



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 246 POE COTTAGE
DBN (i.e. 01M001): 10X246
Principal: BEVERLY PASCAL-MILLER
Principal Email: BMILLER2@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Beverly Pascal-Miller	*Principal or Designee	
Cathy Fontnel	*UFT Chapter Leader or Designee	
Luisa Keene	*PA/PTA President or Designated Co-President	
Lourdes Moran	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Corinna Morales	CBO Representative, if applicable	
Susan Greenman	Member/ Staff.	
Alba Linares	Member/ Staff	
L Mercedes Reynoso	Member/ Parent	
Emma Allotta	Member/ Parent	
Adalgisa Contreras	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Improve teacher effectiveness by developing a shared understanding of effective supervision, articulating clear expectations for teacher practice, and gathering low inference data for analysis and feedback using Danielson's focus competencies.

By June 2013 100% of the teachers will participate in at least 6 observations and use the Charlotte Danielson Framework for Effective Teaching rubric to support instructional expectations as part of Advance.

Comprehensive Needs Assessment

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

The Quality Review (QR) recommendations indicate further need to:

- *Differentiate teacher support to encourage self-reflection and development of instructional strategies*
- *Identify teachers' next pedagogical steps and give more specific actionable feedback*
- *Deepen the goal setting process with teachers so that there is a clear link between the work done by the school to identify strengths and gaps in students' mastery of skills and develop long term goals for the school (CEP) and a formalized system for teachers to set differentiated interim goals and benchmarks for students to measure progress and modify instruction where needed*
- *Promote greater consistency in differentiating instruction, based on data, so that all students experience a variety of teaching strategies and learning opportunities that challenge, scaffold to provide multiple entry points, and focus on specific needs*
- *Develop a consistent level of questioning and discourse to fully engage students in complex levels of thinking based on higher order questioning strategies and the Shifts required to teach the Common Core Learning Standards (Source: PS 246 QR Report April 2012)*

Instructional Strategies/Activities

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

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

Strategy: All teachers will participate in professional growth opportunities that strengthen teaching practices

Administrators will:

1. *Participate in Advance meetings, sponsored by CFN 109 and Office of Teacher Effectiveness*
2. *Map out timeline for formal and partial observations for 2013-2014 using low inference evidence*
3. *Map out a series of meetings during the year for the Administrative and Instructional Cabinets to continue to moderate and build a shared understanding of processes and use of the Danielson Framework*
4. *Review of overall observation trend data to review and revise professional development plan.*
5. *Review processes and forms needed for conducting observations*
 - a. *Review forms for Individual Teacher Goals and Professional Development Plans and adjust where needed*
 - b. *Build on protocols and norms for using the Danielson Framework for Teaching for observations*
6. *Continue discussions of the Framework for Teaching to faculty and provide on-going opportunities to develop a shared understanding of instructional excellence*
7. *Conduct observations for each teacher followed by timely, evidence-based, actionable feedback after each one*

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

Teachers will:

1. Participate in Faculty Conferences and other meetings where the Framework for Teaching is reviewed and discussed over the year as part of the Advance program
2. Schedule Individual Planning Conferences with the principal to discuss goals and observations using Danielson's Framework for Teaching competencies as indicated in the Citywide Expectations for 2013 – 2014.
3. Participate in pre-observation and post-observation discussions based on the identified framework competencies
4. Receive and act on evidence-based, actionable feedback on teaching effectiveness based on low inference observations of instruction
5. Participate in regular professional development based on identified and developmental needs

Coaches and Grade Leaders will:

6. Plan and facilitate Professional Learning Communities and provide differentiated professional learning opportunities that accommodate the developmental needs of teachers from new to experienced.

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

- Teacher self-assessments on selected components of Danielson's 2013 rubric.
- Teacher Goals and Professional Development Plans based on responses to the professional development needs survey and their initial self assessment, indicating steps for progress to the next level within the continuum, and progress over the year.
- Coach PD plans, agendas and sign-in sheets that take into account teacher needs.
- Documentation of feedback given to teachers by Principal and AP through the low inference observations.
- Records of use of ARIS Learns by teachers and leadership to develop a shared understanding of how the rubric is used.
- Monitor the needs of staff through analysis of ARIS observation data

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

September – December

- Schedule Individual Planning Conferences, Partial observations, Identify staff needs, schedule mid-year conversations

January – March

- Continue observations, Conduct mid-year conversations, observe developing trends

April – June

- Final cycle of observations, conduct end of the year conversations

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

1. Per-Diem rate for teacher coverages for 10 periods
2. Common first period preparation once a week for 2 Aps to hold meetings 1 day a month x 9 months
3. Inquiry Teams comprised of 5 teachers on each of the 4 teams who meet 2 x per month x 9 months for a 3 hour session as the per-session rate
4. Costs will be dependent on the identified needs as they emerge. Where possible we will conduct in-house PD.

Strategies to Increase Parental Involvement

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

- Openly solicit parent's active involvement and suggestions on how to better work with their child/ren through a questionnaire mailed/emailed out in August before the first Parent/Teacher meeting in September

- *Bimonthly send information home to families via a Parent Newsletter explaining:*
 - *Information on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library*
 - *Developmental stages of reading, writing and math to help parents gauge their child's progress and look forward to the next step*
 - *Include monthly grade updates to inform parents about learning events in the classroom and standards being focused on in that period*
- *Pilot a homework/classroom Website for students and their families on the Internet to access the homework schedule and relevant resources*
- *Include a regular section on student goal setting, self assessment and feedback in the Noteworthy Section for the Staff Weekly Bulletin*
- *Invite parents to workshops including grade specific content on a monthly basis to show how to assist students with specific strategies, activities, homework and the use of ARIS Parent Link*
- *Expand the ways parents can 'catch up' on content/activities presented at school-based meetings, workshops and Open School Week by providing electronic or video access to material*

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA	X	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
School wide Program										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
<p><i>With particular focus on specific sub groups, all students will improve their ability in ELA to:</i></p> <ul style="list-style-type: none"> • <i>Develop a written response to informational texts through group activities with prompting and support in grades K – 2, and</i> • <i>Develop a written opinion or argument-based to support an analysis of informational texts in grades 3 – 5.</i> <p>80% of students in grades 3-5 will improve their ability to use text-based evidence, as well as vocabulary acquired to support written opinions or arguments between the pre-assessment and post assessment of the CCLS aligned unit of study when assessed 2 times per year against the "use evidence" area of a commonly used rubric.</p>

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
<p>The data indicates that students in the sub-groups of ELL and Special Education learners have not performed at grade level against the Common Core Learning Standards in ELA.</p> <p>The ELA Coach, instructional cabinet and the Teacher Inquiry teams have completed the alignment of the curriculum to the CCLS and identified the continuing need for a whole school focus on the development of academic language, reading comprehension of nonfictional texts and the development of expository writing that contains appropriate and relevant detail organized around a specific topic.</p>

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. <i>Organize a timeline for completing the ELA Units of Study for 2013-2014.</i>

2. *Collect student work aligned to selected Common Core standards and plan for a cycle of inquiry work in teacher teams.*
3. *Implement the literacy culminating tasks using the Teacher's College Reading and Writing Plans, and performance tasks embedded in the NYCDOE sample units of study aligned to the CCLS.*
4. *Look for trends and areas in teacher practice and planning that need developing, share lessons learned among staff.*

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

1. *Teachers will implement Common Core-aligned tasks and units to ensure that all students complete culminating literacy tasks assessed with a rubric with each unit.*
2. *Review curriculum maps to determine when in the winter 2013 – 2014 and spring of 2014 to implement the Common Core-aligned units and culminating tasks.*
3. *Schedule teacher team meetings throughout the process to analyze and strengthen student work, as well as refine curriculum, assessments and classroom instruction.*
4. *Work with Teacher's College consultants to develop teachers' understanding of conferring with students in writing.*
5. *Teacher teams meet once a week to assess student work using a rubric and plan lessons that require evidence to support a claim.*
6. *Compare the evidence of student thinking in the student work to the expectations of the selected Common Core standards*
7. *Support to be provided in a variety of ways by the Literacy Coach: in class support, providing professional development, establish a protocol for looking at student work, facilitation of professional learning communities.*
8. *Develop collaborative lessons incorporating opportunities for research, and development of the oral and written skills needed to provide evidence to support arguments.*
9. *Continue to deepen our understanding of what rigorous tasks look like by using Webb's Depth of Knowledge (DOK) and Hess' Matrix as lenses. Recognize DOK Level 3 and 4 tasks. Engage students in deeper reasoning and higher-order thinking opportunities throughout the year.*
10. *Continue to engage students in both analyzing informational texts and writing arguments using text-based evidence in response to those texts.*
11. *Analyze percentage of time spent reading in 3rd, 4th and 5th grade to ensure that 4th and 5th grade students will be reading informational texts at least 50% of the time by April 2014.*
12. *Use a rubric to assess comprehension of the informational text and students' skills in expressing a written opinion or argument against the targeted CCLS in reading informational texts and writing.*
13. *Use lessons learned throughout the year to revise observation and feedback cycles, professional development, and curricula for the 2014-2015 school year.*

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

1. *Teacher Goals and Professional Development Plans for ELA based on responses to the professional development needs survey and their initial self assessment, indicating needs for ELA PD.*
2. *Coach PD plans, agendas and sign-in sheets that take into account teacher needs.*
3. *Documentation of feedback given to teachers by Principal and AP through the low inference observations in relation to ELA.*

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

September – December

- *Administer baseline assessments to understand what students do know and determine next steps*
- *Establish timeline for implementation of the NYCDOE Expectations for ELA in 2013-2014*
- *Implement the first round of Common Core-aligned units of study and culminating tasks*
- *Schedule weekly teacher team meetings to analyze and strengthen student work*
- *Refine curriculum, assessments and classroom instruction based on student needs*
- *Professional development to address identified student needs*

January – March

- *Refine curriculum content and instruction needed to implement Common Core-aligned units of study and culminating tasks in the spring*
- *Compare evidence of student thinking in their work to the expectations of the selected Common Core Standards*
- *Analyze percentage of time spent reading informational text*

- Professional Development to identify and develop rigorous tasks using Webb's Depth of Knowledge

April – June

- Review samples of student work and teacher notes on next steps to refine curriculum content and develop curriculum maps aligned to the Common Core Learning Standards for 2013-2014 school year
- Use lessons learned throughout the year to revise professional development for 2013-2014 school year

1.

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

1. Per-Diem rate for teacher coverages for 10 periods
2. Common period meetings once a week for teachers teams and coach to meet
3. Inquiry Teams comprised of 5 teachers on each of the 4 teams who meet 2 x per month x 9 months for a 3 hour session as the per-session rate
4. Teacher's College Consultants
5. Other costs will be dependent on the identified needs as they emerge. Where possible we will conduct PD in-house.

Strategies to Increase Parental Involvement

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

Improve opportunities to engage students and families in regular discussions and activities that assist students to progress and meet school and class expectations.

The percentage of parents responding to how often they 'talked with a teacher or other adult at your child's school to share with them important information about your child's academic progress' saying about once a month or more than once a month on the 2012 Learning Environment Survey increases from 65% to 70%

Teacher response to 'Obtaining information from parents about student learning needs is a priority at my school' will increase from 16% to 36% strongly agreeing on the Learning Environment Survey 2012

- Openly solicit parent's active involvement and suggestions on how to better work with their child/ren through a questionnaire mailed/emailed out in August before the first Parent/Teacher meeting
- Bimonthly send information home to families via a Parent Newsletter explaining:
 - Information on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library
 - Developmental stages of reading, writing and math to help parents gauge their child's progress and look forward to the next step
 - Include monthly grade updates to inform parents about learning events in the classroom and standards being focused on in that period
- Include a regular section on student goal setting, self assessment and feedback in the Noteworthy Section for the Staff Weekly Bulletin
- Invite parents to workshops including grade specific content on a monthly basis to show how to assist students with specific strategies, activities, homework and the use of ARIS Parent Link
- Expand the ways parents can 'catch up' on content/activities presented at school-based meetings, workshops and Open School Week by providing electronic or video access to material
- Increase the access to e-mail communication with parents by developing a Parent e-mail distribution list
- ELA Workshop for parents of K-2 students in February to unpack the ELA Common Core Learning Standards
- ELA Workshop for parents of 3-5 students with a focus towards the upcoming 2013 Common Core-aligned English Language Arts Test
- SMART Start Workshop for parents of incoming Kindergarten students in June to provide them with an opportunity to learn their child's strengths and learn ways then can better prepare them for Kindergarten in September.

Budget and Resource Alignment

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

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

Schoolwide

Goal and Action Plan #3

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

Annual Goal #3

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

With particular focus on specific sub groups, all students will improve progress in mathematics by developing their ability to:

Become fluent with basic calculations, demonstrate deep conceptual understanding of math concepts and apply math concepts in the real world by Modeling with Mathematics, Constructing Viable Arguments and Critiquing the Reasoning of Others in grades K-5.

The percentage of students showing progress on the NYS Math Test (as measured on the School Progress Report) will be maintained or show an increase from 2013 to 2014.

Comprehensive Needs Assessment

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

In the first fully Common Core aligned NYS Math Test 66% of students made progress from 2012 to 2013.

The data indicates that students in the sub-groups of ELL and Special Education learners have not performed at grade level against the Common Core Learning Standards in Math.

The Instructional Cabinet and lead math teachers have identified the need for a whole-school focus on further implementing the Math Shifts and the 8 Mathematical Practices – in particular – developing fluency, modeling with mathematics, understanding problem situations and being able to justify thinking and critique the thinking of others.

Instructional Strategies/Activities

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

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

- 1. Math Specialist teachers and consultant will be responsible to organize the math curriculum for each grade level.*
- 2. Collect student work aligned to selected Common Core standards and plan to analyze the work in teacher teams.*
- 3. Support to be provided in a variety of ways by the math lead teacher and math consultant.*
- 4. Model how to clearly put together mathematical arguments and analyze the arguments of others.*
- 5. Engage students more frequently in modeling with mathematics, providing viable arguments in response to problem solving tasks and critiquing the thinking of other students.*
- 6. Look for trends and areas in teacher practice and planning that need developing, share lessons learned among staff.*
- 7. Use lessons learned throughout the year to revise observation and feedback cycles, professional development, and curricula for the 2013-2014 school year.*

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

- 1. Pacing Calendars will indicate beginning and ending dates for units as suggested by engage ny.*
- 2. Math consultant with lead teachers will schedule teacher team meetings to unpack the Common Core Standards and units*
- 3. Teacher teams meet with the math consultant /lead teachers once a month during the math common planning session to assess student work using a rubric and plan lessons that require students to model with mathematics and construct viable arguments and critique the reasoning of others.*
- 4. Teacher teams will meet to assess student work regularly at the extended day Thursday planning meeting.*

5. Compare the evidence of student thinking in the student work to the expectations of the selected Common Core standards
6. In class support by lead teachers
7. Professional development on writing math units and developing cognitively demanding performance tasks
8. Provide rigorous tasks for the teachers to use in class
9. Provide support in implementing the common core aligned math units
10. Professional development on how to unpack the common core standards, and the necessary resources and websites to help in this process

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

- Teacher self-assessments on selected components of Danielson's 2013 rubric
- Teacher Goals and Professional Development Plans based on responses to the professional development needs survey and their initial self assessment, indicating areas in need of professional development in Math
- PD plans, agendas and sign-in sheets that take into account teacher needs.
- Documentation of feedback given to teachers by Principal and AP through the low inference observations in relation to Math.

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

September-December

- Teachers will implement the Common Core aligned modules and units from Engage NY
- Generation Ready consultant and lead teachers to unpack the Common Core Standards and modules in monthly grade meetings
- Pacing Calendars to indicate the beginning and end dates of the modules
- Embed cognitively demanding Exemplars K-5 performance tasks-ongoing
- Lead teachers and math specialists to provide in class support and professional development to implementing the common core aligned math modules

January-March

- Collect student work and meet in teacher teams to assess student work using a rubric
- Plan lessons that require students to model with mathematics and construct viable arguments and critique the reasoning of others
- Consultant to provide professional development on how to unpack the common core standards and the necessary websites to help in this process
- Math specialists to model how to teach the lessons

April-June

- Professional learning communities on the Math Shifts, Mathematical Practices and developing cognitively demanding performance tasks
- Look for trends and areas in teacher practice and planning that need developing, share lessons among staff
- Use lessons learned throughout the year to revise observation and feedback cycle, professional development and curricula for the 2013-14 school year

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

1. Common preparation period meetings once a month for teachers teams and specialists to meet
2. Inquiry Teams comprised of 5 teachers on each of the 4 teams who meet 2 x per month x 9 months for a 3 hour session as the per-session rate
3. Generation Ready Math Consultant
4. Other costs will be dependent on the identified needs as they emerge. Where possible we will conduct in-house PD.

Strategies to Increase Parental Involvement

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

- Math Workshop for parents of K-2 students in February focusing on the Math Common Core Standards
- Math Workshop for parents of 3-5 students in March focusing on the Math Common Core Standards/Test Sophistication
- Math Workshop for parents of incoming Kindergarten students in June focusing on how they can help their child prepare for kindergarten in September

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	Tax Levy	X	Title IA		Title IIA	X	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
X Schoolwide											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> • Strategies/activities that encompass the needs of identified subgroups
1.
<ul style="list-style-type: none"> • Key personnel and other resources used to implement each strategy/activity
1.
<ul style="list-style-type: none"> • Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
<ul style="list-style-type: none"> • Timeline for implementation and completion including start and end dates
1.
<ul style="list-style-type: none"> • Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- o **Strategies/activities that encompass the needs of identified subgroups**

6.

- o **Key personnel and other resources used to implement each strategy/activity**

1.

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

1.

- o **Timeline for implementation and completion including start and end dates**

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
-----------------	-----------------	------------------	------------------	------------------	---------------

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	SMART Writing Academy - targets our level 1 and 2 students based on the NYSELA 2013 data and September Baseline Writing analysis. Targeted instruction supports students in demonstrating increasing sophistication in all aspects of language use from vocabulary and syntax to the development and organization of ideas, to prepare them to address increasingly demanding content and sources.	Small group instruction (Grades 3 – 5)	Afterschool - Saturdays
	RTI	Small group instruction (K – 5)	During the school day
	Wilson	Small group instruction (K-5)	During the school day
	Reading Rescue	One-to-one (Grade 1)	During the school day
	Extended day	Small group instruction and tutoring	During the school day
Mathematics	SMART Academy - Small group instruction support students' ability to access concepts from a number of perspectives which assists them in demonstrating deep conceptual understanding of core math concepts and enables them to apply these concepts to new situations and provides opportunities for them to write and speak about their understanding.	Small group Instruction (Grade 3-5)	Afterschool
	Extended Day	Small group Instruction (Grade K-5)	Afterschool

Science	Explorer's Academy provide students with the opportunity to construct new knowledge and problem-solving skills through the process of creating, testing and evaluating hypothesis through a series of open-ended, hands-on science activities.	Small group instruction (Grade 3- 5)	Afterschool – weekdays
Social Studies	Integration of social studies components into the ELA and various content areas in order to support authentic learning.	Small group instruction K-5	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Through the utilization of structured intervention methodologies students are engaged in social/emotional activities focused on strengthening coping skills, improving interpersonal relationships, solving problems, improving academic performance, and building on one's strengths. Progress monitoring is done through collection of data both in and outside of the counseling environment.	Group and individual counseling sessions	Grade K – 5 during school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • <i>We employ a rigorous interview process at our school in order to attract HQT. Initial interviews are conducted by assistant principal, followed by principal interview. Candidates are then asked to conduct a demonstration lesson before decision is made.</i> • <i>Attending citywide or district 10 recruitment fairs, whenever offered</i> • <i>Use DOE's Open Market staffing function to collect a wide range of resumes when filling vacancies</i> • <i>Collect and review candidates who submit resumes from outside of the DOE, for shortage areas such as Special Education and ESL.</i> • <i>We hire Teaching Fellows.</i> • <i>We utilize the open market hiring system.</i> • <i>We reach out to colleges for specialty licenses.</i>

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • <i>Staff are supported by an ELA coach, Math lead teachers, Administrative Team, in school mentors and Network specialists in further developing their skills</i> • <i>The Principal and teachers set and monitor collaborative goals using the competencies from the Danielson Framework for Teaching 2013.</i> • <i>Use 5% set aside as required under Title I to Improve Teacher Quality</i> • <i>Use BEDS survey data to track teacher progress towards "highly qualified" as defined by NCLB</i> • <i>Mentors are assigned to support, new, struggling and under-qualified teachers</i> • <i>Monthly Mentor/Mentee meetings with Assistant Principal and consultant to support new teachers</i> • <i>Mentors/Mentees meet 2 periods per week to discuss teaching and learning</i> • <i>Teachers are assigned to their area of certification.</i> • <i>Mentor teachers are utilized for new staff members.</i> • <i>Parents are notified when a non-highly qualified teacher teaches their child for more than four weeks.</i> • <i>We provide counseling for non-highly qualified staff.</i>

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Consolidated funds will be utilized to coordinate Common Core aligned curriculum and planning sessions. Materials, books and supplies will be provided to support instruction that is scaffolded to meet the needs of all students identified through data analysis, those receiving AIS services as well as the ELL, SWD and STH students. Funds will be used to compensate the Generation Ready Math consultant. Also the afterschool and Saturday programs for our struggling students, ELL's and SWD will be funded. The SMART START assessment program for incoming kindergarten students as well as professional development for staff in various surveyed areas will be provided.

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.).

- Smart Start Program offers incoming kindergartners and their parents a preview of school, routines and curriculum
- Offered 2 days in late June early July
- Full day of observation and assessment
- Extensive parent/ child interviews
- Parent workshops
- Classroom participation/observation
- Observation of student interaction

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.

- MOSL committee selects local measures
- Grade level professional learning community meetings discuss resources and assessments per units of study
- Professional development is decided via results of survey responses

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, 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 to serve as a liaison between the school and families. The Parent Coordinator or a community based organization 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, scheduling meetings in the mornings and evenings, 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-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 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 for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS 246 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

PS 246 will 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;

PS 246 will support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed
- 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;

PS 246 will 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, health and well-being workshops etc.

PS 246 will 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 with 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:

We, as parents of PS 246 will support our children's learning in the following ways:

- 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 30 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, network, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's 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:

We, the students of PS 246 will share the responsibility to improve our academic achievement by:

- 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 10	Borough Bronx	School Number 246
School Name The Poe Cottage School		

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 Beverly Pascal Miller	Assistant Principal Maribel Castillo
Coach Ellen Johnson-Torres	Coach type here
ESL Teacher Alba Linares	Guidance Counselor Tara Cannistraci
Teacher/Subject Area Darian Granville/Kindergarten	Parent type here
Teacher/Subject Area type here	Parent Coordinator Eleanor Rios
Related Service Provider Annette Jimenez	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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	751	Total number of ELLs	187	ELLs as share of total student population (%)	24.90%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	0	0								4
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained		1	1	1	1	1								5
Push-In	4	4	4	4	5	4								25
Total	5	6	6	6	6	5	0	0	0	0	0	0	0	34

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	187	Newcomers (ELLs receiving service 0-3 years)	156	ELL Students with Disabilities	30
SIFE		ELLs receiving service 4-6 years	30	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	89		5							89
Dual Language										0
ESL	67		10	30		14	1		1	98
Total	156	0	15	30	0	14	1	0	1	187

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	27	21	16										89
SELECT ONE														0
SELECT ONE														0
TOTAL	25	27	21	16	0	89								

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	15	10	9	28	26								93
Chinese														0
Russian														0
Bengali					1	1								2
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1	1	1								3
TOTAL	5	15	10	10	30	28	0	0	0	0	0	0	0	98

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)	30	13	0	6	7	11								67

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)		13	4	6	18	7								48
Advanced (A)		19	23	16	4	10								72
Total	30	45	27	28	29	28	0	0	0	0	0	0	0	187

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					0
4	24	0			24
5	22				22
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	20		7		1		0		28
5	14		10		1		0		25
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		6		12		5		26
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

P.S. 246 uses the following assessments tools to assess early literacy skills of ELLs students: Teachers College Reading Assessments (Lee and Low BEBOP Books), ELA Predictive and other assessments across various units of study to inform instruction.

Data collected is analyzed and ELLs learning is tracked and monitored through:

- Informal assessments (e.g., identifying common items, word lists, journal writing, graphic organizers, role playing, readers' theater) informal reading inventories and oral reading
- Informal assessment in small groups: Using low-level texts focused on nonfiction topics, assess comprehension through oral and written responses to the reading
- Retesting over the term to determine student progress and movement to next level
- Informally, total physical response activities, speaking, reading with less emphasis on Paper/pencil tests
- Picture-based, realia-based activities to stimulate responses, requiring knowledge of appropriate vocabulary
- Interviews and oral presentations (with rubrics) to demonstrate progress
- Students create learning posters to demonstrate what they have learned

Leadership and teachers meet at least once a month during preparation time and on extended time on Thursdays to look at student work, analyze Interim Assessment data, TC Assessment and discussed students' progress to make decision on grouping, differentiate instruction and necessary level of support for our ELL students. This also helps to early identify students that would need additional services and closely monitor their progress.

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

Patterns in proficiency levels reflected in the year before last NYSESLAT results indicate more significant increases in listening and speaking. Therefore, there was a need to put a greater emphasis on reading and writing instruction. To address this need we focused on skills in sound/symbol relationships, vocabulary, word fluency and comprehension. As we do not have the breakdown for this year, we did see an increase of students moving from level Beginning to Intermediate and Advance. Students in grade 1 who are now in grade Two moved from Beginner to Advanced; therefore outside of any newcomers, our second grade has no students in the Beginners level.. We attribute this to the many early interventions such as our concentration on vocabulary development, use of multi media, use of rubrics and targeted strategies used in classroom by the teachers and paraprofessionals we put in place last year in Grade 1. Students are organized and grouped for Guided Reading instruction so that they can read and discuss leveled text at their appropriate level of difficulty in all grades. In addition, LAB-R result provide us with an initial insight on the proficiency level of the student not only for service eligibility but also facilitating grouping and initial level of support as well.

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](#))

Instructional decisions are based on student needs. The results/patterns across the NYSESLAT modalities (reading/writing and listening/speaking, will be used to differentiate instruction to accommodate the students individual learning styles. The patterns of proficiency vary across the grades. NYSESLAT test score ranges for Listening and Speaking (L&S) and Reading and Writing (R&W) will continue to be carefully analyzed and closely considered for more effective planning to match students' specific learning needs and enable them to move from one language proficiency level to the next. We must continue supporting aLL teachers in developing and implementing focused-engaging lessons utilizing ESL methodologies, strategies and materials that would help the students acquire second language proficiency more effectively while keeping academic rigor. Both TBE and Freestanding ESL programs follow an explicit and systematic approach targeting the four communications strands (Listening, Speaking, Reading, and Writing) as teachers integrate spoken and written language that is supported and scaffold to meet the demands for academic rigor. Audiovisual aids, books on tapes, software applications, poetry charts, songs, games, role playing, thematic based unit projects are some of the tools and/or strategies utilized to engage the ELL student in literacy development. English Language is explicitly delivered through the implementation of instructional practices targeting the different proficiency level of the students. Our ESL teacher working in a push-in/pull-out model (as needed) works in collaboration with the classroom teacher and through an integrated approach address the language needs of the ELL student.

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?

4a) After examining the results of the NYSESLAT and its modalities, it is apparent that students are advancing in listening, speaking, reading, and writing as they move up in the grades. These patterns across modalities are monitored and highly considered to make instructional decisions and evaluate the student's needs and to drive instruction. We as a school analyze student data within our professional learning teams (IST, Grade Level Meetings, and Inquiry Team). Our ELL students have fared comparable to the monolingual counterparts in English and are on par with them especially in Science and Math achieving levels in the high 2's for Math and levels 3 & 4 in Science.

b) The results of the periodic assessment are used by administrators and teachers to help plan targeted instruction to meet the individual needs of each ELL student. It helps to make decisions on grouping, differentiation of instruction, assignment of necessary level of support for our students as well as early identification for additional services. We closely monitor student's progress through our instructional learning teams (IST, Inquiry, and Grade Level Meetings).

c) Over the past few years our school is learning that the ELL students are slowly becoming more proficient in the areas of reading, writing, speaking, listening, math, and science while taking the test in English. This is the result of our approach to the teaching/learning process-targeting instruction to meet the individual needs of our students. To help foster the individual needs of our ELL students, they sometimes (depending on the student) receive instruction in both English and their Native Language through explicit and systematic teaching in fluency, vocabulary and comprehension skills. Using high quality fiction and non-fiction literature and providing the necessary tools to strengthen NL development through read-aloud, guided reading and shared reading portions of the literacy block.

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](#).)

Different data sources are used to guide instruction for ELLs within the Response To Intervention framework such as DRA, checklists, rubrics, informal conference notes, Wilson tools for example and this data informs our instructional decisions. There is targeted collaboration and coordination with classroom teachers and intervention specialists as part of our RtI framework. An action plan is written for each student and an on-going process of monitoring of progress occurs. Intervention strategies are used such as helping students focus on identifying and using important details from a text to answer multiple comprehension questions, building and developing vocabulary in reading, listening, speaking and writing. Students work on inferencing and confirming predictions using text-based evidence, essential questions are asked to develop high order thinking skills. Technology and multi-kinesthetic tools are used to aid in students comprehension skills.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers in the TBE program provide instruction in two languages the native language of the student (Spanish) with a strong support to develop the second language (English). Grade-level academic work is delivered in Spanish as needed for students to continue academic progress while developing second language proficiency. English instruction increases as student develop fluency in English. TBE teachers have become adept at using:

- Context cues and supplementary materials such as visuals, props, and body language
 - Speech modifications such as repetition and pauses during speech
 - Sufficient wait time for student responses
 - Interactive lectures with frequent comprehension checks
 - Cooperative learning strategies
 - Emphasis on central concepts rather than details by using a thematic approach
 - Development of reading strategies such as mapping and writing to develop thinking skills
 - Authentic, meaningful learning opportunities
 - Ample opportunities for students to develop metacognitive strategies
- Therefore they utilize Instructional activities/strategies for ELL students through:
- Illustrating steps in a process
 - Using brainstorming activities to draw out prior knowledge and graphic organizer to add new concepts
 - Comparing/contrasting exercises (e.g., use Venn diagrams to demonstrate similarities and differences
 - Using KWL Charts to generate student discussions; the KWL can be on the board and class fills it out as a group activity
 - Using questioning techniques to generate conversations and interest on a topic;
 - Using open-ended topics that allow for a variety of correct interpretations

- Re-enacting an experience, go on field trips, taste different foods
- Having students 'experience' the new concept. Teach key vocabulary with the content while they are acting out the parts
- Restating information, using different terms and having students restate information

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?

N/A: We do not have a Dual Program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
 The result of the NYSESLAT and periodic assessments are utilized to measure the success of our ELL program. This data has substantial professional development and instructional implications for the school's Comprehensive Educational Plan. The instruction of ELL students must focus on clearly understanding students' linguistic and cultural backgrounds and clearly defining essential principles to support students' explicit, gradual and systematic second language acquisition while maintaining rigorous academic instruction in the native language. In addition, standard-based instruction in content areas must continue to be provided developing both social and academic language for our beginning and intermediate level students in order for them to reach higher levels of achievement. As students advance in the second language, academic native language instruction decreases. It is our expectation that both ESL and TBE instructional programs will offer continuity of rigorous instruction providing opportunities for small group work and task-oriented activities to produce language in verbal and written form. This work will be evident by the students' work displayed in both languages and the increased movement of students from one level of proficiency to the next as well as the increased number of students reaching proficiency in the second language and able to show Proficiency in the NYSESLAT.

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](#).)
 At registration, parents of students new to the NYC public school system go through an initial screening process that includes the following: Our certified ESL and Spanish Bilingual teacher-Ms. Linares, administers the Home Language Identification Survey (HLIS) to the parent and reviews the HLIS to determine if the child is an ELL student. If the child speaks only English, he/she enters the general education program. If the home language is other than English, the child and the parent are informally interviewed in English and in their native language if Spanish by the bilingual Assistant Principal or Ms. Linares. If the child speaks a language other than English, the child is scheduled to be administered the Language Assessment Battery-Revised (LAB-R) in English by Ms. Linares. If the child does not pass the LAB-R he/she is administered the Spanish LAB. The process takes place within 10 days after registration. If the child scores at a beginning intermediate or advanced level, he/she is an ELL and is eligible for ESL services. The student is then assessed with a brief writing sample and reading comprehension passage in their native language.
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 are informed about their child's eligibility for ESL services and program choices available within 10 days after registration. The bilingual Assistant Principal and the ESL teacher, in collaboration with the parent coordinator and community liaison plan, schedule and facilitate orientation sessions and at that time engage parents in an open discussion about the choices available, what research indicates regarding most effective programs for ELL students and answer any question they may have. During the orientation, the DOE video on parent choice is presented in the parent's native language and they are given the DOE brochure

describing the options available to them (Transitional Bilingual, Freestanding ESL and Dual Language Program) in the parent's native language. Interpretation and translation services in Spanish are provided as needed.

At the end of the orientation, parents are given the program selection form to complete indicating the program of their choice. The original document is placed in the student's cumulative record and a copy filed and kept in the main office. At P.S. 246, we do not offer a Dual Language Program, therefore, parents who prefer this program are informed in their native language about the choice of placing their child in a school where the program is available. Information on where these schools are located is provided to the parents at their request and we continue to inform them when a program becomes available. We offer our parents of ELL students many opportunities to maintain communication with the school community by keeping them informed of school activities and services being provided to their children. This information is disseminated via our biling (Spanish) parent outreach phone calling system, letters, notices, monthly meeting and monthly calendars. Translation and interpretation service is accessible and provided as needed to confer with parents.

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](#)].)

A translated version of continuation of service or non-entitlement letter is sent to the parents in the fall to inform them about eligibility for the upcoming year. The Parent Survey and Program Selection forms are distributed during the scheduled orientation sessions after the administration of the LAB-R to new eligible students, parents not in attendance are reached via phone calls, home visits and through the mail to ensure that every parent of an ELL student is well informed and has an opportunity to complete the Survey and Program Selection form indicating their preference. Entitlement letters along with Parent Survey and Selection forms are collected and kept on file in Room 321. Using an official class list, the ESL teacher keeps track and confirms that entitlement letters are returned, collected and filed. Parents that do not attend any of the scheduled orientation meetings are contacted via phone, mail or home visit coordinated by the Assistant Principal, our licensed ESL teacher, Parent and Community liaison and family worker to ensure that parent receive all necessary information and complete the necessary forms.

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. Identified ELL student's placement is made in consultation with the parent and based on the results of the initial interview of the parent and the child, the results of the LAB-R, the Spanish LAB, and parent's program selection form. Students are then placed in a bilingual class or a freestanding ESL class or program. Parents are invited to meetings to discuss their child's placement and this is facilitated in Spanish and English by the bilingual Assistant Principal, ESL teacher, bilingual Parent Coordinator and bilingual Community Liaison.

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.

To ensure that all ELLs are administered all sections of the NYSESLAT, our test Coordinator and ESL teacher use both the RLER and RLAT ATS reports to confirm all eligible ELLs are identified. Once students' eligibility is confirmed, a testing schedule is generated that includes time, location and test administrator responsible for administration of NYSESLAT components. Teachers at P.S. 246 in collaboration with administrators, coaches and school based data specialists, engage in annual data analysis sessions at the end of the year and again in the fall of the successive year. During these sessions, NYSESLAT results are analyzed and discussed to make decisions for continuation of services, appropriate placement and to map out a strategic action plan for our ELL population for the subsequent school year. Teachers are scheduled to work in teams to look at students work and develop instructional plans that would consider students' strengths to address the areas of weakness.

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.  After reviewing the Parent Surveys and Program Selection forms for the past few years we find that 100% of our ELL parents recognize that the expectations and accountability measures demanded by the City and State Mandates require their child to learn English immediately and there is an urgency to have their child immersed in English right away. Therefore, parents are requesting Freestanding ESL self-contained classes and we have listened. Our program models are aligned with parent requests. We have an ESL self contained class in grades 1,2,3,4 and 5 with licensed ESL teachers. We also offer a push-in Freestanding ESL program with a licensed ESL Teacher.

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])?

1) Instruction-

- a) At P.S. 246, the programs and approaches followed to delivered instruction for ELLs are designed to support varying levels of instructional work expected to bring literacy and learning standards to par with the expectation for monolingual students. Our ELL programs are organized by grades and heterogeneously grouped in all grades. The school utilizes 50 minute blocks across eight teaching periods per day. Bilingual, ESL, general education teachers and specialists have common preparation time to plan, organize and coordinate instruction and to develop goals for the students. Time is also scheduled to collect and analyze student data in order to develop differentiated lessons. ESL classes are heterogeneously grouped and language proficiency levels are mixed in the bilingual and ESL classes. Bilingual and ESL teachers group students according to their proficiency level in each modality to differentiate their instruction and meet their specific needs.
- b) Transitional Bilingual classes have resources and the necessary support to ensure that content and ESL instruction is in alignment with that of the monolingual students. This program includes: an ESL component structured to develop skills in listening, speaking, reading and writing in English; content development in native language and English to build subject matter knowledge; and a Native Language Arts (NLA) component to develop skills in listening, speaking, reading and writing in the students' home language. Our Free-standing ESL Program consists of self-contained in grades 1, 2, 3, 4 and 5 and a push-in organizational model in grades K-5 including our Special Education classes. A fully bilingual licensed teacher conducts instruction in all grades. A certified ESL teacher conducts instruction using ESL methodologies to make content comprehensive and facilitate accelerated second language acquisition in grades 1 through 5. Our push-in ESL teacher works in small groups and in collaboration with the classroom teacher provides continuity of instruction while helping students meet academic and linguistic goals.

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)?

To ensure that the mandated number of instructional minutes for ESL, ELA and NLA is provided, our bilingual and ESL teachers adhere to the mandated time as indicated by the CR Part 154 to service our ELLs. ESL (Beginners and Intermediate 360 minutes per week and Advanced 180 minutes per week), ELA (Advanced 180 minutes per week), TBE/NL (Beginners, 60-90 minutes per day, Intermediate, 45-60 minutes per day, Advanced, 45 minutes per day). Instruction is delivered to our ELL students in a way that is explicit and comprehensive. That means organizing teaching practices to meet student needs as well as implementing systems to ensure that these students are receiving services including extra support to prepare them for mandated tests. Teachers in the TBE program provide instruction in two languages the native language of the student (Spanish) with a strong support to develop the second language (English). Grade-level academic work is delivered in Spanish for students to continue academic progress while developing second language proficiency. English instruction increases as student develop fluency in English. The free-standing ESL Program delivers academic content instruction in English with native language support to make content comprehensive and incorporating ESL and ELA methodologies and strategies that help the student meet or exceed New York State and City standards. Students are heterogeneously grouped in all grades. Teachers follow a balanced literacy approach to teaching that includes the structure of the workshop model to deliver Reading, Writing and Math lessons.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The goal of a content-based literacy approach is the successful comprehension of content-area texts and successful writing in the content areas (e.g., an essay, a report, an explanation of how a problem is solved in math). This TCRWP approach involves the identification of potential sources of students' comprehension difficulties, and targets instruction to address them. In all grades Mathematical concepts are taught through the Engage NY Math Modules and supported by the Go Math Citywide Program that engages students' spatial temporal reasoning abilities to explain, understand, and solve multi-step problems. Science follows New York City Elementary Science Scope and Sequence. We use an inquiry approach that includes experimentations, investigations,

designs and hands-on experiential learning. Social Studies follow the units of study developed by NYC teachers in alignment with the NYS Core Curriculum and the Common Core Standards. Instruction is supported through the use of varied resources: the development of Key Ideas, a Social Studies core library in every classroom, field trips, neighborhood walks, technology driven lessons and projects based units of study. As part of this approach, teachers in TBE as well as in the Freestanding ESL program provide explicit instruction in language and literacy skills (e.g., vocabulary instruction) within the context of meaningful purposes and with a strong support of their native language (Spanish). Teachers encouraging students to use Spanish equivalent terms to make connections is a common practice, as their language is celebrated to gain understanding and promote learning.

Instruction in the classroom is explicit and purposeful, actively engaging students and promoting their own understanding of the process involved to gain new knowledge. To be explicit, teachers define, explain, discuss, and reinforce good comprehension strategies in multiple contexts and across different types (e.g. genres) of text. Teachers also connect strategies to the specific purposes of reading certain texts and present these strategies as part of the active process of comprehension. Instruction is planned in such a way that students understand that they need to focus on the language and the thinking behind the strategies.

Content and language objectives are supported by lesson delivery when it is orally stated and written for all students to see. Through this practice teachers are reminding students of the focus of the lesson, are giving a structure to classroom procedures—before, during, after and both students and teacher evaluate the lesson in light of the objectives developed. The language objectives are aligned to the ESL Standards and activities correlate to the Language Arts benchmarks or can be specific to book language studied (certain verb form, word endings, vocabulary, punctuation, summarizing, active discussion, etc.). ESL teachers guide students using native language knowledge as an intricate tool to support students to make connections and derive meaning in the content area as well as in language development. This is effectively done through many strategies such as: using nonlinguistic representation (hands-on experiential learning, manipulatives, simulations, modeling), helping students recognize patterns, giving them opportunities to practice communicating complex ideas, and bringing their home culture into the classroom through digital images, music, and other media.

We strive to promote student thinking and reflection on the reading comprehension process. The goal is to help them become fluent readers able to independently monitor their own understanding, identify when comprehension breaks down, and use appropriate strategies to address their difficulties.

Academic vocabulary is central to text and plays an especially prominent role, as our students read to learn about concepts, ideas, and facts in content-area such as math, science, and social studies. In doing so, ELLs encounter many words that are not part of everyday classroom conversation. Words such as analyze, therefore, and sustain are more likely to be encountered while reading than in conversation, and they are often key to comprehension and learning. PS 246 has embedded best practices around vocabulary instruction to address the language and literacy skills the ELLs need for content area learning.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
For the purpose of improving and adjusting instruction for ELLs as well as for all our students, regular, on-going informal assessments, usually done by the teacher within the classroom, are conducted. We use informal, non-standardized procedures that include observational notes, checklists, rating scales, student work samples, rubrics and portfolios. These types of assessment information is a necessary component of quality instruction, as it provides valuable information on each child's performance and allows teachers to individualize the curriculum to address each child's unique learning needs. To ensure that ELLs are appropriately evaluated formally in their native language we use the spanish version of TC and el Sol.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
By using observational conference notes, checklists, rating scales, student work samples, rubrics, portfolios and project based assessments tools allow us to evaluate our ELL students in listening, reading, writing and speaking. In the beginning of the year the students engage in extensive listening activities. As confidence grows, they begin speaking and working on their newly acquired skills with a partner or in cooperative learning groups. In addition students are engaged in enriched thematic based instruction to develop academic concepts. Students are involved in developing individual and small group projects, debates, role-play, creative and non-fiction writing on a continuous basis. We also utilize resources such as " Getting Ready for the NYSESLAT" books to prepare our students in all four modalities.
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).

6a. At this time and school year, we have no SIFE students. However, one of the key ingredients to a program for Students with Interrupted Formal Education (SIFE) is fostering a climate that is safe, accepting, and positive. At P.S. 246, we work hard to make it a safe, positive learning environment for all children and we celebrate all students' cultural identity and background. Our plan for SIFE students requires that our school staff use targeted identification, placement, assessment and instruction using the following procedures:

Intake staff (ESL, Guidance, Bilingual Teacher, etc.) is trained in the following processes:

- Collection and disaggregating data
- Effectively interviewing the student/family
- Assessing native language literacy
- Monitoring student progress
- Requesting teacher input
- Articulation with feeder/receiver schools

An individualized language development plan (ILDLP) is developed, which is an extension of our goal setting protocol to use as the basis for our instruction of a SIFE student. It includes:

- An assessment of the student's present level of academic performance in English (reading, writing, math, etc.)
- An assessment of the student's English and native language proficiency
- Diagnosis of strengths and weaknesses
- A statement of long-term goals
- A statement of short term goals that support the long term goals
- A suggested timeline for mastering the goal
- Identification of staff responsible for supporting the student
- Recommendation for teaching materials and strategies
- Appropriate ongoing assessments and progress monitoring.

We engage the families to:

- Learn as much as possible about the students' backgrounds
- Give parents suggestions to help their child at home (ie. assigning a study area and time)
- Invite parents to school for workshops, celebrations, and informational sessions
- Help parents link to other parents who can support them in maneuvering the resources in the community
- Providing or suggesting family literacy programs

b) Our ELL students in the US for less than three years 3 (newcomers) are grouped according to their language proficiency level within the classroom. A variety of strategies and tools is incorporated in the classrooms to support, engage and build the ELL listening, speaking, reading and writing skills. Mastery of academic language is an important determinant of academic success for individual students. While other factors— such as motivation, persistence, and quantitative skills—play important roles in the learning process, it is not possible to overstate the role that language plays in determining students' success with academic content. Unfortunately, ELLs often lack the academic language necessary for success in school. This lack of proficiency in academic language affects ELL's ability to comprehend and analyze complex texts, limits their ability to write and express themselves effectively, and can hinder their acquisition of content in all academic areas, including mathematics. Many ELLs have well-developed conversational skills yet lack the specialized language of academic discourse central to school success. Academic vocabulary is central to text and plays an especially prominent role through the school years as students read to learn about concepts, ideas, and facts in content-area classrooms such as math, science, and social studies. In doing so, ELLs encounter many words that are not part of everyday classroom conversation. PS 246 has embedded best practices around vocabulary instruction that will assist newcomers and all ELL's as follows: teachers provide explicit instruction in language acquisition and literacy skills, ESL and bilingual teachers as well as the general education teacher identify general purpose academic words that are sophisticated in meaning that also appear in a variety of texts and content area. These words are targeted for direct and cyclical instruction and usage in the classroom.

Our teachers have been also trained to accommodate the learner implementing expected practices such as:

- Speaking slowly, audibly and clearly in the language they are using
- Preparing challenging whole class lessons ahead of time incorporating and aligning academic language in context

- Frequent use of small group instruction and minimize whole class instruction
- Use literature in English and/or the students' native language that features their cultural background
- Reduce stress level by incorporating opportunities for students to feel successful in the second language while developing fluency and decoding skills
- Encouraging students to make connections and maintain their native language at school, home and the community.
- Minimizing the use of lecture and verbal output and increasing the, use of pictographs, overhead representations, software applications on our ENO boards, kinesthetic activities, etc. instead

In addition, support and extend reading comprehension and fluency are provided by:

- Simplifying activities using repetition when necessary and recycle information
- Creating buddy reading to help each other go over a previously read text
- Pairing students with student 'translators' who speaks their language, if available
- Utilization of picture books, picture dictionaries, easy nonfiction readers, pictographs
- Create a dictionary (i.e., students look up a word, draw a picture, and write a simple sentence, and copy the related definition).

We ensure that newcomers receive direct, explicit instruction to support their comprehension of challenging texts. Teachers also connect strategies to the specific purposes of reading certain texts and present these strategies as part of the active process of comprehension. In order to promote student thinking and reflection on the reading comprehension process, the goal of instruction is for readers to be able to independently monitor their own understanding, identify when comprehension breaks down, and use appropriate strategies to address their difficulties.

c) The focus for our ELLs receiving service 4-6 years is on comprehension strategies. Reader-generated questions, summarizing, and monitoring comprehension are explicitly taught to our ELLs. Students also must practice these skills with texts that are accessible at their level of language proficiency. We engage all our students in challenging theme-based curriculum units providing them with opportunities to: have engaging and meaningful instruction, organize curriculum and accommodate their learning around themes, engage in project-base learning promoting comprehension skills and language development and vocabulary knowledge. Collaborative activities and scaffold instruction to build students academic English proficiency are provided using:

- strategies for scaffolding (read aloud, shared reading, choral reading, echo reading, paired reading, etc)
- schema & activating prior knowledge
- extensive modeling and think-alouds
- graphic organizers
- elicitation and encouragement of frequent student responses
- encouragement of student interactions and group discussions

Instructional activities/strategies for ELL students are provided through:

- Illustrating steps in a process
- Using brainstorming activities to draw out prior knowledge and graphic organizer to add new concepts
- Comparing/contrasting exercises (e.g., use Venn diagrams to demonstrate similarities and differences
- Using KWL Charts to generate student discussions; the KWL can be on the board and class fills it out as a group activity
- Using questioning techniques to generate conversations and interest on a topic
- Using open-ended topics that allow for a variety of correct interpretations
- Re-enacting an experience, go on field trips, taste different foods
- Having students 'experience' the new concept. Teach key vocabulary with the content while they are acting out the parts
- Restating information, using different terms and having students restate information

d) Long-term : We understand that long-term language learners are usually below grade level in reading/writing and other content areas and their language acquisition is at a very slow rate. Although they often have very good conversational English skills and appear fluent they remain in need of intervention. We realize that it is not uncommon for these ELLs to reach an intermediate level of academic English proficiency, but have great difficulty raising their English skills past this level. Most lack the academic language proficiency to successfully cope with the language demands of the classroom, which in turn leads to inability to cope with the content itself. Despite the fact that these students have oral English conversational fluency, they lack academic language skills and need language

support to make both gains in language and content learning. We have established language supports which include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffold writing activities. Just like academic content, academic language increases in complexity from grade level to grade level so ELLs are chasing a moving language target as well. Students who stay at the same English proficiency level from year to year may look like they are not making progress in academic English, but to stay at the same proficiency level at a higher grade level actually requires more English knowledge.

e) Former ELL's: Students who have gained proficiency by passing the NYSESLAT Exam continue to be supported for up to two years through academic support in small groups and academic intervention or extended day activities. Their teachers continue to use many strategies such as: using nonlinguistic representation (hands-on experiential learning, manipulatives, simulations, modeling), helping students recognize patterns, giving them opportunities to practice communicating complex ideas, and bringing their home culture into the classroom through digital images, music, and other media. Strategies such as the ones described above for ELL students continue to be best practices for all students, therefore all teachers use these practices of brainstorming, graphic organizers, KWL Charts, high order questioning techniques, debating and discussing non-fiction texts. Our former ELL's are active members of our school community participating in trips, theme-based projects and as part of all our after school programs.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL Students identified as SWD are provided with all of the strategies identified above for all our ELL's but continue to receive additional support through:

- A certified bilingual IEP teacher is scheduled to work in small group following a push-in/ pull out model and targeting instruction to meet the specific needs of students using the Wilson Intervention Program.

- Two certified special education teachers are scheduled to provide intensive targeted instruction to the ELL-SWD through:

- Educational Assistant

These additional support is provided in small group (3 to 5 students and at times, one-to one) Using:

- o Fiction and Non-fiction Leveled text
- o Leap Frog Intervention Program
- o Phonics Charts
- o Magnetic letters for word building
- o Word family cards and word wheels for segmentation and blending of words

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?

The IEP goals and English proficiency of our ELL –SWD in less restricted environment are met additionally by :

- Developing and following an individualized plan targeting identified needs revealed in the data
- Intensive small group instruction provided by fully certified ESL and /or Special Education AIS and RTI provider.
- Special Education teacher adhering to a push in model provide additional support for students with an IEP (Speech, Counseling)
- Instructional materials in the classroom are targeted to meet student’s need.

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:			

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

Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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



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.

Academic Intervention Services for at risk ELL students are designed to help them achieve the learning standards in English Language Arts, Math, Social Studies and Science. Students taking city and state standardized tests who score below designated performance levels are targeted as in need of AIS. Students in Kindergarten through grade two who lack reading readiness are eligible for AIS small group instruction, guided reading and after school support delivered by fully certified teachers. Academic and support services include supplementary small group instruction in ESL, reading and content area instruction during the day and afterschool. ELL students in Grade 2-5 also participate in extended day programs, after school tutorial programs, weekend programs, summer school programs. Supplemental interventions from guidance and support staff are provided as needed. An individualized language development plan (ILDLP) is developed, which is an extension of our goal setting protocol to use as the basis for our instruction of our ELL-SWD. All ELL students take part in :

- An assessment of the student's present level of academic performance in English (reading, writing, math, etc.)
- An assessment of the student's English and native language proficiency
- Diagnosis of strengths and weaknesses
- A statement of short term goals
- A suggested timeline for mastering the goal
- Identification of staff responsible for supporting the student
- Recommendation for teaching materials and strategies
- Appropriate ongoing assessments and progress monitoring.

The following are some of the areas we focus in:

Phonemic Awareness: Phonemic awareness is difficult for ELLs especially beginner ELLs because they may not yet have enough experience with English to be able to distinguish sounds that differ from those of their native language. These differences vary from one language to another. Teachers use targeted assessments to identify which sounds of English cause confusion, depending on the language backgrounds of their students, and provide more practice in these sounds.

Phonics: Systematic phonics instruction has proven to be very effective in helping newcomer ELLs, even those at fairly low levels of language proficiency, to learn to decode words. We provide ELL students with additional time and practice to learn to hear and produce the sounds of English, to learn the meanings of the words used in phonics instruction, to learn the multiple combinations of letters that make the same sound, and to learn many more sight words than native English speakers need. Additional time for phonics instruction is built into push-in and extended day reading programs for ELL's in all categories.

Oral language development: Phonics and phonemic skills, though important for newcomers, do not facilitate reading comprehension if students' oral language proficiency is not developed to the level of the texts they are expected to read. For this reason, we have combined reading instruction with intensive development of the oral language needed to understand the text. These programs combine effective reading programs for these ELLs and combine systematic phonics instruction with a print-rich environment that provides exposure to appealing reading materials in varied genres.

Vocabulary: English language learners are many thousands words behind their native English speaking peers. They need more vocabulary instruction than their native-speaking peers; they also need multiple exposures to the vocabulary to be able to retain new words. Everything a teacher of ELLs does should revolve around vocabulary acquisition - explaining, demonstrating, drawing, repeating, rephrasing, reading, writing, and manipulating with words throughout every aspect of instruction. The meanings of words are acquired through multiple opportunities to hear, say, read, and write the words in slightly different meaningful contexts. Teachers will have to create these contexts in the classroom, since incidental learning of vocabulary cannot be relied on for ELLs. Collaboration between mainstream classroom instruction and ESL program is a key to effective and consistent vocabulary development of all ELL students.

Comprehension: ELL students, especially newcomers and students with interrupted formal schooling are more likely than native speakers to lack the background knowledge necessary for understanding texts. Comprehension strategies, such as reader-generated questions, summarizing, and monitoring comprehension are explicitly taught to newcomer ELLs, especially students with

interrupted education. Students also must practice these skills with texts that are accessible at their level of language proficiency.

•Support and extend reading comprehension/fluency through:

- Simplifying activities use repetition when necessary and recycle information
- Creating buddy reading to help each other go over a previously read article
- Pairing students with student 'translators' who speaks their language, if available
- Utilization of picture books, picture dictionaries, easy nonfiction readers, pictographs
- Create a dictionary (i.e., students look up a word, draw a picture, and write a simple sentence, and copy the related definition).
- Using visuals (film, realia, pictures, globes, graphs, internet, simulations, hands on activities, build background) to aid in comprehension
- Demonstrating content area concepts and skills.

•Engage students in challenging, theme-based curriculum to develop academic concepts through:

- meaningful instruction
- organizing curriculum around themes
- organizing students in cooperative groups
- engaging students in project-base learning
- allowing students to generate ideas for themes

•Draw on students' background (experiences, cultures, and languages) by:

- fostering respect and interest in celebrating the cultural diversity of students
- creating a climate of acceptance and belonging in the classroom
- including multicultural literature in the classroom library that reflect students culture
- encouraging students to share their cultures
- building upon what the students bring to the classroom

•Collaborative activities and scaffold instruction to build students academic English proficiency using:

- strategies for scaffolding (read aloud, shared reading, choral reading, echo reading, paired reading, etc)
- schema & activating prior knowledge
- extensive modeling and think-alouds
- graphic organizers
- elicitation and encouragement of frequent student responses
- encouragement of student interactions and group discussions

•Instructional activities/strategies for ELL students through:

- Illustrating steps in a process
- Using brainstorming activities to draw out prior knowledge and graphic organizer to add new concepts
- Comparing/contrasting exercises (e.g., use Venn diagrams to demonstrate similarities and differences
- Using KWL Charts to generate student discussions; the KWL can be on the board and class fills it out as a group activity
- Using questioning techniques to generate conversations and interest on a topic;
- Using open-ended topics that allow for a variety of correct interpretations
- Re-enacting an experience, go on field trips, taste different foods
- Having students 'experience' the new concept. Teach key vocabulary with the content while they are acting out the parts
- Restating information, using different terms and having students restate information

Teachers of all ELLs ensure learning by (a) actively engaging students in the learning process, (b) transforming abstract content into concrete forms, (c) structuring or organizing information to provide clarity, (d) ensuring that the relationships among pieces of information are explicitly discussed, (d) tying new information to prior knowledge, and (e) distinguishing critical information from less critical information. All of these components support the instruction of critical vocabulary and critical conceptual knowledge and lead to enhanced literacy outcomes.

Math teachers working with ELL students have a dual task: help students develop the most important mathematical concepts, and the academic language necessary for these concepts. ELL students have an additional challenge: to learn the specific content

vocabulary and expressions, along with their ongoing second language acquisition. In our school math teachers help these students by employing the following strategies and techniques:

- Helping ELL students by directly teaching math vocabulary which is further reinforced by an ESL teacher
- Having key terms and concepts on display all the time
- Using drawings, diagrams, graphs and other visual aids to help the students to develop concepts and understanding
- Utilizing multiple instructional approaches and accommodating multiple intelligences to make Math understandable and relevant
- Using models or manipulatives to demonstrate concepts and/or processes
- Using small groups
- Using a “think-aloud” technique to solve the problem

Students are given extended time to respond to questions with support from probing questions and verbal clarification from the teacher. Our push in program also supports reduced class size for ELL’s. The focus of instruction for push-in ESL teachers is on vocabulary development and reading/writing skills. They use both formative and summative assessment results to plan individualized and small group work that will best meet students’ areas of need. There is additional targeted instruction for our long term ELL’s with a focus on writing and developing academic vocabulary in content areas.

All instructional activities for ELL's are on par with their monolingual counterparts and meet the NYC and Common Core State Standards in Reading, Writing, Mathematics and content area studies.

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

As described above, our instruction during the day, extended day, afterschool, Saturday and Summer programs are rigorous and meet the CCLS to help our students succeed in this rapidly changing world. They are given the opportunities and strategies to think critically and creatively, solve realworld problems, make effective arguments and engage in debates with well rounded and high cognitive thought. Our instruction requires students to do significantly more writing and to read increasingly complex texts with an emphasis in nonfiction. In math they are delving into mathematical concepts more deeply and making connections between contents. Making interdisciplinary connections through multisensory delivery of instruction our students will develop the necessary skills to graduate from high school ready to succeed in college and careers.

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

We plan to continue our ELL program as described in all the sections of Programming and Scheduling Information Sections.

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

No programs will be discontinued.

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

Multiple opportunities and effective partnerships have been established to support our ELL student and encourage teachers to carry out the work we envision for all our learners. The following is a list of the different collaborations established at P.S. 246 invigorating this work. Every student at PS 246 is afforded equal opportunity to participate in supplemental services, join extracurricular activities, and special programs created to offer additional support such as: Extended day afterschool Intervention, Saturday and Afterschool Writing, Science Explorers Afterschool programs, Good Shepherd Program, Lehman College APEX, Dream Yard Arts, Music and Dance, Ping Pong Club, CookShop..

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

Instructional material for our ELL students include: leveled and labeled classroom libraries in English and in native language, overheads projectors, Eno boards, appropriate software applications such as JiJi, Brain Pop, Learning A-Z, instructional videos, use of ipads, laptops, TV’s, as well as an assortment of books and language aides.

Teachers use targeted assessments to identify which sounds of English cause confusion, depending on the language backgrounds of their students, and provide more practice in these sounds using TC Phonics program in the early grades K-2 and JIJI lab for grades 2-5 a unique math education process that engages students’ spatial temporal reasoning abilities to explain, understand, and solve multi-step problems. This program includes the following:

- Innovative visual approach to teach math concepts
- Game metaphor engages students who have struggled with conventional approaches in math and learning
- Language-independent software lessons reduce the language barrier to learning math

- Instructional design reaches students at every level of academic proficiency
- Innovative games train students in multi-step problem-solving
- Self-paced courseware makes teaching easier and more productive

In order to provide additional support to ELLs in the mainstream classroom, beyond the push-in ESL model, teachers will use physical activities and visual aids/software applications to enhance instruction and develop content area vocabulary with the support and guidance from our ESL teachers.

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

Teachers in the TBE program provide instruction in two languages the native language of the student (Spanish) with a strong support to develop the second language (English). Grade-level academic work is delivered in Spanish for students to continue academic progress while developing second language proficiency. English instruction increases as student develop fluency in English. The free-standing ESL Program delivers academic content instruction in English with native language support to make content comprehensive and incorporating ESL and ELA methodologies and strategies to help the student meet or exceed New York State and City standards. Students are heterogeneously grouped in all grades. Teachers in grades Kindergarten through 5th follow the structure of the workshop model to deliver lessons.

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

Required services support and resources is correspondent to ELL's age and grade level.

Teachers of all ELLs ensure learning by (a) actively engaging students in the learning process, (b) transforming abstract content into concrete forms, (c) structuring or organizing information to provide clarity, (d) ensuring that the relationships among pieces of information are explicitly discussed, (d) tying new information to prior knowledge, and (e) distinguishing critical information from less critical information. All of these components support the instruction of critical vocabulary and critical conceptual knowledge and lead to enhanced literacy outcomes.

Math teachers working with ELL students have a dual task: help students develop the most important mathematical concepts, and the academic language necessary for these concepts. ELL students have an additional challenge: to learn the specific content vocabulary and expressions, along with their ongoing second language acquisition. In our school math teachers help these students by employing the following strategies and techniques:

- Helping ELL students by directly teaching math vocabulary which is further reinforced by an ESL teacher
- Having key terms and concepts on display all the time
- Using drawings, diagrams, graphs and other visual aids to help the students to develop concepts and understanding
- Utilizing multiple instructional approaches and accommodating multiple intelligences to make Math understandable and relevant to SIFE students
- Using models or manipulatives to demonstrate concepts and/or processes
- Using small groups
- Using a "think-aloud" technique to solve the problem

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.

Our first link with incoming parent is done through our participation on the annual orientation at Tolentine Head Start where we get to meet many parents of our incoming Kindergarteners. At this orientation our bilingual A.P., Literacy Coach, ESL teacher share basic information about the school. At PS 246, we have created a unique program providing our parents of newly enrolled Kindergarteners an opportunity to bridge the home school connection through our Smart Start Program. This program consist of an early identification process that includes: interviewing the parent and the child, completion of a developmental assessment instrument with the child, an orientation for parents and observations of students in the classroom. This process helps us gather information about the incoming kindergarteners and provides us with the opportunity to welcome the new families to our school. Both parent and child become acquainted with the staff, classroom routines and expectations in kindergarten. Translation is consistently provided for Spanish speaking parents as well as in other languages when available. This program provides a great opportunity to begin to build a strong and long lasting parent-child-school connection while providing us the means to get to know the child, as a learner and better prepare to receive the child in the fall. Teachers who are receiving these students get to analyze the incoming student's profile to plan ahead and make decisions to meet their specific needs as soon as they enter school. Throughout the year ELL parents are invited to many Parent Workshops during the day and afterschool where they learn literacy and math strategies to help children at home, we are recipients of the Parents as Arts Partners Center for Arts Education Program, Good Shephard workshops, Parent and Child Dance through DreamYard.

18. What language electives are offered to ELLs?

N/A:

19. For schools with dual language programs:

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

N/A: We do not have a Dual Program.

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. Our teachers consistently participate in professional development to deepen their understanding of the ELL students and support their work for strategic grouping and planning to meet each student specific need. As a result of this effort teachers continue to implement best practice for vocabulary development through direct instruction of vocabulary words, making it an interactive and daily practice, using a systematic and cyclical approach and connecting students to vocabulary words learned. In addition, students are more consistently targeted in areas such as: adding details and extending responses, understanding what the question is asking, answering all parts of a multi-part question, using graphic organizers to plan answers, reading response journals, etc. Teachers incorporate a differentiated approach to teaching and consider the different modalities to develop the necessary academic language. They are developed in literacy via Teachers College Reading and Writing Project calendar days, monthly mathematics calendar days for all grade K-5. They attend institutes offered by the OELL and have been trained in a variety of topics such as: The Common Core Standards and the ELL, Addressing the Needs of ELLs, and Modifying Lessons for ELLs. All training is turn-keyed to the rest of the staff and monitored accordingly to ensure its implementation in the classrooms. Technology, Social Studies and Science specialists attend DOE sponsored PD sessions led by highly qualified staff in the areas of literacy, math, social studies and technology. The following are some topics to be addressed at P.S. 246 regarding English Language Learners: The Identification Process, The CCLS and the ELL, Chancellor's Regulations and ELLs Compliance on Services Provided for ELLs in General and Special Education, Assessment Procedures and Accommodations for ELLs, Strategies and Methodologies to differentiate Instruction to Strengthen Support for the ELL.

Teachers are also being developed in looking at student work to plan lessons that incorporate the common core standards, targeting specific needs of students with necessary level of support for individual students. A Guided Reading room has been created and will continue to be developed where teachers can have easy access to leveled text that matches students' instructional level. We are developing a resourceful Guided Reading room where teachers can easily access leveled text to match students' instructional level.

2. Teachers are deepening their understanding of the components and philosophy of a Balanced Literacy Approach to learning, revisiting each of these components and going over the structure of the workshop model for both reading and writing. Educational Assistants have been trained to gain understanding about guided reading, administration and analysis of running record and development of targeted guided reading lessons on leveled text in order to provide additional support to our 1st graders (ELLs and Gen. educ.) in the classroom and help them become readers. This initiative help us build capacity as our first graders, especially our ELLs, improve and show growth across expected reading levels for the grade. As we move forward in addressing the Common Core Learning Standards, we will continue to offer our teachers targeted professional development gear towards addressing the NYS K-5 Literacy and Mathematics CCLS to empower all students become independent and lifelong learners. We began this process at the end of the summer with a series of workshops led by our literacy and math coaches. Teachers meeting by grade, in collaborative teams will continue to work with the coaches on looking at the CCLS throughout the year to review curriculum maps to implement the Common Core-aligned units and culminating tasks session on alignment of Common Core Standards with repetitive units of study. Teachers will collect student work aligned to selected Common Core standards and plan for fall/early winter study. Teacher teams meet once a week to assess student work using a rubric and plan lessons that require evidence to support a claim. Teacher use the Common Core Library (CCL) "surfacing gaps" activity as a protocol to look at student work and teacher tasks.

3. Guidance counselor in collaboration with teachers and the feeder schools maintain on-going communication and follow the transition of our ELL students into the middle school setting. Support and training is provided by the administrative team on:

- Effectively interviewing student/family
- Articulation with teacher, parent and ELL student
- Monitoring student progress
- Requesting teacher input
- Articulation with feeder/receiver schools
- Middle School Application Process

4. All PS 246 staff have received a minimum of 7.5 hours of training as per Jose P. However, currently this year we have 4 new pedagogues who have joined our PS 246 Community therefore, they will receive this training in the Fall. Teachers have been consistently

developed at the school level through in-house workshops such as: Developing thematic units, Separating Difference from Disability, Multiculturalism, and the ELL in the mainstream classroom. Our teachers have also participated of PD offered by the OELL such as: Intervention strategies for Slow Learners, Examining the Common Core Standards for literacy and Mathematics, Making It happen for ELLs, Helping Our ELL Meet CCS in Math, and the CCS and Implications for the ELL Student to name a few.

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) Communication with parents is on-going via progress reports, notices, monthly calendar, monthly meetings and conferences. Parents are able to participate in their children's education by attending monthly workshops, adult ESL classes and technology classes that are offered after school and/or Saturdays. Technology workshops for parents, ESL and adult literacy classes for parents, Family Math Workshops, Parent/Student Science Workshops and a computer literacy program introduce parents to hands-on experiences to education used in their children's classrooms. Support staff (resource teachers and guidance counselors) conducts classes for parents and schedule conferences for families to help them navigate the school environment, monitor students' progress and meet the educational needs of their children.

2) Our Parent Coordinator organizes and articulates with Community Base Organizations (CBO) to assist and inform parents about resources available to them in the community. The Parent Coordinator holds several workshops each year to inform parents about topics like promotional policies, ELA/Math testing, and how they can support their child's learning at home literacy, Health and Wellness, Tax Preparation. The parent coordinator works closely with staff and students in a collaborative effort to establish concrete programs for students and families through local organizations and community outreach and to get parent involve in the school life. A translated version of materials and handouts is provided where possible. A Spanish bilingual community support staff member is also available to serve as a liaison between parents, teachers and students. This year we partnered with the Center for the Arts to provide 5 Art workshops for Parents and Children. We will also begin a Cookshop for Families Program where parents will learn about nutritional foods through the FoodBank Program.

3) We evaluate our parents' needs by closely analyzing the results of the NYC School Survey and our own developed Annual Parent Needs Survey administered at the end of each school year. We envision to improve our offering more opportunities to engage students and families in regular discussions and activities that will support students to show progress and meet school and class expectations. We send information home to families via monthly memo and calendar explaining:

- oInformation on the Common Core Standards and how parents can help students at home from the NYCDOE Common Core Library
- oDevelopmental stages of reading, writing and math to help parents gauge their child's progress and look forward to the next step
- oInclude monthly grade updates to inform parents about learning events in the classroom and standards being focused on during that period
- oPilot the 246poecottage.org website which will include the above mentioned information.

Guided by our parents' interests, needs and expertise, the parent coordinator in collaboration with the Parent Teacher Association (PTA) schedule workshops and activities aligned to their interest and to encourage parental involvement. Some activities scheduled for this year are:

- Learning Leaders Program- creating great school volunteers
- Word Bingo Nights- Parent and child engaging in playing word games, they can use to help their child(ren) at home.
- Literacy and Math Workshops-
 - Helping your child(ren) at home
 - Resources available to families (e.g. websites)
 - Dial-A-Teacher
 - Saturday Computer and ESL Literacy for Adults
 - Cookshop for Families
 - Parents As Art Partners, Center for Arts Education

4) The results of the School Survey and our needs assessment survey assist us to map out monthly activities for parental involvement and help us discover talents and develop parents to take on leadership roles within our school community. This is evident as more parents are becoming actively engaged in the decision making process of the school and are involved not only in scheduled programs activities but also assisting in the daily routines of school life (arrival, dismissal, lunch, classrooms

assistance, book fair, etc.).

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. 246-Poe Center

School DBN: 10X246

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beverly Pascal-Miller	Principal		11/15/13
Maribel Castillo	Assistant Principal		11/15/13
Eleanor Rios	Parent Coordinator		11/15/13
Alba Linares	ESL Teacher		11/15/13
	Parent		11/15/13
Darien Granville	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
Ellen Johnson-Torres	Coach		11/15/13
	Coach		11/15/13
Tara Cannistraci	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Annette Jimenez	Other <u>Related Service</u> <u>Prov</u>		11/15/13
	Other		11/15/13
	Other		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X246 School Name: PS 246-Poe Center

Cluster: DSSI Cluster 01 Network: CFN 109

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

Part A: Needs Assessment Findings

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

To ensure that PS 246 reaches its highest potential parent involvement is one of the most important components of our school community. Our school fulfills parent notification requirements by providing each family with Language Assistance as needed. The school keeps information about parents' preferred language of communication on the emergency contact cards and in ATS. On entry, families complete the Home Language Student Information Survey. The majority of our students 56% are from Hispanic households. Therefore our families require translation in Spanish, 40% speak English at home, and 4% of our families speak other languages such as Vietnamese, Bengali, an African Dialect and Albanian but who also speak English well. We presently have two teachers on our staff that speak Vietnamese that assist us in all translations as needed.

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.

Currently, we rely on staff and families to support translation and interpretation in these languages where needed. Most of these families speak adequate English or have suitable interpreters within the household. This information is shared with staff via faculty meetings and with families via the PTA and Parent Coordinator. Parents can express a preference for their children to be placed in an ESL or Bilingual class as indicated in the Parent Choice Selection form.

The school has a designated person and a procedure in place to make arrangements for translation and interpretation services. There is a list of staff able to assist with translation which is available to staff, security agents, PTA members and Parent Coordinator. A copy of the Language Identification Card has also been made available. The school has signs posted letting parents know about their rights to language access services.

The school uses the materials available on the NYCDOE Translation and Interpretation Website to let parents know about their rights to language access services. The school has copies of the Parent Bill of Rights and Family Guide in the appropriate languages for families. We

also display a welcome sign in multiple languages.

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.

The school translates citywide documents into Spanish and into other languages needed through the Department of Education Translation Services. All parent/student notices, letters, notice for special events, phone call system and report cards are translated and distributed in Spanish and English. We are fortunate to have bilingual-spanish speaking members in key roles such as our Assistant Principal, Parent Coordinator, Secretaries and Office Manager who are able to do this work. We have also the assistance of our staff who speak several languages such as French, Greek, Vietnamese and Spanish.

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.

The school has a process in place to make sure that the required translation services are available during school hours and for parent/teacher conferences and school meetings. All parent/student meetings, and phone calls made using the school messenger system are translated into Spanish. We have bilingual personnel available to assist in this effort as indicated above. Our Assistant Principal, Parent Coordinator, Bilingual and ESL teachers can translate at any and all meetings.

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

The school has procedures that ensure Limited English Speaking parents can participate in activities and their child's academic education in meaningful ways. The school does not use minors to provide translation services. The school Parent Coordinator along with our Community Liaison Coordinator meet parents and support all families in accessing information about our school activities and services. A copy of the Parents Bill of Rights is handed out at Open Houses and parent meetings. Interpretation notice signs are posted at the school entrance and in the school's Main Office. Our Safety Officer has a copy of the "I'm a parent and I speak..." signs that indicates the different languages parents may prefer to be addressed in. Our Safety Plan procedures are incorporated in the School Handbook that students and families receive annually.

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: P.S. 246-The POE Center	DBN: 10X246
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 180
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 8
of certified ESL/Bilingual teachers: 6
of content area teachers: 2

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:

In order to help our ELLs continue to develop English skills, we will conduct a Title III After School Multicultural Study Program that will target 180 students in grades 2-5. The program will take place on Saturdays from 9:00 am to 1:00 pm starting December 2012 and ending in March 2013 for a total of 14 sessions. Instruction will be conducted in English by a team of 8 teachers (co-teaching model): 4 bilingual; 2 ESL; 1 ELA/Math and 1 art teacher. We will specifically target students that are at the Beginners, Intermediate, and Advanced levels as designated by the NYSESLAT proficiency levels. Students who are at risk of becoming long term ELLs beyond 5 years will be especially targeted. Students who have attained a proficiency level will also be invited to participate so as to build on their success and further enhance their skills.

An interactive, engaging and risk-free environment will be provided to each of our ELL students in small groups of 12- 15 students. Our objective will be to study and develop an appreciation for the different cultures in our own school community. As students embark in a study of a particular country; such as Bangladesh, Vietnam, Phillipines, Spain, Mexico, Ecuador, Dominican Republic, Africa, China and Nepal our ELL students will practice their second language-English, by reading and interpreting informational text, folktales and legends, as well as current events of the particular country. Participating students will have the opportunity to experience all language acquisition modalities as they express themselves through English Language Arts, Social Studies, Science, Math, Music and Dance using a variety of resources. The target participants will engage in listening and speaking activities of varying difficulties. They will use the following materials: multimedia, audiotapes, art supplies, trade books, folktales/legends, and maps.

This supplemental program will support and complement the core ESL services as required under the CR Part 154 as it parallels the NYC Social Studies Scope and Sequence, meet NYS Common Core Language and Mathematics Standards and ESL State Standards. Students will be immersed in activities such as read-alouds, shared, guided and independent reading, drama, arts & craft and multimedia presentations. They will write informational text as they experience the culture of the particular country being studied. Through guided writing experiences, students will be able to develop reports, essays, and travel brochures.

Using video tapes and listening tapes, students will learn about the country's resources, traditions and everyday life. Students will orally present their understandings which will be videotaped. Students will create arts and crafts that represent the countries being studied. They will use simple acting skills, to dramatize or reenact a scene from a particular folktale; thereby making text to self connections and text to world connections. Students will be encouraged to think creatively, develop vocabulary and practice

Part B: Direct Instruction Supplemental Program Information

their speaking skills. Through public speaking, dramatization and narration students will increase their literacy and oratory skills while at the same time develop competent reading and writing strategies that will help them increase their reading and writing abilities.

Students will be engaged in activities that develop all four modalities of language acquisition - reading, writing, speaking and listening. This program will help students understand and develop an appreciation of the communities around us. As children increase their awareness and begin to appreciate the different cultures in our school community, we will see an increase in our school spirit, a greater appreciation for different cultures and traditions, and an increase in the use of academic language in reading, writing and verbal communication.

As part of our preparation for the NYSESLAT exam, we will create activities that parallel lessons from the book/units "NYSESLAT and Beyond" to address listening, speaking, reading and writing. Teachers will use guiding questions to help students understand key details in complex texts. By creating lessons that use strategies of visual and kinesthetic interpretations, students will learn to take notes, understand fiction and non-fiction texts, use academic vocabulary through written and expressive language by recreating a scene from a text, create art forms interpreted from a text, film or footage, and write skillfully to engage their readers.

At the conclusion of our program students, parents, staff and the school community will be immersed in a Multicultural Celebration that will display students' scripts, travel brochures, essays, videotapes, arts and crafts creations and food from the participating countries.

Through this program our ELL's will acquire and develop high levels of performance in speaking, listening, reading and writing English. They will develop required levels of academic language proficiency for all areas in their curriculum. In addition, the units of studies created through this program will be available to all teachers in our school community so that they can be duplicated and replicated throughout the following school years.

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:

In order to implement and deliver an effective program to our ELL Title III students, the teachers involved in the program will participate with our school's Literacy Coach and Administrator in a series of 4 professional development sessions to be held on Mondays from 5:30 pm to 6:30 pm. The sessions will focus on how teacher lesson plans that are thematic and appropriate for a study of a particular country

Part C: Professional Development

need to include academic language objectives, identification and appropriate use of fiction and informational texts, and can include an eclectic approach to deliver instruction through the use of multimedia, drama, visual arts and music.

The sessions will be guided by professional readings such as the work of Pat Barrett Dragan, A How-To Guide for Teaching English Language Learners and Understanding by Design by Wiggins and McTighe and special attention will be taken in reviewing The NYS Common-Core Aligned Tasks developed by the NYC Department of Education in Literacy Gr. 2-5.

The 4 sessions will guide teachers in developing appropriate lessons, rubrics, short term-performance tasks and assessments. Each session will look deeply at the skills our students need to develop as Second Language Learners and it will inform teachers of best practices in the areas of:

>Understanding Second Language Acquisition: designing activities that reinforces oral language, reading fluency, confidence and appropriate use of academic vocabulary in speaking, reading and writing

>Looking at Essential questions to guide instruction and exploration

>Writing from informational media: text, video, audios, informational and fiction text

>Develop and use Standard based rubrics that help students move from novice to above proficient

>Use of Visual and the Fine Arts as a vehicle for developing reading, writing, listening and speaking skills

Our desired outcome at each of these sessions is to create Common Core aligned tasks that teachers in the Title III Afterschool Multicultural Study Program can share with the entire staff when teaching Second Language Learners.

Part D: Parental Engagement Activities

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

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

Begin description here:

The 8 teachers involved in the Multiculture Title III afterschool program will host a parent orientation before the start of the program to inform the parents of the program's components and expected student outcomes. Parents will become acclimated to the expectation of the NYSESLAT, and parent volunteers will be elicited to support teachers in sharing their cultural experiences with the class. Parents will take a defining role in our program as we interview them and learn about their particular culture, they will be intrical supporters of our theme as we explore the various art forms of their native lands. Parents will be asked to share experiences or favorite folktales, share or help in the making of

Part D: Parental Engagement Activities

native costumes to be used by students in their performances. At the culminating Multicultural Celebration, students will display and present for the community, their writings, brochures, storytelling, arts and crafts pieces and parents will be invited to share their favorite artifact and foods from their countries.

A workshop will be conducted throughout the program on how parents can support their child’s English language development at home. In understanding the needs of the diversified families we service, two additional ESL Parent Workshop will be offered by the Parent Coordinator that will focus on how to prepare for different types of interviews; such as job interviewing, parent-teacher conferences, face-to-face interviews, and hospital-intake. The 4 sessions/workshops will take place on Mondays and Fridays from 4:00 pm – 5:00 pm and/ or Saturday mornings, if applicable.

Parents will be informed of the workshops being offered, via the PS 246 monthly calendar, notices (flyers) and reminder notices which will be written by PS 246 staff in English and Spanish. We will also continue to utilize the School Messenger which is a phone notification service which calls all families directly with a recorded message in both English and Spanish. For written assistance in other languages, we will seek assistance from the DOE Office of Translation and Interpretation Unit.

Workshops will be led by our Parent Coordinator, ESL Coordinator and teachers who are bilingual (English and Spanish). We will invite specialized guests to address specific topics. We also have parent volunteers that can participate to help us orally translate for our Bangladesh, Chinese and Guyanese community and two teachers that can assist us with translation and interpretation for our Philippine parents. Our goal is for all of our parents to participate and celebrate our learning as a community in a meaningful way.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials		

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.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		