network ELL specialist, common planning time for teachers to attend PD sessions
4. Network ASE, common planning time for teachers to attend PD sessions

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**	x	**Title IA**		**Title IIA**	X	**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**		**PF College & Career Readiness**	x	**PF Common Core**
	PF ELT		**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 #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).

Few teachers, working with key sub-groups, such as Black, Hispanic and Special Education students, ask questions that are cognitively demanding in order to move student thinking, or provide them with opportunities to engage in student to student discourse

Note the QR did not address Social emotional developmental Health

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	D

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.			
	5.2 Systems and partnerships		**5.3 Vision for social and emotional developmental health**
	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 whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report.

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. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
3. Effective use of school counselor to address absence and lateness

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

1. Teacher, data specialist, administrative staff
2. Administrators, guidance counselor, Data specialist
3. Administrators, guidance counselor

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

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students

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

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

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

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of assistant principal, guidance counselor, and data specialist
3. Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

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 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				**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).							
Strengthen teachers' responses to all student work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps *Note the QR did not address Family land Community Engagement*							
Review Type:	QR	**Year:**	2011	**Page Number:**	5	**HEDI Rating:**	D

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.			
	6.2 Welcoming environment	**x**	**6.3 Reciprocal communication**
	6.4 Partnerships and responsibilities		**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.
In the 2013-2014 NYCDOE School Survey Report, parental response rate will increase 10%

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. Planning and implementation of a Family outreach plan 2. New Parent Orientation/Family Night/Open House for Parents 3. Monthly implementation of parental offerings 4. Student recognition events
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, assistant principal, parent coordinator, selected teachers 2. Principal, assistant principal, parent coordinator, teachers 3. Parent coordinator 4. Principal, assistant principal, parent coordinator, selected teachers
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Completed Family outreach plan 2. Attendance at Parent Orientation/Family Night/Open House for Parents 3. Parental attendance at parent offerings 4. Parental attendance at Student recognition events
D. Timeline for implementation and completion including start and end dates
1. August-June, ongoing 2. Fall, Spring 3. Day time workshops, breakfasts, evening events 4. Ongoing, September 2013-June 2013
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers 2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents 3. Parent coordinator's planning and hosting of parent offerings 4. Staff attendance at Student recognition events

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**	**x**	**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.							
	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**
	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	Guided Reading Close Reading	Small Group	During the school day Extended day After school Saturday School
Mathematics	Guided Review Small group tutorial	Small Group	During the school day Extended day After school
Science	Guided Review	Small Group	Extended Time
Social Studies	Guided Reading Close Reading	Small Group	Extended Time
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Small group, individual	Small group, individual	During the school day

Title I Information Page (TIP)

For School Receiving Title I Funding

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

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

6. 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.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

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).
• Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

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.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

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

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 on the MOSL team have worked collaboratively to determine the selection of of appropriate multiple assessment measures, professional development has been provided to the entire staff.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 08	Borough Bronx	School Number 146
School Name P.S. 146 Edward J. Collins		

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 Janet Ann Sanderson	Assistant Principal Leila Barnes
Coach Ellen Nelson (Math)	Coach type here
ESL Teacher Annie Arroyo	Guidance Counselor Jose Ortiz
Teacher/Subject Area Edwin Bueno/ Grade K	Parent type here
Teacher/Subject Area Rebecca Beghin-Johnson/Grade 5	Parent Coordinator Yvette Johnson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	456	Total number of ELLs	53	ELLs as share of total student population (%)	11.62%

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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	**Newcomers (ELLs receiving service 0-3 years)**	40	**ELL Students with Disabilities**	8
SIFE	0	**ELLs receiving service 4-6 years**	4	**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										0
Dual Language										0
ESL	41		1	11		8	1			53
Total	**41**	**0**	**1**	**11**	**0**	**8**	**1**	**0**	**0**	53
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														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	8	6	2	2								29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	5	5	2	4	3								20
TOTAL	9	10	15	8	6	5	0	0	0	0	0	0	0	53

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)	5	2	2	4	0	0								13

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	1	5	3	2	1								**12**
Advanced (A)	4	7	8	1	4	4								**28**
Total	**9**	**10**	**15**	**8**	**6**	**5**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**53**

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	5	1	1		7
4	8	2	1		11
5	10	1	1		12
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3	4	1	2		1				8
4	10		1						11
5	10		3						13
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		2		5		1		11
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   The early literacy skills of ELLs are assessed with LAB-R, NYSESLAT, and AIMSweb. ELLs in grades K-2 are also assessed, on a continual basis, with the computer-based program Waterford. Ongoing assessment is also part of the Reading A-Z program and Award Reading. ELLs are also assessed through the year in Fontas and Pinnell running records and progress is tracked through the benchmarks of Rally and Reading For Real.

   Assessments show that many of our K-1 ELLs struggle with phonemic awareness, and that it is helpful to provide explicit instruction in the sounds of English. Many ELLs master phonemic awareness skills within a year, but some students continue to struggle with phonemic awareness and phonics into 2nd or 3rd grade. Instruction strategies to address this deficit include the use of phonics-based texts in Award Reading, extra phonemic awareness and phonemic awareness and phonics instruction, reinforcement of phonemic awareness and phonics through songs, chants and games, and close monitoring of student progress with AIMSweb, Waterford and Fountas and Pinnell.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

   There are two patterns in our LAB-R and NYSESLAT data. First, students are making progress in English profiency as they advance through the grades. The younger students cluster at lower proficiency levels, while upper-grade students ELLs have higher English proficiency. This can be seen in their overall performance when compared with the students scores in their LAB-Rs. The students intially are weak in their speaking skills when taking the LAB-Rs but improve when taking the NYSESLAT. The progression from Beginner in Kindergarten to Advanced or Proficient in the upper grades suggests that instruction of ELLs is effective, and our students are acquiring English.

   The second pattern is that the NYSESLAT data shows that our ELLs are stronger in oral English than in written English. ELLs' relative weakness is in written English. The assessment data shows that ELLs need support in both language acquistion and mastery of content material. the continuing development of RTI, as well as efforts to align currucula and instruction to the Common Core Standards and to improve our ability to use data to guide instructional practices, will be aimed at increasing the achievement of our ELLs.

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

   P.S. 146 is an RTI school. This means that we consider each child individually, provide evidence-based interventions, and closely monitor students' responses with ongoing assessments. All students, including ELLs, are provided with some level of Tier II interventions, in computer programs like Waterford, SuccessMaker, and Envision Math, which continually assess students and scale material up or down to meet individual needs. Differntiations and frequent assessment and regrouping of students in an integral part of the instructional process.

   For our ELLs with strong oral English and poor written English, it is important to leverage their oral skills in support of reading and writing tasks. Encouraging students to speak(in a Think-Pair-Share or KWL or word bank activity) before they read will activate prior knowledge, including word knowledge, and provide a reading or writing scaffold. Similarly, graphic organizers, which allow for a quick and easy conversion from oral language to written language, exploit students' oral strengths. Comprehension Reading Strategies and SuccessMaker programs builds in oral language scaffolds, and includes phonemic awareness and phonics activities to help build fluency, which is very helpful for many or our ELLs.

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?

   Our school does not have any other program but ESL, so our students do not take Native Language Arts assessments. However,

Newcomer ELLs in the testing grades are provided with Spanish translations of NYS Math, Science and Social Studies exams. For students with native language literacy, this is very beneficial. However, many Newcomers who are provided with this accommodation still do poorly on exams, because they are Newcomers and have not received enough of the content area to meet the standards. Teachers, administrators and other members of school leadership use the results of ELL Periodic Assessments to monitor ELL's progress in the acquisition of English and to identify areas of skills that need to be retaught or reinforced for particular students. However, the ELL Periodic Assessment are just one of many tools that we use to do that. Morst of the literacy and math programs used in the school generate data about student progress, and these assessments are more frequent, and more fine-grained, that the Periodic Assessment results. Therefore, we consider the Periodic Assessments one of our tools, even if it is not our most useful tool for measuring ELLs' progress. The ELL Periodic Assessmants are very valuable, however, in familarizing ELLs with the format of the NYSESLAT exam, and give as a welcome opportunity to practice the test's directions and tasks.

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*.)
   RTI for ELL students is a program designed to add layers of support to the standard core curriculum. These layers of support increase over time as the students improve based on the students changing needs. The ELL students are given an AIMSweb assessment as a universal screening. This will give the teachers clear indicators of risk in specific domains through set benchmarks. Once the students are flagged as being at risk or below benchmark level, a plan of instructional support will be delivered to the students with language support services . There are two programs that are used for RTI. One program is called, Passport. This is a reading program that has an intial assessment that enable the teachers to break up the students into groups. The ELL students will be tought through small group instruction. This instructional plan will include an explanation of how instruction was differentiated to address native and second language concerns. An identification of specific skills and competencies that need more support. Through this program, the students are assessed every fifth lesson. Progress monitoring is done to see how the students respond to instruction. The other program that is being used for RTI is called, Ticket to Read. This program is computer based and has ongoing monitoring throughout. It will adjust itself based on the students needs. The plan will also include collaboration between the students and the teacher. This interaction through meaningful discussion between the teacher and the students will allow the students to develop their second language skills. It will also improve their comprehension of content area curriculum and reduce the rate of inappropriate referral rate.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   When planning instructional lessons, the teacher has to consider how to include several supports that will enhance and enable the ELL students second language development. This is done through the use of collaborate learning, vocabulary work before a reading, the use of pictures and real world items, songs, chants, and TPR. By using these ESL methods, the ELL students will be better able to comprehend the instruction that is being taught. The teachers that have ELL students in their classrooms incorporate these methods in their planning.. All other content area teachers use various forms of these methods in their teaching.
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?

   P.S. 146 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   The way in which we measure the success of our ESL program is in the NYSESLAT scores that are students have obtained. The 2013 NYSESLAT scores showed that the majority of our students moved up a level, while seven of our students tested out. We measure the success of our ESL program by the growth and achievements of our students. We also measure success as full integration of ELLs, with full access to all resources in the school. We measure success in our parent surveys, by the number of parents who choose to place their children in our ESL program, and by the lack of barriers to the school for immigrant parents. We measure success by the development of our teachers, and their growing confidence and expertise in teaching ELLs. Most importantly, we measure success by the progress we see in our students, as they work toward their short and long-term goals.

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.)
   Potential ELLs are identified at registration. Every new registrant is met by the school's licensed ESL teacher, who assists with the completion of the Home Language Survey (HLIS) and conduct an intial assessment of the entering student. This system ensures that potential ELLs are identified quickly and accurately.
   If the registering student is new to the NYC school system, the parent completes a HLIS, with the assisstance of a licensed ESL teacher. The form is available in English, Spanish and French (to match our community's needs), and translations into other languages are downloaded from DOE website as needed. The ESL teacher assists the parent with the HLIS, and conducts a brief interview about the student's home language and previous schooling. Translation into Spanish or French is provided by the ESL teacher or other bilingual school staff. Translation into lower-incidence languages may be provided by parent volunteers, or if necessary, school staff can contact the DOE Translation and Interpretation Unit for assistance. If the registering student is not new to the NYC school system, information about home language, previous assessments and service entitlement status is retrieved from previous school records and/or the ATS system. All entering students, including potential ELLs, are given an intial assessment to help guide class placement. the assessment is administered by the ESL teacher as part of the registration process. Tasks address all four language modalities: students are asked to describe a complex picture and answer questions about it, read aloud from leveled texts and answer comprehension questions, and provide a brief age-appropriate writing sample. If the HLIS indicates that the student's home language is other than English, the LAB-R is administered within 10 days of registration. These tests are hand-scored to determine eligibility for services, and submitted to the DOE on regularly scheduled dates. Students who qualify for language services by their home language and LAB-R score, are (subject to parental choice-see below) provided with ESL services, as described elsewhere in this document.
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 of ELLs who are newly identified by LAB-R are invited to the school to learn about their options for language services. Parent Orientation meetings are held in September and October, as soon as LAB-R testing is completed. The Orientation Meetings, which are conducted by the ESL teacher and the Parent Coordinator, are scheduled at various times of the day to accommodate parents' needs. Meetings take place in the ESL classroom, allowing parents to see some of the resources available to their children at our school. Parents are invited to the meetings by flyers and telephone calls. Information is posted at the entrance to the school and in the Main Office, and the meetings are advertised in the school's monthly calendar. The Orientation Meetings are aimed primarily at parents of newly-entitled ELLs, but are open to all parents of ELLs at our school, including those continuing in ESL from our school or another NYC school. At the Orientation Meetings, parents are informed about the ELL identification process and about their choices of language programs. Parents view the DOE video, in their choice of language, which describes the ESL, TBE, and Dual Language programs. They are also offered a DOE brochure about the programs, again in their choice of language. Parents are given ample opportunity to ask questions about the options. School staff provide information in English, Spanish or French. Translation into lower-incidence languages may be provided by parent volunteers.
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 and Parent Survey and Program Selection forms are generated and distributed by the ESL teacher. Entitlement letters and Parent Program and Selection forms are sent in the student's home language. After they have attented an Orientation Meeting or received information about program choices in an individual meeting with the ESL teacher, parents of newly-entitled ELLs are asked to complete a Parent Survey and Program Selection form. Parent Survey and Program Selection forms are kept on file at the school. Parents of ELLs with continuing entitlement to language services are sent a letter, in their home language, informing them of their child's continuing entitlement. Copies of the continuing entitlement letters are kept on file at the school. Other letters sent to parents are(I) a non-entitlement letter, which is sent to incoming students identified as potential ELLs who test our of services of the LAB-R,(II) a non-entitlement/transition letter, which is sent to parents of ELLs who achieve proficiency on the NYSESLAT, and(III) a placement letter, which is sent to parents of newly-entitled ELLs after they have completed the Parent Survey and Program Selcetion form. Each of these letters is sent in the parents' home language. Copies of all letters are kept on

file at the school.

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.
ELLs are placed in an ESL program based on parent choice. After attending a Parent Orientation Meeting and receiving information about their options, parents complete a Parent Survey and Program Selection form. Nearly all parents opt for ESL (see 5 below). The few parents who express interest in TBE or Dual Language are provided with information about those programs in nearby achools, and assisted with setting up visits to those schools. Information and assistance with language program choice are provided by school staff in the parent's preferred language. The parents of students that are continuing in ESL are given a continued entitlement letter indicating that their child is still in need of services. The parents sign these letters and the letters are placed in a folder and filed in the ESL classroom.
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.
ELLs are assessed annually with the NYSESLAT in accordance with NYSED and NYC DOE guidelines. The ATS report that is used to determine the NYSESLAT eligilbility of these students is the RLER report. The NYSESLAT is administered to students singly (for the Speaking tasks) or in small groups of 18 or fewer, by the ESL teacher and the team, in the ESL classroom. The ESL classroom is in testing condition, with charts and other materials covered and desks separated in rows. A"Testing Do Not Distrub" sign is posted on the door. All school staff are informed of the testing schedule by memo, and announcements are made requesting quiet around the ESL classroom during testing. All ELLs who fall within a NYSESLAT grade band may be grouped together for testing, including newcomer, SIFE, and long-term ELLs and ELLS who are SWD. Testing is scheduled as early in the day as possible, and without disrupting students' regularly scheduled lunchtimes or dismissals. Testing materials are kept secure, and testing is conducted with strict adherence to the guidelines set out in NYSESLAT materials and memoranda.
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.
Parents of ELLs overhelmingly choose ESL. In 2013-2014, we have 10 newly-entitled ELLS, and all parents have chosen an ESL program. In 2011-2012, we had 20 newly-entitled ELLs, all parents chose ESL. in 2010-2011, we had 6 newly-entitled ELLs, and all parents chose ESL. In 2009-2010, we had 13 newly-entitled ELLs, and all parents chose ESL. The parents say that they want their child to learn English in school, and that they will teach the home language at home.

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])?

ESL instruction is delivered in pull out sessions. The ESL students are pulled out to the ESL classroom for supplemental instruction that addresses their particular needs. Grouping is hetergenous, mixing ELLS at all proficiency levels. ESL groups may combine adjacent grades, with K-1, 2-3, or 4-5 students grouped together. ESL groups are also mixed together with special education and general ed ELLs.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

P.S. 146 has one fully-certified, full-time ESL teacher serving 53 ELLs. Students at an Advanced proficiency levels on NYSESLAT receive four 50-minute periods (200 min.) per week of ESL instruction. Students at the Beginner or Intermediate levels receive eight 50-minute periods (400 min.) per week of ESL instruction. ESL is delivered in pull-out sessions that allow ESL instruction to address the specific needs of ELLS, and to use supplemental materials and resources in the ESL classroom. Pull-out also allows the use of ESL teaching methods that might not be appropriate for the English proficient students, such as read-alouds, vocabulary study activities or songs and chants. These pull-out sessions also make it possible to meet the mandated instructional minutes for all ELLs, because students from different classes or grades can be grouped together for pull-out instruction. All students at P.S. 146 are programmed for ELA instruction for a minimum of 12-15 periods (of 50 minutes each) per week. Because Advanced ELLS receive 4 periods of ESL instruction (and not all of those are during ELA periods), it is clear that Advanced ELLs are receiving well more than the mandated 180 minutes/week of ELA instruction in addition to ESL, per CR Part 154. There is no instruction delivered in NLA because we only have any ESL program in our school.

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.

ESL instruction supports students in both English proficiency and content-area knowledge. ESL instruction is delivered in English, with native language supports appropriate to the student's age, native language literacy, and English proficiency level. ESL instruction makes content comprehensible by employing a variety of research-based teaching methods. ESL instruction makes extensive use of modeling, think-alouds and demonstrations. It provides scaffolding and bridging activities, such as KWL charts, word banks, Think-Pair-Share, brainstorming, graphic organizers and storymaps. It taps into peer support and interactive language development with partner and group work, and breaks down content into chunks with jigsaw activities. Technology, including interactive software, and listening centers, support language acquistion and content comprehension. Read alouds and shared reading promote oral language and ensure a common knowledge base. Content is presented in a variety of modalities, using visual aids, realia and manipulatives, and retention is reinforced with songs and chants, games, role-play and experiential and hands-on learning activities. Extended projects and an inquiry-based approach promote academic rigor and deep learning, and also ensure that students at all proficiency levels have a point of entry into content knowledge. ESL instruction addresses ELL-specific language needs, such as phonemic awareness, vocabulary development, grammar acquistion and first language support . At the same time, ESL instruction supports ELLs in learning the content that is expected of all students at their grade level.

ESL instruction is guided by data, which is drawn from ELL-specific assessments (LAB-R, NYSESLAT and periodic assessments) and from data collected for all students, icluding all formative and summative assessments and data derived from several literacy and math programs used in our school, including Waterford, AIMSweb, SuccessMaker, Reading A-Z, Reading For Real, and Envision Math. Classroom, ESL and AIS teachers review data on an ongoing basis to monitor student progress, and adjust instruciton to develop strengths and address weaknesses. ELLs have been monitored as part of RTI Team work, and

all teachers receive ongoing professional development in analyzing and applying student data to improve classroom instruction. For example, the data show that many of our ELLs have strong oral English and relatively poor written English. Therefore, ESL instruction emphasizes reading and writing. Students are taught comprehension strategies (e.g., identifying main idea and details, using context clues to understand new words, and making inferences) and exposed to a variety of fiction and nonfictiontexts. Students plan, draft and edit a variety of writing projects, including informative reports, stories, memiors, letters, poems, and advertisements. Moreover, because the ELL data show high oral English proficiency, instruction exploits oral language to support written language tasks. Students prepare for reading and writing with oral activities like questioning, brainstorming, building word banks or Thin-Pair-Share, and leverage their oral proficiency to create KWL charts, outlines or other graphic organizers before they read or write. All of these activities not only help to foster the students learning of the content area, but also aligns with the Common Core Standards which states that the students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. The ELLs are further supported in their acquistion of content knowledge by the many resources avaiiable in their regular classrooms, and the school's computer labs, and by the wealth of of ELL-specific materials available in the ESL classroom. ELLs are also supported, as necessary, by the targeted intervention programs that are available to all students in the school. Spanish-speaking ELLs are provided with native language supports in several literacy and math programs used in the school. Finally, ELLs are supported by the professional development given to classroom and cluster teachers, and by collaboration between those teachers and the ESL teacher.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
   ELLs with a Spanish language background are assessed with the LAB-R upon arrival in a NYC school. The LAB-R provides a formal measure of the student's Spanish literacy. For ELLs with non-Spanish backgrounds, teachers conduct informal assessments by asking students to read or write in their native language. Although we do not provide instruction in languages other than English, we understand that measuring a student's native language proficiency is important, because research shows that higher native language literacy supports success in second language acquistion.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   The way to ensure that the ELLs are being appropriately evaluated in all four modalities is to have various activities throughout the classroom instruction. The use of Think-Pair-Share, partner and group work enable the ELL students to use their listening and speaking skills while providing a method of evaluation for the teacher. Other activities that can be used for assessment would be shared reading and writing activities. These activities would provide the ELL students with a way to use their reading and writing skills while providing a method of evaluation for the teacher. The other ongoing assessments that the ELL students would have throughout the school year would include Waterford, SuccessMaker, AIMSweb, Read For Real, and Envision Math. These programs would provide the assessments that would be needed in order to appropriately evaluate the ELL students in listening, speaking, reading, and writing.
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).

Differentiating instruction for ELL Subgroups

a. SIFE students are identified at registration by the ESL teacher and members of the Response to Intervention team. SIFE students

are placed in an age-appropriate class and given all appropriate intervention services. Subject to home language, LAB-R results and parent program choice, the student is given ESL support for a minimum of 360 minutes a week. SIFE ELLs receive pull-out instruction, where they are grouped with other Newcomer ELLs and given the basic English instruction and practice that they need. P.S. 146 currently has no SIFE students. However, two SIFE students graduated from our school, with NYS ELA scores at grade level in 2008.

b. P.S. 146 is an elementary school, and most of our Newcomer ELLs are in the lower grades K-2. Most of these students are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL intruction is delivered in a pull-out session. This ensures that the ESL instruction targets their particular needs. Newcomer ELLs in the lower grades who have had prior schooling, and have some literacy in their home language are grouped together with New comer ELLs in the upper grades who are within 2 years of arrival. This group is taught basic vocabulary and survival English, as well as academic English and given native language support for instruction in contents areas.

Materials in the ESL classroom include computer workstations and a multi-lingual library of fiction and non-fiction books, support Newcomer instruction. Newcomers may be asked to read or write in their home language or demonstrate understanding of material through a picture of a physical response. As their English develops, these students are provided with high-interest low-level materials to help them progress toward grade-level standards. Newcomer ELLs who have been in US schools for more than one year are required to take the NYS ELA exam in addition to the NYSESLAT. These students are given all possible supports. Because the ELLs are fully intergrated with English proficient students, they are provided with the same curricula, programs, intervention services,a nd supplemental instruction to prepare them for the ELA exam that all students receive. Of course, these ELLs also receive ESL support in their pull-out sessions as described above. ESL instruction that directly supports test-taking ELLs is scheduled during extended day (37.5 min./day, 4 days/week). In these sessions, small group instruction provided by the ESL teacher supports reading comprehension in ELA and Math. Extended day sessions also emphasize writing, since this is the area that holds our ELLS back from reaching English proficiency as measured by both ELA and the NYSESLAT. Also, throughout the year, ELLs are given the testing accommodations for diagnostic or formative assessments that they have for formal summative assessments (150% time, separate location and native language supports.

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

d. Long-term ELLs, who have completed 6 years of service, are very few at P.S.146. Because we are a K-5 school, and students are placed in a grade according to their age, long-term ELLs are 5th graders who have repeated a grade at some time in their schooling. Most of these students are Proficient in oral English, but not in written English, although they are typically at an Advanced proficiency in Reading/Writing on NYSESLAT. These students are given ESL support with other ELLs on their grade,

and in pull-out sessions, and are provided with any interventions available in the school to address their identified needs. In 2013-14, we have one long-term Ell in 5th grade

e. ELLs who have tested Proficient in all four modalities are called Former ELLs. These students, if they are in the testing grades

will continue to receive testing acconnodations (150% time and separate location) for two years. They can also receive ESL support as needed.

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?

Students in self-contained Special Education classes, including ELL-SWDs , take part in the same curruculum as general education students, and are offered all of the same materials and programs that are offered to general education students. These materials are Rally, Read For Real, Envision Math, guided reading materials, and Strategies for Writers. Special Education classroom teachers and the ESL teacher of ELL-SWDs use instructional strategies(e.g., chunking content and scaffolding) to support mastery of content area knowledge. English language development is supported by ESL/SWD teaching methods, including building word banks, working with graphic organizers, and explicit study of English grammar and writing conventions.

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?

In order for our ELL-SWDs to achieve their IEP goals and attain their English proficiency, several instructional pieces are used. The first thing that is done in order for the students to achieve their goals is for the ESL teacher to not only read the ELL-SWDs IEP goals but to utilize the entire IEP. The IEP contains the strengths and weakness of each student, along with the type of learner that student maybe. With this in mind, the ESL teacher then begins to construct instructional plans that will help these students. These instructional plans include the use of small group instruction, guided reading, visual aids, Total Physical Response, graphic organizers, vocabulary development, re-wording of instructions and the use of audio visual aids. We also utilize many online programs such as Waterford, SuccessMaker, Reading A-Z, AIMSweb, and Award reading. Out of classroom personnel such as AIS teacher, SETTS for at risk students, RTI services for students struggling in math provide help for these students as well. Our ELL-SWDs in grades 3-5 are included in our academic after school academy which focuses on reading skills, writing skills, and mathematics. All of these things helps to ensure that our ELL-SWDs are able to achieve their IEP goals and attain their English proficiency.

Courses Taught in Languages Other than English
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

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

   ELLs may particpate in any appropriate targeted intervention program available to any other student at P.S. 146. In 2010-11. the school adopted the Response to Intervention (RTI)instructional framework, and began to provide academic interventions in this tiered model. In 2013-14, we will continue these efforts to provide interventions, and monitor students' responses to those interventions with the use of the Passport and Ticket to Read programs. The Envision math program has materials that are used to reteach and assess students to target any problem areas that need help. The Harcourt Science program has intervention and reteaching materials to assisst the students in their learning. If the ELL students have difficulty in social Studies, the teacher will have small group instruction with the students using pictures, real world items, and Smart board activities. All students including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.

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

    In our current program, the ELL students needs are being met by several different mehods. As stated previously, students at the beginning and intermediate levels are receiving eight 50-minute periods of ESL per week. The students that are at the advanced level are receiving four 50-minute periods per week. Within these periods, the students are receiving various forms of ESL methologies. The use of modeling, think-alouds, partner and group work , Think-Pair-Share, read alouds, and shared reading promote oral language and listening skills. While the use of brainstorming , graphic organizers, word banks, vocabulary work, Award reading on-line program and fiction and non-fiction writing helps to promote reading and writing skills. The use of vocabulary preview, pictures, real world item, peer partnering help the ELL students with Social Studies. Small group instruction and the use of manipulatives enhance the ELL students learning in math. Classroom teachers are given a list of their ELL students at the beginning of the year. Cluster teachers are also given a list of ELL students .

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

    No new ELL-specific programs are planned for 2013-14. However, the school's continuted development of its RTI model, and the enhancements to instruction using the Common Core Standards, should benefit all students, including ELLs.

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

    No programs or services for ELLs will be discontinued in 2013-14.

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

    ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are places in classes with English proficient students, and provided with pull-out ESL support. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs. ELLs have the same opportunties as English proficient students to particpate in supplemental programs. Since 2008-09, the NY Junior Tennis League has offered an After School program to all students (K-5), including ELLs. In 2010-11, P.S. 146 offered an After School program and a Saturday Academy, to all students in grades 3-5, including ELLs. Instruction in After School and Saturday Academy focused on supporting students in ELA and Math. Due to budget cuts, these supplemental programs had to be cut back, and ran from February -April 2013. Budget constraints will also limit the supplemental opportunities in 2013-14. Current plans are to run the After School program and Saturday Academy starting December 2013.

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

    ELLs have the same curriculum as English proficient students (supplemented with pull-out ESL). Therefore, they are provided with all of the instructional materials that are given to English proficient students. P.S. 146 has adopted a number of instructional programs that include special supports for ELLs and were designed specifically to address ELLs needs. Envision Math (K-5) includes Spanish language materials that we use with Spanish-speaking Newcomer ELLS. SuccessMaker, a computer-based literacy and math program that all grade 2-5 students use, also had Spanish-language components to support Newcomer ELLs in learning content material. Reading for Real and Reading A-Z provides instructional strategies and activities to improve ELL's reading comprehension and to practice independent reading strategies. P.S.146 has invested heavily in technology to support instruction. Every classroom in grades K-5 is equipped with an interactive white board. The school also has two full-size Technology Labs. The lower-grade Technology Lab has 28 desktop workstations where Pre- K-1 students (including ELLs) work

primarily with the Waterford literacy and math programs. The upper-grade Technology Lab has 32 workstations, where 2-5 students (including ELLs) work with SuccessMaker and various online tutoring and assessment tools. The students can access the internet for research and projects. ELLs have full access to all technological equipment in the school. ELLs have extra resources in the ESL classroom. Since 2007, the ESL classroom has had a mini Technology Lab, with six desktop workstations. The one main program used on the ESL classroom computers is Award Reading. Award Reading is a highly engaging animated reading and writing program for ELLS. In 2007, P.S.146 was chosen to pilot Award Reading for grades K-1, which focuses on phnemic awareness, phonics and emergent reading skills. This program was highly sucessful with lower-grade ELLs and also with upper-grade Newcomers and struggling readers. In 2009, the school purchased Award Reading for Grade 2 and Grade 3, which expands on comprehension skills and introduces grammar and writing conventions. In addition to working with this program, ELLs use the ESL classroom computers to access the internet for research and to obtain materials in English and in their home languages. The ESL classroom provides many other resources for ELLs. These include a large leveled library of fiction and non-fiction trade books, including texts that address ELL needs, such as wordless books, repetitive and cumulative texts, and phonics readers. There are big books, reference books, and guided reading book sets. There is a listening center with a library of leveled fiction and non-fiction texts. There are bilingual and native language materials, including Spanish/English and French/English dictionaries and glossaries, and Spanish and French fiction and non-fiction trade books. In 2009-2010, Title III funding was used to purchase a library of Spanish-language Science andSocial Studies trade books suitable for our upper-grade Newcomers. The ESL classroom also has a large collection of language learning tools and manipulatives, such as picture cards, letter stamps and tiles, word puzzles, language and math games, and realia like play food and money. The classroom is equipped with a globe, maps and atlases, a balance scale and graduated cylinders, and other tools to support content-area knowledge. ESL instruction provides as many material scaffolds as possible, and the school fully supports this with funding for teaching materials.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    ESL instruction is in English. However, native language support is available. ELLs with native language literacy are provided with bilingual dictionaries (pre-literate ELLs are given picture dictionaries). ELLs also have the use of many Spanish language materials in the ESL classroom, including a large collection of fiction and non-fiction trade books. In 2009-10, Title III funds were used to purchase classroom libraries of Science and Social Studies materials to help upper-grade Newcomer ELLs learn content materials. Several of the literacy and math programs used in the school, including SuccessMaker and Envision Math, have Spanish-language components for Newcomers. Newcomer ELLs are provided with Spanish-language versions of practice and summative assessments in Math, Science, and Social Studies. Spanish-speaking Newcomers are also provided with Spanish-English glossaries to support them in ELA assessments. For Newcomers who have had prior schooling in French, oral translation of assessment materials is provided by a French speaking teacher. If no French-speaking teachers are available, assistance is requested from the DOE's Translation & Interpretation Unit. There are no TBE or Dual Language programs in our school.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    P.S. 146 has a number of instructional programs that include special supports for ELLs that were designed specifically to address ELLs' needs. EnVision math (K-5), includes spanish language materials that we use with Spanish-speaking Newcomer ELLs. SuccessMaker, a computer-based literacy and math program that all grade 2-5 students use, also has a spanish-language components to support Newcomer ELLs in learning content material. Award Reading program (K-3), is a technology and print literacy program that uses animated stories and skills activities to support reading and comprehension. Reading for Real and Rally are other programs that provide instructuional support and activities to improve ELLs reading.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    We do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year. The students who enroll throughout the year participate in all the instructional programs that were listed previously (See question 14). In addition to this, ELLs have songs, chants, Total Physical Response,and phonemic awareness games, modeling, vocabulary work and pictures to enhance their comprehension.
18. What language electives are offered to ELLs?
    Language electives are not offered at P.S. 146.
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)?

P.S.146 has no dual language programs.

C. Professional Development and Support for School Staff

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

1. All teachers of ELLs are provided with professional development (PD) to support ELL instruction. Some PD takes place outside of the school, at meetings and workshops offered by OELL or Network staff or consultants. Other ELL PD is given inside our school by the certified ESL teach, Network staff or outside experts. All staff, including Assisstant Principal, ESL teacher, Common Branch Teachers, Special Education Teachers, the Guidance Counsler and the Parent Coorinator, receive PD related to ELLs. Professional Development takes place in the school early September (before students arrive) and on designated days in November and June. PD is also given at monthly Faculty Conferences and Grade Meetings, and during the school day in weekly common planning periods. Our ELL PD's for the current year are as follows: Sept. 3, 2013, Oct. 4, 2013, Nov. 5, 2013, Dec. 6, 2013, Jan. 10, 2014, Feb. 7, 2014, March 7, 2014, April 4, 2014, May 3, 2014, June 9, 2014.

2. Professional development on the Common Core Learning Standards is offered to the teachers of ELLs by the Office of English Language Learners throughout the school year. PD about the Common Core Learning Standards is given through the school year at designated school days (September , November) and at faculty meetings.

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

4. P.S. 146 has little teacher turnover, and many teachers have already completed 7.5.hours of ELL training per Jose P. Any teacher who has done so will have ample opportunity to achieve those hours through the in-house PD provided by the ESL teacher, and at out-of school events offered by OELL The in-house PD has a sign in sheet that the teachers sign that show their attendance. For the OELL events, the teacher makes a copy of the agenda that is provided and the copy is filed in the ESL room..

D. Parental Involvement

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

1. Parents, including parents of ELLs are active at P.S. 146. The Parent Coordinator is highly competent, and the Parent Association is an active presence in the school. Parent participate in many academic and social events throughout the year. Parents hold fund-raising campaigns, including monthly bake sales. Parents volunteer in classrooms on field trips, and provide homework help and educational fun in the NYJTL After School program. Parent Involvement is promoted in many different ways. The school communicates with parents frequently, through calendars of events, information flyers, and the weekly homework sheets provided for every child in the school. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit. The school acts as a resource for parents, providing information about services available outside the school. Information about DOE events, including all workshops aimed at parents of Ells, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a Parent Room with a library of resources for parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges and CBOs. The school also promotes parent involvement through a number of social events and celebrations. There are annual events like the Father-Daughter and Mother-Son Dances, Father-Son game night, holiday parties,and the Family Day Carnival effectively draw parents into the school.

2 Three CBO's that the school works with are Bronx Works, which provides adult ESL classes as well as immigration and refugee services, including translation and interpretation ; Mercy Center, which offers offers programs for adults, such as computer training, and can also help with translation and interpretation, and the Catholic Charities of NY, which also offers immigration and refugee services. All of these CBOs also refer out to other organizations for needed services. Parents of ELLs can access any of these CBO's through the school's Parent Coordinator.

3. The needs and wants of parents, including parents of ELLs, are assessed annually through a survey conducted by the Parent Coordinator and Parent Association (PA) President. The survey assesses parent satisfaction and levels of involvement, and tries to identify barriers to parent participation. The survey is distributed in English and Spanish, with oral translation inot low-incidence languages provided by parent volunteers, In addition to the formal survey, parents are always invited to share their needs and wants through the PA, at monthly PA meetings, or with the Parent Coordinator. The principal also maintains an Open Door Policy and encourages parents to share their concerns with her.
The ESL teacher focuses on parents of ELLs. Each year, every ELL parent is asked to come in to a Parent Orientation Meeting, to choose a program for a new student or acknowledge continuing services for their child. ESL teacher informally assess the needs of parents of ELL's at these and other meetings throughout the year. ESL teachers also monitor the Parent Preferred Language codes collected from the Home Language Identification Survey (HLIS) and support efforts to facilitate communication between the school and parents of ELLs.

4. Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door policy for all parents. Parents are directly surveyed about their needs, and teachers and administrators reach out to all parents in writing and in person for feedback about their child's education. As described above, we offer a variety of activities, opportunites and services to address the needs of parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 146X Edward J Collins			School DBN: 08X146
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Ann Sanderson	Principal		11/1/13
Leila Barnes	Assistant Principal		11/1/13
Yvette Johnson	Parent Coordinator		11/1/13
Annie Arroyo	ESL Teacher		11/1/13
	Parent		1/1/01
Edwin Bueno/ Grade K	Teacher/Subject Area		11/1/13
Rebecca Beghin-Johnson/Grade5	Teacher/Subject Area		11/1/13
Ellen Nelson (Math)	Coach		11/1/13
	Coach		1/1/01
Jose Ortiz	Guidance Counselor		11/1/13
Ben Waxman	Network Leader		11/1/13
	Other		1/1/01
	Other		1/1/01
	Other		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: 08X146 **School Name:** P.S. 146 Edward J. Collins

Cluster: 5 **Network:** 534

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

Part A: Needs Assessment Findings

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

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

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

Approximately 20% of parents prefer to communicate with the school in Spanish. Smaller numbers of parents (less than 5% total) express a preference for communication in one of serveral West African languages represented in the school (e.g., Fulani, Twi, Mandingo) or in French. The remaining 75% of the parents prefer to communicate with the school in English. Information about students' home languages is collected and reported to the community in the Language Allocation Policy.

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.

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS146	DBN: 08X146
Cluster Leader: Debra Maldonado	Network Leader: Ben Waxman
This school is (check one): ☒conceptually consolidated (skip part E below) ☐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): ☒Before school ☒After school ☒Saturday academy ☐Other:
Total # of ELLs to be served: 36 Grades to be served by this program (check all that apply): ☐K ☒1 ☒2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: PS 146 will provide supplemental direct instruction to three ELL subgroups: Grade 1 ELLs will be served with an after school program; Grade 3 ELLs will participate in a Saturday Academy, and newcomer ELLs will receive extra instruction before school. Grades 1 and 3 are targeted because over 70% of ELLs in those grades did not make AMAO in 2011-12. In contrast, over 70% of ELLs in grades 2, 3, and 5 did make sufficient progress to reach AMAO. Newcomer ELLs are targeted to address their specific language needs, and to help these students satisfy AMAO in 2012-13. Grade 1 ELLs will receive supplemental ESL instruction after school, four days/week for 40 minutes, from October-June. Instruction will be delivered in English by a fully certified ESL teacher. Award Reading and Words Their Way materials will be used. Approximately 18 ELLs will participate. Grade 3 ELLs will take part in a Saturday Academy, four hours/week, January–April (12 weeks). Instruction in ELA and Math will be delivered in English by a fully certified ESL teacher. ELA materials will include Finish Line for ELLs and Getting Ready for the NYSESLAT. Approximately 8 ELLs will participate. Newcomer ELLs (0-2 years of service) in grades 2-5 will receive supplemental ESL instruction before school, three days/week for 45 minutes, from November–May. Instruction will be delivered in English by a fully certified ESL teacher. Award Reading, Words Their Way and Explode the Code materials will be used. Approximately 10 ELLs will participate.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Title III Program teachers will attend workshops provided by CEI-PEA Network 534, UFT Teacher Center, and OELL. Topics to be covered include Response to Intervention (RTI), implementation of CCLS, and the principles of SIOP. Title III Program teachers and all teachers of ELLs will receive support in ELA and Math instruction from two AUSSIE consultants. These experts will visit the school every other week throughout the year to help develop best practices in instruction. Title III program teachers, who are fully certified ESL teachers, will turnkey relevant ELL-related PD to other teachers of ELLs. The ESL teachers will attend weekly grade-level common planning meetings and weekly RTI Team meetings. In addition, bimonthly meetings of the ESL teachers and classroom teachers of ELLs will ensure that all educators are aware of best practices for ELLs and can problem-solve ELL

Part C: Professional Development
issues collaboratively. ??????

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parents of ELLs are included in all parental involvement efforts at the school. All written notices are provided in English and Spanish. Translation and interpretation into Spanish is provided at all parent informational meetings by school staff and/or PA members, and support for lower-incidence languages is provided by parent volunteers. Informational workshops for parents cover Title I, RTI, CCLS, the NYS assessments in ELA and Math, and the instructional programs used in the school (ReadWell, SuccessMaker, Waterford, EnVision Math). Workshops are offered, and year-long support is provided, for access to ARIS Parent Link. Also, in 2012-13, the school is participating in the Mayor's attendance initiative in which parents and school staff work closely to improve the attendance of chronic absentees, including fourteen current ELLs. In addition, the school and PA maintain and distribute bilingual information about all DOE workshops for ELL parents, and also provides information about local services, including adult ESL classes at nearby CBOs and public libraries.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional		

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		