

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

13K046

School Name:

**P. S. 46, THE MAGNET SCHOOL OF COMMUNICATIONS AND MEDIA ARTS
THROUGH APPLIED LEARNING**

Principal:

MS. KARYN NICHOLSON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 13K046
School Type: Elementary Grades Served: PK - 5
School Address: 100 Clermont Avebye
Phone Number: 718-834-7694 Fax: 718-243-0726
School Contact Person: Ms. Karyn Nicholson Email Address: Knicholson@schools.nyc.gov
Principal: Ms. Karyn Nicholson
UFT Chapter Leader: Mr. Carlos Gonzalez
Parents' Association President: Ms. Altenisha Boone
SLT Chairperson: Ms. Karyn Nicholson
Student Representative(s): Not Applicable

District Information

District: 13 Superintendent: Ms. Barbara Freeman
Superintendent's Office Address: 355 Park Place, Room #116, Brooklyn, NY 11206
Superintendent's Email Address: bfreeman6@schools.nyc.gov
Phone Number: 718-636-3284 Fax: 718-6363266

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 612 Network Leader: Cynthia Felix

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Karyn Nicholson	*Principal or Designee	
Mr. Medina Selmanovic	*UFT Chapter Leader or Designee	
Ms. Altenisha Boone	*PA/PTA President or Designated Co-President	
Ms. Ivy Slater	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	
Ms. Alex Braverman	Member/ Teacher, Special Education	
Ms. Beth Conard	Member/ Teacher, Upper/Cluster	
Mr. James Johnson	Member/ Teacher, Bilingual	
	Member/	
Mr. Randy Chambers	Member/ Parent	
Ms. Jacqueline Johnson	Member/ Parent	
Ms. Tyeisha McNeil	Member/ Parent	
Ms. Corrine Diaz	Member/ Parent	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
○	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
○	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
○	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
○	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
○	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
○	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Magnet School of Communication and Media Arts through Applied Learning offers all students a rigorous academic experience across the content areas with an emphasis on 21st century communication skills, creative arts and media.

It is our mission to ensure that all PS 46 students receive a high quality, well-rounded education that will serve as a solid foundation for their future successes. The Magnet School of Communication and Media through Applied Learning incorporates project-based interdisciplinary activities, created through the lens of the arts, into units of study so that students are able to utilize 21st century applied learning skills through a variety of expressive media encompassing not only the arts but communications as well. Articulated applied learning skills enable students to explore their wonderings and share their learning.

Utilizing the SEM students work individually and in cooperative teams as they take on leadership roles according to their unique skills and talents and explore topics and discover solutions to real world problems within units of study aligned to the Common Core Learning Standards.

We provide a Spanish dual language program providing instruction in Spanish to all students. This strengthens our school as a whole as all students are exposed to a second language, not only the students in the dual language program. Our multicultural community is strengthened through this additional second language exposure.

Our communication and media arts focus ensures that all students are technologically and culturally literate while preparing to be able to compete in a global society. Students engage in digital learning communities as they apply their learning across the content areas. As part of this initiative students use Skype, Face Time, Renzulli Learning (a component of SEM), as well as other resources.

Teachers broaden their pedagogical skills through training in the School-Wide Enrichment Model (SEM) from experts at the University of Connecticut at Storrs. SEM is a research-supported model for total school improvement with the goal to provide and promote challenging high quality learning experiences for all students. Teachers are trained to develop the talents of students by assessing their strengths, identifying their interests and creating appropriate and engaging curricular activities to promote student growth and achievement. As life long learners teachers continue to develop their skills and serve as models for their students.

All students graduate with a digital portfolio, containing the artifacts that represent their work, including, but not limited to photographs and video clips showcasing art work, culminating projects, videos of performances and writing samples. The digital portfolios demonstrate their accomplishments and skills in a broad range of academic domains, the magnet theme and the arts.

PS46 serves our diverse school community well. Our close knit community works together to deliver pin pointed instruction and services for our diverse school community. We have a strong history of success in Arts Education. We have built capacity based on this demonstrated success. We began initial roll out of our new magnet program during the 2013 – 2014 academic year.

We continue to define our goals as well as refine our methodology during the 2014 - 2015

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We noticed the during the state testing students struggled with the writing component.

- MOSL base line analysis revealed high levels scoring at level 2 and below.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 80% of students will show improvement by increasing one writing level as evidenced by NYC based assessment (MOSL selection).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> ● Research-based instructional programs, professional development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> ○ Specify writing lessons based around the data ○ Data Specialists will analyze and track progress ○ Creating actionable feedback for students ○ Using rubrics 	Students scoring Levels 2 and below on MOSL baselines.	Sept. 2014 until June 2015	Data Specialists
<ul style="list-style-type: none"> ● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). <ul style="list-style-type: none"> ○ Infused focus on vocabulary into our writing practices ○ Writing across curricular areas ○ Tuning Protocol ○ Enhanced classwork and finished writing products ○ DOK Questioning utilized during writing lessons ○ Magnet Projects 	SE, ELL and other high needs subgroups scoring at Levels 2 and below	Sept. 2014 until June 2015	Teacher Teams looking at students writing Magnet and Network Support Personnel

<ul style="list-style-type: none"> • Strategies to increase parent involvement and engagement <ul style="list-style-type: none"> ○ Utilization of Teacher extended time on Tuesdays for parent outreach and workshops ○ Involving parents in the planning process to review, evaluate and improve the existing Title I Programs ○ Parent Involvement Policy and Compact. 	Whole school community	(Tuesdays extended time) Sept. 2014 until June 2015	Administration, Parent Co-ordinator and Teacher Teams
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> ○ Monday extended time Professional Development dedicated to team building. 	Whole school community	Sept. 2014 until June 2015	Magnet and Network Support Personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher Teams looking at students writing
- Magnet Support Personnel

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

A portion (estimated 18%) of our Federal Magnet funds is allotted for professional development. These PDs will entail project-based learning in support of our ELA goals. Additionally another estimated 18% of our Federal Magnet funds are allotted for extended day activities. The extended day format, which will include many of our enrichment activities, enables extension and enhancement of school day AIS services. AIS, which is small group targeted instruction is four periods.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

Administration of a mid year MOSL .

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We need to strengthen curriculum and Project Based Learning .

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of Teacher Teams will strengthen work in teams by using the tuning protocol (LASW).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change ○ Teachers will design, revise and implement stronger units of study	All Teachers	(Monday extended time) Sept. 2014 until June 2015	Magnet Support Personnel Network Support Personnel
Strategies to address the needs of students with disabilities, English language learners, and other high-need student ○ Extended Day activities including both enrichment options and academic interventions	SE, ELL and other high needs subgroups scoring at and below Level 2	(Monday extended time) Sept. 2014 until June 2015	PerSession Extended Day Teachers Cultural and other partners including: David Marquise Studio
Strategies to increase parent involvement and engagement ○ Involving parents in the planning process to review, evaluate and improve the existing Title I Programs ○ Parent Involvement Policy and Compact	Families and Other Community	(Tuesday extended time) Sept. 2014	Administration, Parent Co-ordinator and

	Stakeholders	until June 2015	Teacher Teams
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> ○ Create Lab Sites for teachers ○ Critical Friends Walk 	All Teachers	(Monday extended time) Sept. 2014 until June 2015	Magnet Support Personnel Network Support Personnel

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Flexible scheduling with substitute teacher coverage enabling collaborative planning and execution of project based learnig. Magnet resources, including financial, are designated for this purpose.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

A portion (estimated 18%) of our Federal Magnet funds is allotted for professional development. These PDs will entail project-based learning in support of our ELA goals. Additionally another estimated 18% of our Federal Magnet funds are allotted for extended day activities.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.

100% of teachers will have achieved at least a level 2 in Danielson’s Domain 2 by June 2015.

Part 6b. Complete in **February 2015.**

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust			
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change <ul style="list-style-type: none"> ○ An implementation plan will be put in place outlining a timeline for unpacking the components of the Magnet theme (Communication and Media Arts through Applied Learning) 	All Teachers	Sept. 2014 until June 2015	MSAP support staff and administrative team will work on the implementation plan
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).	SE, ELL and other high needs subgroups scoring at and below Level 2	Sept. 2014 until June 2015	MSAP support staff, administration and teacher teams
16. Strategies to increase parent involvement and engagement <ul style="list-style-type: none"> ○ Magnet support staff, PTA and Parent Coordinator will 	Families and Other	(Tuesdays extended)	MSAP support staff, administration

collaborate to plan and provide parent workshops that mirror the instruction going on in the classrooms, specifically in the areas of technology and media arts. Partnerships will assist in some of the trainings.	Community Stakeholders	time) Sept. 2014 until June 2015	and teacher teams
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> District MSAP support staff will meet with the school level Magnet team in January to lay out a plan for the year 	All Teachers	Sept. 2014 until June 2015	Partnerships, educational consultants, network personnel, and MSAP staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

A portion (estimated 18%) of our Federal Magnet funds is allotted for professional development. These PDs will entail project-based learning in support of our ELA goals. Additionally another estimated 18% of our Federal Magnet funds are allotted for extended day activities.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

100% of teachers will achieve level 2 or above in Danielson’s Domains 1 and 2 by June 2015.

Part 6b. Complete in February 2015.

19.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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20. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Professional Development in infusing various media arts techniques, as well as technology into the curriculum is essential for shaping innovative education methods, including the development of conceptual, analytical, and problem-solving skills needed to strengthen students’ knowledge of academic subjects.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will engage in 30 hours of professional development acquiring a normed understanding in both systemic reform and magnet implementation, as measured by MSAP performance measures.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
21. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 22. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 23. Strategies to increase parent involvement and engagement 24. Activities that address the Capacity Framework element of Trust			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change	All Teachers	Sept. 2014 until June 2015	MSAP support staff and administrative team will work on the implementation plan
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ○ Professional Development in both systemic reform and Magnet theme specific areas in conjunction with SE and ELL student outcomes.	SE, ELL and other high needs subgroups scoring at and below Level 2	Sept. 2014 until June 2015	MSAP support staff, administration and teacher teams
Strategies to increase parent involvement and engagement ○ Magnet support staff, PTA and Parent Coordinator will collaborate to plan and provide parent workshops that mirror the	Families and Other	(Tuesdays extended time)	MSAP support staff, administration and teacher teams

instruction going on in the classrooms, specifically in the areas of technology and media arts. Partnerships will assist in some of the trainings.	Community Stakeholders	Sept. 2014 until June 2015	
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> o PD for staff will occur during regularly scheduled CPT, Lunch and Learn, full day and half day trainings as well as in house mandated PD time. 	All Teachers	Sept. 2014 until June 2015	Partnerships, educational consultants, network personnel, and MSAP staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
District MSAP support staff will meet with the school level Magnet team in January to lay out a plan for the year

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
A portion (estimated 18%) of our Federal Magnet funds is allotted for professional development. These PDs will entail project-based learning in support of our ELA goals. Additionally another estimated 18% of our Federal Magnet funds are allotted for extended day activities.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
25.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
26.	Specify a timeframe for mid-point progress monitoring activities.			
100% of teachers will have achieved at least a level 2 in Danielson’s Domains 1 and 2				
Part 6b. Complete in February 2015.				
27.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
28.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
29. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
30. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
31. Strategies to increase parent involvement and engagement			
32. Activities that address the Capacity Framework element of Trust			
Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
Strategies to increase parent involvement and engagement			
Activities that address the Capacity Framework element of Trust			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 33. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 34. Specify a timeframe for mid-point progress monitoring activities.

--

Part 6b. Complete in **February 2015.**

35.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
36.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)		Tiers 1 & 2 intervention within classrooms, Extended Day (2-5), Reduced Class Size (K-3), Wilson Reading, Differentiated Small Group, Enrichment Clubs	School-wide instruction, Small group (no more than 15), SETTS k-5 "At Risk" received 45 minutes from SE teacher in small group	Instruction infused throughout day Pull out/push in Embedded/infused
Mathematics		Tiers 1 & 2 intervention within classrooms, Extended Day (2-5), Reduced Class Size (K-3), Differentiated Small Group, Enrichment Clubs	School-wide instruction, Small group (no more than 15), SETTS k-5 "At Risk" received 45 minutes from SE teacher in small group	Instruction infused throughout day Pull out/push in Embedded/infused
Science		Students in Grade 4 receive an additional hour of science instruction and hands-on experimental work after school in small group settings (no more than 15 students) FOSS , Project Based Learning Enrichment Clubs	School-wide instruction Small group (no more than 15)	Embedded/infused
Social Studies		Students in Grade 5 receive an additional hour of social studies after school in small group settings. ○ FOB ○ Project Based Learning	School-wide instruction Small group (no more than 15)	Embedded/infused
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		Mandated Counseling: Students in Grades K-5 receive one on one and small group instruction.	Licensed guidance counselor for those mandated by the IEP and those deemed "at risk". Licensed Social Worker. Licensed School Psychologist.	Pull out during the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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"> Attendance at job fairs sponsored by district, region and city. Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America Collaborations with Saint Joseph's College and Brooklyn College Education Departments for referrals of recommendation for future applicants. <p>Applicants selected for personal interviews are required to demonstrate knowledge of Balanced Literacy and other city wide instructional strategies.</p>

2b. 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"> The Network offers Professional Development Magnet Support provides regular PD Continued new teacher and special education mentorship, monthly LSO math services (all teachers) and weekly built in PD for new teachers. <p>Out of building PD for advanced PD opportunities, turn keying of those PDs to cohorts</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

PK transitions is enhanced through such activities as:

- End of year all school activities including Field Day, when PK students participate with other early childhood students.

PS46 Cultural Arts Day during which PK student families transition and welcome new PK families to the community.

4b. 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.

Principal’s Consultation Committee bi-monthly meetings
SLT Assessment Committee

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Edward C. Blum Elementary Scho</u>	DBN: <u>13K046</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
of content area teachers: 0

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:

Rationale: English Language Learners (ELLs) need extra support in the acquisition of English for academic purposes, especially with the added demands associated with the Common Core Curriculum. We have found through many years of experience that a focused supplementary after-school program with small groups can accelerate the development of English and Math skills.

This year we will use our Title III funds for direct supplemental instructional services which complement core bilingual and ESL services, as we have done in previous years. We will offer instruction as part of an after-school program.

Older students (Grades 3-5) will focus on the development of academic English and Math skills necessary for success in school and proficiency in the language. Students in Kindergarten through Second Grade and other Newcomers will concentrate on developing basic interpersonal communication skills along with cognitive academic English.

Subgroups and grade levels: All subgroups of ELLs in the school will be included: Newcomers, 4-6 year ELLs, SIFE and Students with Disabilities. We don't have any Long-term ELLs, but if any arrive, they will be included as well. Students from Kindergarten through Fifth Grade will be invited to participate. The Title III Extended Day Program will include two classes of 12 children each in Kindergarten, First and Second Grades and two classes of 10 students each for Third, Fourth and Fifth Grade. Students will be grouped by English proficiency level as well as by grade.

Schedule and Duration: The Extended Day Program will take place two days per week, on Wednesdays and Thursdays, for 1 1/2 hours from 2:30 p.m. to 4:00 p.m. for 11 weeks, starting in January, 2015 and ending in April, 2015.

Language of instruction: will be predominantly English. There are currently no recently arrived Spanish-dominant students in Dual Language or other classes in grades Three through Five. Should some arrive, we would modify our instruction to accommodate them and prepare them for Science and Math assessments in their native language. All Spanish-speaking ELLs will receive practice using the NYC Math and Science bilingual glossaries.

and types of certified teachers: There will be four teachers, one for each group. All teachers will be certified Bilingual or ESL Teachers.

Materials: Materials used will focus on English Language proficiency and the skills needed to succeed with the Core Curriculum. The basic texts for all classes will be the updated edition of Getting Ready for

Part B: Direct Instruction Supplemental Program Information

the NYSESLAT. Supplemental materials will include the Language Proficiency Intervention Kits for Grades K-5 and the Oxford Picture Dictionary for the Content Areas, bilingual edition. Math preparation for Grades 3-5 will be based on Test Ready Omni Mathematics, which is available in both English and Spanish.

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:

Rationale: Teachers who work collectively to review their instructional strategies in light of best practices drawn from professional literature enrich their classrooms and improve student outcomes. Ongoing, recurring professional development has been found to be most successful in improving classroom practice. In past years we have had useful study groups on implementing a Dual Language Program and improving Spanish instruction in the Dual Language Program.

Teachers to receive training: Dual Language teachers will have priority, but other teachers will be invited to participate as well, as all teachers can be teachers of ELLs. Five teachers will participate along with a facilitator.

Schedule and duration: The study group will meet for 1 1/2 hours per session in 5 group meetings. The sessions will take place once a month from January through May.

Topics to be covered: This year, we will organize a study group on Connecting Content and Academic Language. Teachers will be able to share their practices while discussing the book Connecting Content and Academic Language for ELLs and Struggling Students by Ruth Swinney and Patricia Velasco. Topics will include language development, making the transition from social to academic language, balanced literacy and common core standards, and the language needed for specific content areas.

Name of provider: No outside provider will be used. Mr. James Johnson, who is a trained and experienced ESL Teacher, will facilitate the sessions.

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

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale: Parents who receive guidance in how to help their children in developing literacy and learning a new language can contribute significantly to the success of their children. This can be done both by making high quality educational materials available in English and Spanish and by offering workshops where teachers can share successful home learning activities with parents and answer their questions.

The Parent Coordinator, Ms. Cecelia Lopez, will work with the Dual Language Program Coordinator, Mr. Johnson, to support parents and their ability to assist their children's learning of Spanish and English. Educational software will be offered for learning to read in English and Spanish. Bilingual editions of children's books will be made available for parent read-alouds.

Schedule and duration: Three workshops will be offered after school hours to parents of children in the Dual Language and English as a Second Language programs. These will be in addition to ELL parent orientations and workshops offered during Tuesday parent involvement sessions by school staff members. The workshops will be offered in January, February and March, 2015. Each will be 1 1/2 hours long.

Topics to be covered:

How to support the development of oral language at home

Read-aloud techniques

Teaching Reading fundamentals in Spanish with the Estrellita program

Using online resources for language learning

Names of providers: One Dual Language and one ESL Teacher, Ms. Pamela Klein and Mr. Johnson, respectively, will facilitate the workshops.

How parents will be notified of these activities: The Parent Coordinator, Dual Language Coordinator and Family Assistant will send letters to all parents of ELLs and English Proficient (EP) students in Dual Language classes inviting them to each workshop session. In addition, flyers will be sent home and posted around the school as reminders, and phone calls will be made to parents before each session to remind them. Mass e-mails will be sent to those parents who provide the school with e-mail addresses. Workshops will be offered both during the Tuesday parent involvement periods as in the evening to accommodate the different schedules of parents.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 046
School Name Edward C. Blum Elementary School		

B. Language Allocation Policy Team Composition [i](#) 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 Karyn Nicholson	Assistant Principal Alice Clear
Coach N/A	Coach N/A
ESL Teacher James G. Johnson	Guidance Counselor type here
Teacher/Subject Area Pamela Klein	Parent Cristina Rivera
Teacher/Subject Area Martha Rodriguez Jackson	Parent Coordinator Cecilia Lopez
Related Service Provider Placid Dubissette	Other Kathleen Grosvenor
Network Leader(Only if working with the LAP team) type here	Other Beth Conard

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	364	Total number of ELLs	63	ELLs as share of total student population (%)	17.31%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	2	2	1	1	1	0	0	0	0	0	0	0	0	7
Freestanding ESL														
Push-in	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Pull-out	1	1	1	1	1	1	0	0	0	0	0	0	0	6
Total	4	3	2	2	2	1	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	14
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	35	0	2	5	0	0				40
ESL	17	0	9	6	0	3	0	0	0	23

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	52	0	11	0	3	0	0	0	63	
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	12	19	12	19	5	17	7	22	4	5	0	0	0	0	0	0	0	0	40	82
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	12	19	12	19	5	17	7	22	4	5	0	40	82							

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>19</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>30</u>	Asian: <u>2</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>
	Hispanic/Latino: <u>89</u>
	Other: <u>0</u>

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	1	2	1	3	2	7	0	0	0	0	0	0	0	16
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1	0	0	0	0	0	0	0	0	0	0	4
Haitian	0	0	2	1	0	0	0	0	0	0	0	0	0	3
French	0	0												0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	2	4	4	4	2	7	0	23						

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)	2	2	1	1	3	1								10
Intermediate(I)	5	5	8	5	4	3								30
Advanced (A)	9	1	3	1	1	7								22
Total	16	8	12	7	8	11	0	0	0	0	0	0	0	62

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	1	0	0	7
4	4	0	0	0	4
5	4	6	0	0	10
6					0
7					0
8					0
NYSAA Bilingual (SWD)	0	1	0	0	1

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	1	2	4	0	0	8
8									0

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

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 Government				
Foreign Language				
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)	4	1	4	4	3	1	0	1
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The early English literacy skills of all students in grades K through 2 had been measured with the components of Reading 3-D, a computer-based program that incorporates running records, oral reading fluency, comprehension, phonemic awareness and sight word recognition up until this year. We have begun using the DRA in the 2013-2014 school year .The benchmarks are assessed three times

a year, with progress monitored on an ongoing basis. We are continuing to use the Spanish version of Reading 3-D this year because the materials are familiar and the assessment is similar to the DRA, so the results are comparable.

Following national trends, the data from these assessments indicate that there is a close relationship between overall verbal ability in one's native language and the acquisition of literacy skills in either language. Students with strong verbal ability in Spanish tend to achieve literacy in that language first and transfer those skills to English. Higher scores on the Reading 3-D correlated with higher scores on EL SOL, except with students who arrived in the country during last year. Those students showed much higher literacy skills in Spanish than English. Past experience suggests students who become literate in Spanish achieve proficiency in English more quickly than other students.

An additional assessment for Dual Language students is the Estrellitas Benchmark assessment which allows teachers to assess the phonemic of students in Spanish and guides grouping for instruction in grade k through 3.

As these assessments are administered over the course of the year, they are intended to guide teachers as they plan instruction and arrange grouping for differentiated attention to students' needs.

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

An analysis of the data patterns across the grades reveals some important changes from 2011, when a similar analysis was done for the last LAP. The number of ELLs increased in the intervening period, from 46 to 62, and the distribution of scores changed as well. In 2011, 23% of the ELLs were Beginners, 33% were Intermediate and 43% were Advanced. In 2013, the distribution was: Beginners 16%, Intermediate 48% and Advanced 36%. Although the chart does not include the number of students scoring Proficient (P) and testing out, that declined along with the Advanced scores from the levels of 2011. At that time, 12% of students tested out; in 2013, 7% tested out. At the same time, the decline in students at the Beginners level from 2011 to 2013 is significant. The percentage of Intermediate scores increased by nearly 50%, from 33% to 48%.

The breakdown of scores by grade demonstrates an interesting pattern: the Advanced scores, nearly half of those in the school, are concentrated in Kindergarten, with most of the rest in the graduating Fifth Grade. Meanwhile, Beginning scores are distributed more evenly across the grades. The exception was in last year's Fourth Grade, where there were a large number of newly arrived students who scored at the Beginning level. Otherwise, the dominance of Intermediate scores in grades 1-4 is notable, constituting 63% of those grade levels.

What accounts for these changes? One explanation is that the 2013 NYSESLAT was a more challenging test, incorporating more difficult items and entirely new tasks as students are being prepared for the higher standards linked to the Common Core Curriculum. In addition, the rubrics for the two constructed response subtests, Speaking and Writing, were more stringent. Across the grades, there were several students who missed the cutoff for proficiency by one item, suggesting that student performance reflects the greater demands that this year's test put on them.

Taking this into account, the decline in the percentage of Beginners indicates that a good foundation is being built in English proficiency, while the growing percentage of Intermediates and declining percentage of students at the Advanced level reflects a need to concentrate on developing more sophisticated English language skills in all language domains. Since the RNMR is not available as of this writing, we cannot distinguish particular areas that need development. The integration of Common Core tasks into all instruction throughout the school year should lay the basis for a significant improvement in the next NYSESLAT, as long as sufficient scaffolding and differentiation is directed towards strengthening the skills of ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As of the latest date of writing, November 7, 2013, no data from the RNMR for the modalities are available for the 2013 NYSESLAT, hence, it cannot be used with the AMAO, nor can it be reported here.

However, data are available from previous years. In the pattern across the modalities was for many more students to achieve proficiency in Listening and Speaking long before they did in Reading and Writing. No students at any grade level scored at the Beginning level in Listening/Speaking, and even in Kindergarten, most scored Advanced or Proficient in that modality. On the other hand, it was only in Third Grade that a majority of ELLs scored Advanced or Proficient in Reading/Writing. In general, students were acquiring aural/oral English skills faster, although some students were weak in Listening skills.

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. This year most students scored lower than previous years across the state as the new, more difficult exams in Reading and Math were introduced. The performance of ELLs in our school followed this pattern, even with Math, which has been a strong subject for many of our ELLs in the past..

ELA

In general, the longer ELLs have been enrolled in an English Language School, and the higher their English proficiency scores on the NYSESLAT, the better they performed on the standardized tests. Thus, on the ELA, 6 out of 7 ELLs in Third Grade scored 1 and 1 scored 2; in Fifth Grade, only 4 out of 10 scored 1 and 6 scored 2. Fourth Grade was anomalous this year as 4 of the ELLs, half of the group, were exempt because they arrived within the year. All four other students scored 1 as well; one of them was a new arrival last year and was taking the ELA for the first time. Two of the other Fourth Grade ELLs have been holdovers and need more academic support.

Math

On the New York State Math exam, again, in Third Grade, 6 out of 7 ELLs scored 1 and 1 scored 2. In Fourth Grade, most, 6 out of 8, scored 1, even when those took the exam in Spanish. The two who did score 2, however, both took the test in Spanish and were among the newer arrivals. By Fifth Grade, only 3 scored 1 while 8 scored 2.

Science

The New York State Science test was not newly formulated, and student scores were higher. No Fourth Grade ELLs scored 1, 2 scored 2 and 6 scored 3. Reflecting the large number of newly arrived students, 5 out of 8 took the exam in Spanish, and 4 of those scored 3.

Spanish Exams

ELLs who took the Science and Math exams in Spanish did do somewhat better than those who took them in English in Fourth Grade. However, the fact that none took the Math test in Spanish in Third Grade and only one in Fifth Grade, and that the benefit in Fourth Grade was small suggests that the students might benefit from more Spanish Math instruction and practice in taking tests in Spanish.

b. and c. Teachers and administrators have found that the information gleaned from Periodic Assessments difficult to use, and the Pearson website is not user friendly, so the school has decided to rely mostly on MOSL and teacher-made assessments to guide instruction. However, we are still trying to make better use of the Periodic Assessment this year, and are administering them. The Dual Language teachers assess all their students regularly with class tests to inform and guide grouping and instruction.

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](#).)
6. We began to use the Response to Intervention (RtI) framework in the 2012-21013 school year. It provides for systematic work with all students in the classroom and an escalating process of interventions over a prescribed interval of time to determine if students are responding to the assistance they receive. This year, we have established an RtI Team to plan and coordinate the use of RTI throughout the school and track student progress. The ESL Teacher is part of this team. Initially, students are offered Tier I interventions in the classroom as the teachers differentiate their lessons and customize instruction to student needs. The data from Running Records, Measures of Student Learning (MOSL) and other assessments are used to set up the groups and measure progress. Based on progress data, students who are unsuccessful in the core curriculum over a period of 6 weeks are provided with supplemental, research-based interventions matched to their needs for the next six weeks at Tier II. Students who still lag behind in Tier II are moved to Tier III, where they receive more intensive interventions. After 6 weeks, children who continue to show limited progress may be considered for further evaluation by the School Assessment Team and additional services.
7. Students are identified as having special needs after a referral is brought to the School Assessment Team / School Intervention Team (SAT/SIT). This group examines the problems a child is having academically and socially and the RTI levels that have been tried so far. If it is suspected that a child's academic difficulties derive from a learning disability, a formal evaluation is completed to determine the cause and severity of the problem. If the evaluation finds a learning disability, a recommendation is made for a placement in one form of Special Education or another and an Individual Educational Plan is drawn up. It also may be determined whether second language interference is a factor, or whether a child's learning problem,s are primarily the result of a disability through the new ELAND process.
8. How do you make sure that a child's second language development is considered in instructional decisions?
The consideration of each child's second language development begins with the review of the Home Language Survey (HLIS) and the interview with the parent. The decision to administer the LAB-R (or, in future, the NYSITELL) is based on these responses about the child's language development. The score from the entitlement assessment (LAB-R or NYSITELL) then determines whether the child is entitled to some form of ELL support, the choice of program being made by the parent. In subsequent years, the child's score on the NYSESLAT is used to determine whether he or she continues to receive ESL, and how intensive the instruction is.

Other assessments are also used to gauge the child's development in English and to guide instructional decisions. The early English literacy skills of all students in grades K through 2 are measured using the DRA. The benchmarks are assessed three times a year, with progress monitored on an ongoing basis.

The Spanish language development of Spanish-speaking ELLs is first assessed with the Spanish LAB. This informs instructional decisions about initial grouping in the Dual Language classes. We also use the Spanish version of Reading 3-D to assess reading levels of EPs and ELLs within the Dual Language Program . An additional assessment for Dual Language students is the Estrellitas Benchmark assessment which allows teachers to assess the phonemic awareness of students in Spanish and guides grouping for instruction for all Dual Language students in Kindergarten through Grade 3.

Consideration of second language development is discussed by Dual Language teachers at their team meetings twice a month. The ESL Teacher works with the DL Teachers to ensure that this occurs as an integral part of lesson planning. As well, the ESL Teacher works with monolingual teachers to make sure that each child's language development is taken into account as instructional units are developed and implemented. Depending on the child's level, the kind of content, and the language demands, different kinds of scaffolding may be needed, and the ELL Specialist may recommend use of visuals, simplified vocabulary, Total Physical Response, or other aids to make the instruction accessible to the child. Thus, we try to ensure that all content area teachers teach in such a way that they are building the students' English language skills.

9. 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?

a. English Proficient students (EPs) have been assessed with the same Spanish instruments used for all students in the DL program. That means the Spanish MCLAS Reading 3-D for Kindergarten, First and Second Grade, and the EDL for Third and Fourth Grades. EPs are also given the ELE Spanish Reading test starting in Third Grade. The Dual Language staff has been conscious of the need to evaluate students' writing, oral and aural competency as well, and we have discussed some options, but we have yet to implement such an assessment that would parallel the NYSESLAT.

b. EPs, like the ELLs, are developing Spanish language proficiency at different rates, because differences in length of time in the program, the amount of exposure outside school and personality characteristics. Some EPs in all grades come from Spanish-speaking families and either enter the program as bilinguals or achieve a high level of Spanish proficiency in their first years in the program. Others have developed more slowly. In Pre-Kindergarten and Kindergarten, most students are in pre-production or early production stages. By second grade, a growing number of EPs are in early production and intermediate fluency. By the Third and Fourth Grades EPs show a greater command of Spanish. In general, the first skill that becomes developed is aural comprehension. This pattern is consistent with the research reported by Howard and Sugarman in *Realizing the Vision of Two-Way Immersion*. DL teachers are very conscious of the need to stress more oral language and are stepping up their use of songs and poems.

c. 2013 was the first year that there was a Dual Language class on a grade subject to statewide testing, so it was our first opportunity to observe how EPs fared on standardized tests in English, Math and Spanish (the ELE). However, this cohort was very small, so it may not be a reliable sample. 3 EPs scored one on the ELA, while 1 scored 2 and 1 scored 3. 1 EP scored 1 on Math, while 3 scored 2 and one scored 3. 3 EPs scored in the first quartile on the ELE, while 1 scored in the second quartile and 1 scored in the third quartile. While the ELA and Math scores tend to be low, they are similar to the population of the school as a whole, as the new tests proved very challenging for most students; the EPs showed greater strength in Math. The scores on the ELE are consistent with the gradual acquisition of Spanish literacy by the EPs. We expect these students to improve on all these measures by the 2014 tests.

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

We judge the success of our programs for ELLs by several criteria: the rich, interactive classroom environments of the DL classes, the performance of students on formal and informal assessments throughout the school year, performance of ELLs on the NYSESLAT, ELA, Math and ELE exams, the enthusiasm of the students in our DL classes and the satisfaction of the parents of our students. In particular we look at the rate at which ELLs move from one proficiency level to the next and the rate at which they reach the Proficient level and test out of ESL. We also consider the scores that ELLs receive on the New York State Language Arts, Science and Math exams. Over the years we have found many parents who bring every child of theirs to enroll in our programs; many parents endure long travel times for extended periods to keep their children in our school even after leaving the neighborhood. We also are finding that many of the children applying for our Dual Language program, including the EPs, are themselves the children of former students in the longstanding TBE program in our school.

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](#).)
During the pre-registration process for Pre-Kindergarten and Kindergarten, all parents are offered the option of applying to the Dual Language program in those grades. Children who apply are then screened for readiness with a school-developed test, both in English and Spanish, by a team composed of Dual Language teachers and the ELL/Bilingual Coordinator, James G. Johnson. English Proficient students are accepted into the program based on the results of that assessment. Students whose HLIS indicates sufficient exposure to Spanish for them to be eligible for LAB-R testing are assessed with the same instruments, and given places in the Dual Language classes.

PS 46 adheres to the procedures recommended by the NY State Education Department to ensure that entering students are properly screened to determine their language proficiency on first enrolling. The Family Assistant, Awilda Sotomayor, and the Parent Coordinator, Cecilia Lopez, register new entrants. Ms. Sotomayor speaks Spanish fluently and has many years of experience in the registration process; Ms. Lopez also speaks Spanish and has a number of years of experience as well. The ESL/Bilingual Coordinator, Mr. Johnson, supervises the collection of information from the HLIS and verifies it with parents in an oral interview. He also informally assesses the children during registration. He has a Master's Degree in TESOL and has been a New York State-certified ESL teacher in the New York City schools for more than 21 years. He speaks Spanish and French as well.

Although Ms. Sotomayor and Ms. Lopez have extensive experience working with parents of English Language Learners, it is essential that the oral interview segment be conducted by a trained pedagogue. Ms. Nicholson, the Principal, Ms. Clear, the Assistant Principal, Ms. Klein, a Dual Language Teacher and Ms. Febos, the Technology Teacher who has a Bilingual license have been trained to conduct the interviews if Mr. Johnson is unavailable. This year we will train other teachers who could be called on if necessary. Ms. Sotomayor or Ms. Lopez can assist pedagogues who cannot speak Spanish.
In case a parent speaks a different language, other than Spanish, we seek assistance from family or other community members as translators, or call on the Department of Education's Translation and Interpretation Unit.

Students whose HLIS show sufficient exposure to another language, as defined by New York State and City regulations, are tested with the LAB-R by Mr. Johnson within ten days of their enrollment. Those who fall below the cutoff proficiency level set by the New York State Education Department are identified as ELLs. If they speak Spanish, they are then tested with the Spanish LAB by Mr. Johnson, or Patricia Vazquez, an Educational Assistant fluent in Spanish, who works under the supervision of Mr. Johnson.

All incoming students whose HLIS indicate sufficient other than English language exposure are tested with the LAB-R within ten days of registration, and with the Spanish LAB if they are fall below the cutoff level of English proficiency and have a HLIS indicating that Spanish is the language of the home. This process begins whenever students arrive during the course of the year, and the completed test grids are submitted to the Scan Center at regular intervals set by the Division of Assessment and Accountability of the Department of Education. Students falling below the cutoff on the LAB-R are entitled to services as ELLs.
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.
When parents are interviewed orally during the completion of the HLIS, they are informed that their children will be tested for proficiency in English and that their children may be entitled to extra academic support as English Language Learners. Spanish-speaking parents are given the option at that time to enroll their children in Dual Language classes pending the results of the LAB-R. They are given brochures explaining the school's Dual Language program and are invited to apply for places in that program.

After children's language proficiency has been determined by the LAB-R, their parents are informed about the results of the LAB-R by city-mandated entitlement and non-entitlement letters which are sent home with the children and by mail within ten days of registration. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are

not entitled to services as ELLs. They may, however, opt to keep their children in Dual Language classes. Parents whose children are entitled to services as ELLs receive entitlement letters and are invited to orientation sessions at the school.

Orientations

Orientations are offered in June for parents pre-registering for Kindergarten and First Grade. The first orientations of each school year are held within the first ten days of school in September. Subsequent orientations are arranged until all the parents have made their program selections. The same procedure is followed as new children enter the school throughout the year. All parents are offered an opportunity to attend an orientation session within ten school days of their child's registration.

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

After children's language proficiency has been determined by the LAB-R, their parents are informed about the results of the LAB-R by city-mandated entitlement and non-entitlement letters which are sent home with the children and by mail within ten days of registration. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. They may, however, opt to keep their children in Dual Language classes. Parents whose children are entitled to services as ELLs receive entitlement letters and are invited to orientation sessions at the school.

The orientations are scheduled in the morning at the beginning of the school day and in the afternoon. Flyers for the orientation sessions are sent home and posted around the school. Classroom teachers follow up with reminders to the parents. A checklist of parents who are to be invited is made and checked against the attendance lists for the orientation meetings. Before additional orientations are scheduled for parents who miss the initial sessions, a letter is sent home asking the parents about the most convenient times for them; to the extent possible, school staff members make themselves available at those times. Follow-up telephone calls are made to parents who still have not come in. So far this year, 100% of the parents of ELLs entering the school for the first time have completed Parent Program Selection Forms.

Copies of all entitlement and non-entitlement, continuation and transition letters are maintained by the ESL Teacher, Mr. Johnson, in his files, along with copies of flyers for Orientation Meetings, attendance lists from those meetings and the completed Parent Surveys and Program Selection 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.

The school is guided in its planning for instructional programs and class placement by parent responses to the Parent Survey and Program Selection form. This form, provided by the Department of Education, allows us to measure how successful we have been in communicating with parents, and assists us in improving that process. On that form, parents rank the three programs for ELLs in order of their preference for their child's education. If parents choose one of the programs available in the school, their child is placed in that program, or maintained in that program if placed there at registration by the parent.

If parents choose an option not available in PS 46, school staff members provide them with information on the availability of such a program in other schools, and the opportunity to consider transferring to one of those schools. If parents with a sufficient number of children speaking the same language on the same grade or adjacent opt for a Bilingual class, the school is bound to organize itself to provide such a class immediately.

As the vast majority of ELLs entering PS 46 speak Spanish, Spanish-speaking staff members attend all orientation meetings for Spanish-speaking parents to ensure that the information is conveyed in a language that the parents understand. Where possible, Bilingual and Dual Language teachers introduce themselves to the parents. The Parent Coordinator, Cecelia Lopez, who is Spanish-speaking as well, attends, along with Ms. Sotomayor. Additional interpretation into Spanish may be offered by the School Social Worker, Gladys Alverio-Williams.

We are very fortunate to have a number of staff members who can speak to parents in Spanish, including 15 teachers, 2 educational assistants, the ELL/Bilingual Coordinator, the School Psychologist and Social Worker, 2 aides, the School Nurse, the Parent Coordinator and the Family Assistant.

If parents of newly entering children speak another language, an interpreter from the community may be enlisted to help them understand the programs available and their options. If no one who can speak the language in the school community is available, we consult with the Translation and Interpretation Unit to provide translation over the phone. (See Translation and Interpretation Policy.)

The use of materials in the native language assists parents in understanding the program choices. In addition, the parents make

their choices at the Orientation, where they can receive guidance through the process by Mr. Johnson and other staff. In our experience, the mandated Program Selection form is confusing to parents who do not expect to rank their preferences, so we offer any help that parents request.

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.

Continuing entitlement to ELL services is determined by the students' performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in April and May each year. All students who are entitled based on their scores on the LAB-R and/or previous NYSESLAT exams are administered the NYSESLAT. The entire school staff assists with this evaluation, as the Test Coordinator, Alice Clear, and Mr. Johnson, the ELL Coordinator, arrange for the Bilingual and Dual Language teachers and out-of-classroom pedagogues to administer the NYSESLAT. Students are usually tested by their grades; students with IEPs prescribing test modifications are tested in separate locations according to those specified test conditions. The test has levels that correspond to grade bands; as PS 46 is a K-5 elementary school, students are given either the K-1, 2-4 or 5-6 test, depending on their current grade level.

The NYSESLAT has four parts, corresponding to the four modes of language use: Speaking, Listening, Reading and Writing. The Speaking test is a constructed response assessment administered by a team of pedagogues trained by Mr. Johnson, rated according to a rubric. No teacher rates the test of any student to whom he or she teaches ESL or ELA. The Listening and Reading tests are multiple choice instruments administered to groups of students and scored by machine. The Writing test is a constructed response test scored by trained and coordinated by Mr. Johnson based on rubrics and anchor papers approved by the State Education Department. As with the Speaking subtest, teachers do not rate the writing of students that they provide ESL or ELA instruction to. Records of test administration along with Speaking and Writing scoring sheets are maintained in the school for two years after the tests are submitted.

Students who score at the Proficient level on the NYSESLAT are no longer entitled to ELL services during the following academic year, but do continue to receive transitional support including ELL test modifications for the next two years. Those who are in DL classes can continue as EPs. Students who score at the Beginning, Intermediate and Advanced levels continue to be fully entitled to ELL services.

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. 

A study of program choices from 2009 – 2013 reveals a trend towards greater interest in the Dual Language model among Spanish-speaking parents. In 2009-2010, 11 chose DL first, 3 chose TBE first and DL second (all in grades where DL was not yet available) and one chose ESL first. In 2010-2011, 10 parents opted for the Dual Language Program and 1 for the Transitional Bilingual Program. In 2011-2012, 7 parents chose DL and one chose TBE; none chose ESL Only. In 2012-2013, 6 Spanish-speaking parents chose DL and 2 chose TBE (and DL second); the Arabic and Haitian Creole-speaking parents (1 each) chose ESL. (Several Spanish-speaking parents did not respond; their children were placed in Dual Language classes, which the parents were satisfied with.) This year, 10 Spanish-speaking parents chose DL first, 3 chose TBE first (and DL second) and 1 chose ESL. The one Arabic-speaking family chose ESL only. As noted earlier, all parents of ELLs completed the Program Choice forms this year.

Analysis of program choices suggest that Spanish-speaking parents have been very satisfied with the Bilingual program, and picked the type that was in the school, not wanting to contemplate a transfer to another school. When the only choice in the school was TBE, parents chose it overwhelmingly. However, we did note growing interest in DL starting in 2007, which contributed to our decision to launch the DL program here in 2009-2010. Among the speakers of other languages, the parents usually choose ESL, perhaps because no TBE or DL programs in their languages were in this or any nearby school, although occasionally we see some interest in DL among parents who speak Arabic.

Another factor in our decision to start the Dual Language program was the large number of parents of former ELLs and English Proficient children from Spanish-speaking households who had continued to request the option of placing or maintaining their children in TBE classes. We had also begun to get requests from parents interested in enrolling their children in our Bilingual program to learn Spanish. This trend has continued, so that the DL Program has a mix of students from Spanish-speaking, Spanish-heritage but English Proficient and solely English-speaking backgrounds.

We believe that our programs are aligned with parent choices.

As described in our School Narrative, our DL/ESL programs are well structured and presented by a qualified and dedicated staff

which is certified and experienced. Some of the parents of our present day students were former students themselves. The children of former ELLs and/or younger brothers and sisters of ELLs, are coming to school well prepared and test-out as early as Kindergarten, but their parents have opted to keep them in Dual Language classes because they are quite satisfied with our program.

Most parents of Spanish-speaking ELLs request DL classes at registration before their child has been assessed for language needs and indicate that on the Program Selection Forms that they complete after Orientations. By maintaining our TBE program over the past years and making a transition to a Dual Language model starting in 2009, PS 46 has aligned its program with parent choices. At the same time, we have accorded parents who prefer an ESL-only model easy access to their preference for their child. We do not, however, have sufficient ELLs to have a parallel TBE program, so children whose parents choose that option in grades where there is a DL class are placed in that class.

We will continue to monitor parental choices to make sure that our programs meet the needs of ELLs in our community.

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.a. ESL instruction for ELLs follows several different models in PS 46, depending on the student's needs and classroom environment. Some ELLs in monolingual classes are served partly with a push-in model and partly pull-out. Others are served only on a pull-out model. Because of time constraints and the dispersal of ELLs outside the Dual Language program, it is not possible for the ESL Teacher to see students the mandated time exclusively with the push-in model.
The majority of ELLs are in Dual Language classes. They follow the block model. They receive their ESL service as part of the classroom teacher's instructional differentiation plan. A few with the greatest need for assistance are included in the ESL Teacher's pull-out groups.
 - b. The pull-out groups are usually heterogeneous, including students at the Beginning, Intermediate and Advanced levels, although there is one homogeneous Newcomers group where all the students are at the Beginning level. Students in pull-out groups are

from one or two contiguous grades, e.g. Kindergarten and First, Fourth and Fifth.

Again, the situation is different for students in Dual Language classes; they are grouped within their classrooms according to their needs, but tend to be heterogeneous as no class contains only students of one proficiency level.

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)?

Dual Language

ELLs receive ESL as part of the 50% of instructional time devoted to English instruction. The language-rich environment of the classes includes a substantial population of students who are already proficient in English, and who serve as models for the ELLs. The teachers differentiate instruction while the EPs receive English Language Arts. Students at the Beginning and Intermediate levels receive 360 minutes of ESL per week, while students at the Advanced level receive 180 minutes of ESL per week and 180 minutes of ELA. Materials used include the AWARD Reading program Ready Gen and Storytown . In addition, the ESL Teacher pulls out ELLs who need extra help.

Native Language Arts (NLA) instruction takes place during the Spanish half of the week. Students receive at least 5 periods of Spanish NLA a week. Native Language Arts Materials used include Villacuentos, the Storytown Program in Spanish, classroom libraries, AWARD Reading in Spanish and Estrellitas from Kindergarten to Third Grade.

ESL

English as a Second Language

The English as a Second Language (ESL) Program is a Push In-Pull Out model that is aligned with the latest comprehensive core curriculum and methods conforming with the guidelines provided by the No Child Left Behind (NCLB) Act. The mandated instructional time blocks of ESL/ELA will be adhered to as described in Table 11 CR Part 154 English Language Arts Requirement Guide. Students who have scored at the Beginning and Intermediate levels on the LAB-R and the NYSESLAT receive 360 minutes of ESL instruction a week. Students who scored at the Advanced Level receive 180 minutes of ESL instruction a week.

Intensive intervention services for ELLs are provided by a qualified, licensed and certified ESL teacher. Although the ESL Teacher is responsible for coordinating all ELL services for entitled children, his main instructional focus is on ELLs who are not in DL classes. Where possible, he gives extra support to ELLs at the lowest proficiency levels in DL classes, in collaboration with their classroom teachers. The ESL Teacher articulates with the classroom teachers to ensure congruence between the ESL and Reading and Writing curricula. Instruction is differentiated according to the grade, level and needs of the students.

The LAP for ESL classes is that the medium of instruction is English, with support available in the Native Language where possible and appropriate. The use of Native Languages is encouraged among students where it enhances learning, especially in cooperative groups where at least one member is a Newcomer or Beginner. The native language is accepted as an oral or written response, although the teacher responds in English and rephrases the response in English (if the student speaks a language that the ESL teacher understands). There is no instruction in the NLA in ESL class. The ESL Teacher's role is to provide a good model for English while showing respect for the Native Languages of the students. Students are encouraged to continue to develop their literacy in their native language. Books in the students' Native Languages are available in the school library, the ESL classroom and classroom libraries, to the extent possible. Students are provided with Bilingual dictionaries, where they are available; students in grades 3, 4 and 5 are provided with DOE Bilingual glossaries for Math, Science and Social Studies, and given practice in using them.

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.
4. In the Dual Language Program content area instruction is given in both languages. Math is primarily taught in English, with support from realia and hands-on math materials, but the students are also taught in Spanish with the Spanish version of Go Math and Everyday Math (used where there are not enough Go Math materials). Science and Social Studies are taught in both languages, using realia, pictures and experiential activities such as hands-on science activities, as well as Spanish text and trade books. The Sheltered English Instructional Protocol (SIOP) and Twy Way TWIOP is used to make content accessible. In ESL, similar methods are used as content area subject matter is included in instruction. ELLs in monolingual classes are provided with Bilingual Glossaries for Math, Social Studies and Math and have access to Spanish language Math books.
5. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Evaluating ELLs in their native languages: Almost all of the ELLs in PS 46 are Spanish-speaking, so the only native language assessments available to us are in Spanish. Once a child has registered, a formal initial evaluation is given by the Spanish LAB, administered after the LAB-R determines ELL status. This gives us an idea of the children's oral ability in Spanish, and, for children entering in the First Grade and above, their abilities in Reading. Subsequently, DL teachers in grades K through 2 evaluate Spanish literacy with the MCLAS Spanish assessment that roughly parallels the English DRA used in ELA in all early grade classes in the school. Phonemic awareness in Spanish is measured with the Estellitas Benchmark Assessment at the beginning and end of the year, and regular assessment of student progress is structured into the program. Students in Third and Fourth Grade DL classes are tested periodically with the EDL, the Spanish version of the DRA. The Examen de Lectura en Espanol (ELE) is given to all DL students starting in Third Grade. In addition, teachers use teacher made assessments on a regular basis.

DL classroom teachers have developed some math assessments in Spanish. Where available, MOSL and Benchmark Math assessments are given to Spanish dominant students.

Since there are very few ELLs from other language backgrounds, and we have no staff qualified to design or rate assessments in their languages, we have not at this time administered such assessments. Should our population change, and significant numbers of students enroll speaking another language, we would seek out assistance in seeking or devising and using the most appropriate instruments.

6. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Proper evaluation of the linguistic ability of ELLs in the four modalities of Listening, Speaking, Reading and Writing is essential to planning instruction so they can achieve balanced proficiency. Thus far, the only rounded instrument for measuring the children's level of Listening and Speaking proficiency in English has been the NYSESLAT. One of the innovations of the Common Core Standards is that they specify goals for oral proficiency for each grade level. We are just beginning to apply that to our classroom practice.

Classroom teachers are familiar with designing classroom assessments of student learning of Reading and Writing. We have to extend that competency to oral language. Teachers of ELLs will use tasks modeled on those in the NYSESLAT both to gauge ELLs' current ability and to familiarize them with assessments that they will be facing. Some examples are dictation tasks for early literacy, note-taking on lectures for Listening, and reporting tasks for Social Studies or Science content, graded according to rubrics similar to those on the NYSESLAT for Speaking. Developing such assessments will be one of the goals of professional development for teachers of ELLs this year. Such assessments could be used throughout the school year.

Teachers already use both standardized and classroom assessments of Reading and Writing throughout the year for all students, including ELLs. As noted elsewhere, these include the DRA for Reading, administered periodically and the Measures of Student Learning (MOSL) and Benchmarks in ELA and Math for grades 3-5. Classroom writing assessments should include some constructed response tasks such as writing a descriptive paragraph and an academic essay, scored with a rubric similar to the NYSESLAT. We can expect the latter type of assessments to emerge from professional development in the course of the year.

7. 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).

Instruction should be differentiated so that students receive the appropriate level, kind and quality of instruction to meet their needs. Teachers' use assessment data to analyze student needs, implement targeted instruction, and measure progress for the next round of intervention. In relation to ELLs, we differentiate both by age, so that children are grouped with those of similar developmental stages, and by membership in various subgroups: Students with Interrupted Formal Education (SIFE), Newcomers, and ELLs with 4 to 6 years service, Long-Term ELLs, Former ELLs and ELLs with Special Needs. Each group will be discussed separately.

One form of differentiation has already been mentioned: students at different English proficiency levels receive different amounts of ESL and ELA instruction. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction, while those at the Advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction.

Subgroups of ELLs

- a. Students with Interrupted Formal Education (SIFE)

At this time, no ELL in our school has been identified as a SIFE. We will be applying for training for the ESL Teacher in the use of the SIFE Diagnostic instrument and secure a SIFE test kit for the school so that we can be prepared to identify SIFE students. Reading instruction in English for all SIFE would have to be structured around their need to build literacy concepts, and would include use of Leapfrog Leap pads in the Listening Center, the AWARD Reading program, and vocabulary development with Words Their Way.

b. Newcomers

When students first enter an English language school system, they must rapidly begin to acquire the medium of instruction (English) as well as the content of instruction. Students who speak Spanish can continue to receive extensive academic support in their native language in the DL classes, allowing them to both develop literacy in Spanish and grasp the fundamentals of the content areas. These skills can then be transferred to English as they develop a better grasp of the language. In the case of students who speak other languages, the ESL teacher works with the classroom teacher to develop a plan to make content areas as accessible as possible while accelerating the acquisition of English. If appropriate literature and content area materials are available in their language, we will try to secure them to help the student. Newcomers are grouped together across several grades in their first year for additional attention by the ESL teacher.

Newcomers particularly benefit from introduction to an expanding vocabulary through use of the Oxford Picture Dictionary for Kids and, for older children, the Oxford Picture Dictionary in the Content Areas. Words Their Way is a program that both enhances vocabulary development and literacy development. Listening comprehension and Reading comprehension are fostered by books on tape and CD and the use of Leapfrog Leap Pads. The AWARD Reading program offers a particularly attractive combination of guided reading texts, books on CD and interactive software. AWARD materials are available in the school for Kindergarten to Third Grade levels, and can thus be used for a wide range of Newcomers.

Newcomers are also:

- Targeted for inclusion in academic intervention groups 4 days a week
- Included in Title III ESL Extended Day after-school program 4 hours a week for 9 weeks
- Included in Extended Day after-school program for Reading and Math skills development

c. ELLs Receiving Service for Four to Six Years

After three years of ELL services, it is not unusual for many ELLs to continue to need services. At this point, however, we can usually identify specific language modalities that need strengthening by analyzing the students' performance on the subtests of the NYSESLAT. Depending on the strand that is weakest, we differentiate with an emphasis on those skills.

ELLs who have not met the performance standard in listening:

- Participate in class read-alouds with an emphasis on comprehension
- Grouped for skills work in Listening Comprehension using books and CDs on tape in the Listening Center
- Given practice in Listening Comprehension sections of NYSESLAT preparation materials
- Given dictation and note-taking practice
- Targeted for inclusion in academic intervention groups 4 days a week
- Included in Title III ESL Extended Day after-school program 4 hours a week for 9 weeks.
- Included in Extended Day after-school program for Reading and Math skills development
- AWARD Reading program with multi-media support

ELLs who have not met the performance standard in reading:

- Participate in read-aloud and Shared Reading activities
- Work in small Guided Reading groups
- Use materials to enhance reading skills
- Vocabulary development with Words Their Way
- Targeted for inclusion in academic intervention groups 4 times a week
- Included in Title III ESL Extended Day after-school program 4 hours a week for 9 weeks
- Included in Extended Day after-school program for Reading and Math skills development.
- AWARD Reading program with multi-media support.

ELLs who have not met the performance standard in writing:

- Develop vocabulary to sharpen their writing
- Focus on improving use of grammar and syntax
- Participate in Shared Writing activities
- Develop portfolios with regular conferencing
- Targeted for inclusion in academic intervention groups four times a week

- Included in Title III ESL Extended Day program 4 hours a week for 9 weeks
- Included in Extended Day after-school program for Reading and Math skills development

d. Long Term ELLs

At this time, there are no Long Term ELLs in PS 46. Long Term ELLs are those students who have completed six years of ESL service and still have not been able to achieve proficiency on the NYSESLAT. Although studies have shown that normal ELLs can take from three to seven years to reach a par with native English speakers, it is a matter of concern when students who have received six years have not reached the standard of proficiency. The strategies listed above would be used with them, but the child's instructors would have to consider if an underlying learning disability needs to be addressed as well. A discussion in the RTI Team, guided by an examination of the child's assessment data would be warranted to develop an additional strategy of intervention.

e. Former ELLs:

Students who achieve proficiency as measured by the NYSESLAT in the Spring are no longer entitled to service as ELLs, but they continue to get support within the Dual Language (DL) and ESL programs for two years afterwards. Such Former ELLs can continue in DL classes and become part of the EP population in those classes. One of the reasons that we decided to make a transition to a Dual Language model was precisely to provide a consistent medium of support for these students. In addition, these students receive extended time on tests and are tested in separate locations along with ELLs. The ELL Coordinator works with classroom teachers, especially of those former ELLs who are not in DL classes, to ensure that those students continue to progress.

8. 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?

All children with special needs are served according to goals set forth in the IEP. Depending on the child's particular needs, he or she may be assigned to part-time special education in the resource room or speech class, or full-time placement in a self-contained special education class. The ESL Teacher articulates with the SETSS, Speech and Special Education teachers, as well as other classroom teachers to set and adjust the instructional program. Data from the students' performance on the NYSESLAT is used to determine skills that need strengthening. Special needs children are included in mainstream groups for ESL service. A number of students who receive Resource Room or Speech services continue to be served as ELLs in Dual Language (DL) classes. Such students:

- are targeted for inclusion in academic intervention groups four times a week
- are included in Title III ESL Extended Day program 4 hours a week for 9 weeks
- are included in Extended Day programs for Reading and Math
- develop skills using Wilson program, where needed
- use AWARD Reading program materials

Speech/Language Instruction/Intervention Program at PS 46

- PS 46 provides Speech-Language services to children who have been diagnosed as having communication deficits in their first language and English.
- The Speech-Language Teacher/Therapist, along with the Speech Supervisor is sensitive to the cultural and linguistic differences that affect the identification, assessment, treatment and management of communication disorders/differences of our students.
- The mono-lingual therapist, Kathleen Grosvenor, M.S., CCC/SLP at PS 46 has had approximately 21 hours of training in multicultural issues and second language acquisition.
- Students identified as dominant in their first language are provided service from a certified bilingual speech-language pathologist.
- Small group and individual therapy is provided to students who are in the Dual Language Program as well as those in monolingual classes from Kindergarten to 5th grade.
- Written reports are prepared incorporating information about the students' cultural and linguistic influences.
- Therapy is provided for simultaneous language learners, using current research and best practices in the treatment / management of articulation, phonological, language disorders/delays, including various delivery models and options for intervention.

Differentiation of Instruction in the Resource Room

As a Special Education Teacher, Mr. Placid Dubissette differentiates instruction by content, process and product. When students come to him, they are assessed in order to determine their readiness, interests and learning styles. Students who have decoding and encoding problems are introduced to the Wilson Reading System which is a multisensory, step –by –step, structured, sequential language program designed to help struggling readers. Lessons in the Wilson Reading System are divided into three blocks:

1. Word Study
2. Spelling
3. Listening Comprehension

The lessons in the Wilson Readers are graded to suit each student needs. There are twelve readers in the series. Every student begins from Student Reader One. Wilson Reading uses tapping in order to decode words. The Wilson program includes phonics, phonemic awareness, vocabulary, fluency and comprehension. Formative assessments are done to determine if a student should continue to the next sub-step. A summative assessment is done at the end of each student reader. Students work in small groups of four or five or individually based on the students' readiness interests and learning profile.

Students are taught Mathematics using concrete materials and visual aids. The Over –head Projector as well as the Smart Board is sometimes used to demonstrate lessons. Lessons are taught using a thematic approach that is related to real life situations. Instruction is more of an investigative nature that allows for group sharing. There is accountable talk in which the teacher allows for a variety of responses.

Students' interests and strengths are considered when assigning work. Students are given extended time to complete assignments or fewer problems based on their strengths or weaknesses. Assignments contain directions that are clear and direct enough for students to understand. Directions are read and re-read aloud based on students needs.

Self-contained Special Education

Students who are in self-contained classes receive ESL instruction according to their IEP. The Special Education teachers have received training so that they can use appropriate scaffolding for ELLs. The ESL teacher collaborates with the self-contained classroom teachers to make sure that the ELL instruction is congruent with their educational plan. As much as possible, these students are included in ESL groups with students from mainstream classes.

ELLS IN self-contained special education classes, like those in Resource Room and Speech,

- are targeted for inclusion in academic intervention groups four times a week
- are included in Title III ESL Extended Day program 4 hours a week for 9 weeks
- are included in Extended Day programs for Reading and Math
- develop skills using Wilson program, where needed.

9. 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?
10. ELL-SWDs in our school receive both related services and self-contained instruction. Students receiving related services are given support so that they can remain and be successful in regular education classes. Service providers, including the ESL teacher work with the classroom teachers to maximize the support they can receive in their regular classroom by pushing in wherever possible. ELLs in self-contained SE classes are usually pulled out for ESL service with ELLs from the mainstream to meet their needs in the least restrictive environment possible. The two classes that the ESL Teacher is pushing into at this time are Special Education classes where it benefits the children to have both push-in and pull-out instruction. The ESL Teacher, like the Related Service Providers and the Special Education classroom teachers, provides additional scaffolds to make the Common Core curriculum accessible to ELLs with Learning Disabilities. While flexibility is exercised in scheduling to balance the ELL SWDs' academic needs as articulated in their Individual Education Plans with the goals of integrating them in the least restrictive environment and attaining proficiency in English.

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:	English/Spanish	Technology	English/Spanish
Social Studies:	English/Spanish		
Math:	English/Spanish		

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

Science:	English/Spanish			

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

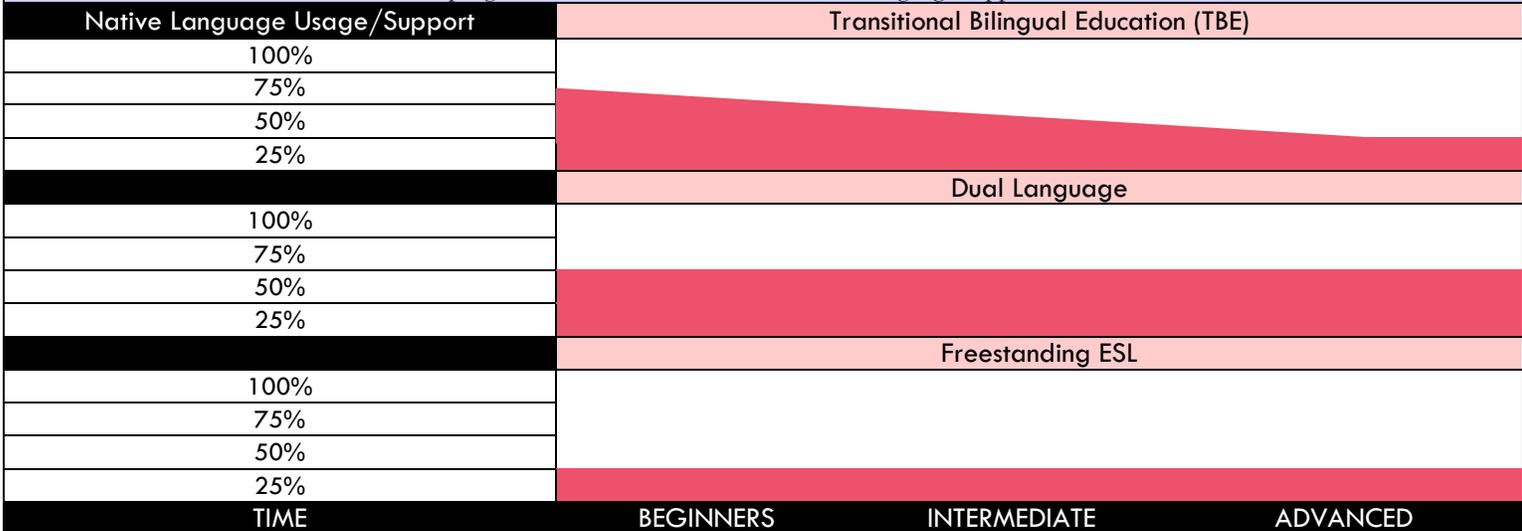
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

ELLs are included in the Academic Intervention Services classes that are offered four days a week; students are reorganized for small group instruction according to their academic needs in Reading and Math. When the academic after-school in Reading and Math begins, ELLs will be included in it, as well. In addition, ELLs may be included in RtI groups in their classroom.

There are several targeted intervention programs that are used. The most important are those that are tied to the Core Curricula in Reading and Math. ReadyGen has prepared a series of suggestions for supplemental instruction for struggling learners, including ELLs, the Scaffolded Strategies Handbook, which corresponds to the materials for each grade in the Ready Gen Language Arts program. The primary Math intervention for Go Math is the Strategic Intervention Teacher Activity Guide, which includes activities for Tier II and Tier III groups for each grade, reinforcing the sequence of the main text, and providing activities to build the students foundations in Math.

On-line resources, such as AWARD Reading, which entails an interactive resource with a number of levels of difficulty from basic phonemic awareness to nonfiction and fiction readings geared to the highest Second Grade level are available for intensive interventions for individual students.

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

Our DL and ESL programs have been effective in developing English proficiency of ELLs, as measured by the fact that we have reached our AYP goals for ELLs every year in recent years on the New York State exams. Typically, ELLs performance would improve each year of their enrollment from Third Grade to Fifth Grade. but we are challenged to raise their achievement by the more rigorous standards of the Common Core. Another indication that our program is effective is that most ELLs have progressed in recent years from Beginning to Advanced proficiency levels, with rising scale scores. About 10 to 12 percent had been reaching the Proficient level in English as measured by the NYSESLAT each year, about the NYS goal until Spring 2013. However, we are challenged to raise the achievement of ELLs dramatically to meet the more rigorous standards of the Common Core Curriculum and the accompanying state exams. Our goal is to equip the ELLs the academic vocabulary and skills to move up a level this year. As for the NYSESLAT, we will aim to move students up toward proficiency more rapidly.

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

This is the first year in which all instruction is guided by the Common Core Curriculum for Language Arts and Mathematics CCR/CCLS. This is a major challenge for the teaching staff to bring greater rigor to instruction while raising the expectations for student achievement significantly. Teachers are undergoing enhanced professional development to prepare them to meet the demands on the CCR/CCLS.

PS 46 will initiate a major new school-wide program that ELLs will participate in: we will become a Magnet School focused on Science, Technology and Communication. The school leadership is still in the planning stage, but we can anticipate that the infusion of resources over the next several years will offer significant improvements in the programs available for ELLs in the school. The ELL/DL Coordinator has been included in the planning team from the beginning because of the administration's awareness of the importance of taking the needs of ELLs in consideration.

While this plan takes shape, we will continue the development of the Dual Language Program. This year we completed the transition from the Transitional Bilingual Program that we had offered in the school for decades to the Dual Language Model. We made this change, as noted earlier, because of shifts in parent choices, changes in the school's demographics, and interest among parents of English Proficient children. This year we have our first Dual Language Fourth Grade class and our second Third Grade class. Next year we plan to extend the program to the Fifth Grade. At that point, children will be able to learn in two languages from Pre-Kindergarten through Fifth Grade.

We still have the goal of increasing the role of ESL push-in or co-teaching for ELLs in monolingual classes. At this point this is limited partly by the dispersal of ELLs across multiple classes in each grade, which makes it impossible to deliver the mandated number of minutes to all ELLs with push-in service. We could pursue this goal by clustering ELLs in one class on each grade, as is done in some other schools.

Another improvement we are planning is the use of the Santillana Spanish Language Arts Program, called Descubre, throughout the Dual Language program from Kindergarten to Fourth Grade. We have been trying the program in Grades 3 and 4; teachers have been pleased because it is aligned with the Common Core Curriculum, it has accessible levels both for EPs and Native Spanish speakers and it promotes both oral and literacy development. Use of the program will give more continuity to the entire Dual Language Program and promote a higher level of proficiency in Spanish.

In both English and Spanish, we plan to encourage more oral language development. Oral language is the base of all language development, and the Dual Language Teachers recognized last year in our study group that we need to strengthen oral proficiency in Spanish to make the Dual Language Program more successful. In addition, the Common Core Learning Standards include goals for each grade for oral language tasks, so we need to make sure that both the ELLs and EPs have access to tasks that will promote that proficiency in sophisticated academic English as well.

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

We have discontinued the TBE program after last year's Fourth Grade. As there were only 5 ELLs in that cohort entering our Fifth Grade, we were not able to maintain a large enough population to justify a separate class this year. The remaining ELLs will receive ESL service according to their proficiency level.

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

ELLs are included in all programs that the school organizes, including after-school and extra-curricular activities. ELLs are provided equal access to all school programs, in keeping with state law. PS46 provides an enriched instructional focus for monolingual and dual language pupils. Our project-based instructional approach integrates a broad range of specialty classes and is adaptable to multiple intelligences. This inclusive approach is evident from the first days of school when we prepare for Hispanic Heritage Month. Hispanic Heritage Month culminates in an all-school celebration where the families of all students come together, and students from all classes share what they have learned about Hispanic culture and history through art, music and writing.

Our state of the art Robin Hood Library offers books and media in English, Spanish and Arabic. The foreign language library holdings foster understanding of American as well as foreign cultures. All students are provided with opportunities to use materials from the library. Students can choose books in English or in their native language. A substantial quantity of Spanish and Bilingual English/Spanish books have been added to the library's collection this year through the ELL Title I Grant. In addition, all parents can borrow books for their children. The Librarian, Ms. Christine Rolling, has received special training in making the Library accessible to the whole school community.

Our award-winning Arts program includes two visual arts teachers who not only interface the arts with Science and Math but Social Studies as well. The program emphasizes diversity and multicultural contributions to historical and contemporary arts and culture. Highlights include the use of Hispanic artworks as mentor pieces for student projects, and the use of African motifs in art for Black History Month. The Arts Program fosters language growth through non-verbal expression, and contributes to a vibrant visual environment for the students. Both Art teachers, Ms. Beth Conard and Ms. Kathleen Jean-Jacques have long experience dealing with a multi-linguistic population, are sensitive to the needs of ELLs and are adept at using demonstration and the language resources of more proficient speakers of other languages to help less proficient students understand their tasks.

In previous years ELLs participated in Music class with Music Teacher, along with their classmates. Due to budget cuts, we no longer have a Music Teacher, but we are still providing children opportunities to develop a musical awareness. ELLs learn to play recorders along with their classmates in grades 3 and 4 in a program provided by teaching artists from the New York Philharmonic. An awareness and appreciation of different traditions of music is fostered school-wide during Hispanic Heritage and African-American History Months. Students learn songs in English and Spanish.

The Town Hall Residency

PS46 is in our third year of performing arts residencies with The Town Hall. Town Hall teaching artists, in collaboration with classroom teachers, plan and coordinate residencies to strengthen the curriculum connections to the Common Core State Standards. Student learning is advanced through arts based curriculum both incorporated into classroom and as discreet instructional practices. Culminating performances showcase students' skills to their families.

Enrichment from The Town Hall partnership strengthens sophisticated language development of speaking, reading and writing through grade peer interaction and through specialized activities including theater, stagecraft, dance and music. This year The Town Hall is working with grades two and four including our DL classes in those grades.

Behind the Book (BtB)

The BtB Program is in the third year of residency at PS46. This year the kindergarten, third and fourth grade DL classes are participating. BtB engages young readers by connecting them to contemporary writers and illustrators with classroom visits. BtB collaborates with classroom teachers selecting books to investigate and developing a customized writing curriculum. The author of the selected book teaches a workshop to inspire students. The culmination is publication of a writing project or illustrated book. The BtB Program increases students' engagement in reading and improves literacy.

The program has these goals:

- Engage students with reading and writing, increasing literacy skills.
- Support a culture of reading in the classroom. Sustain engagement in reading and writing.
- Empower students learning through the creation and sharing of their original work.

Last year Douglas Florian worked with BtB participants. The BtB Curriculum meets the Common Core Standards.

Physical Education is currently offered by classroom teachers who bring their students to the school's gymnasium according to a regular weekly schedule. Ms. Clear offers professional development to teachers so that they can enhance this essential component of children's education. Besides its necessity for healthy development, Physical Education affords ELLs rich opportunities to learn language in action. The Town Hall Creative Movement dance class offers students a special opportunity to integrate physical activity and cognitive development.

ELLs are part of the target population for the school's academic intervention program, which meets 4 afternoons a week, to strengthen basic academic skills in ELA and Math. The program incorporates some of the time from the extended day, which has been scheduled as part of the school day for all students by a School Based Option voted on by the staff. Students are regrouped for intensive instruction by grade and taught according to their needs based on analysis by the grade Inquiry Teams.

PS 46 currently sponsors after-school programs to enhance student skills and understanding of test tasks in Reading and Mathematics. ELLs are included along with other students.

Extra-Curricular Activities

ELLs are encouraged to participate in all extra-curricular activities at PS 46. They are full participants in a number of school programs. Currently, these include:

- The Color Guard, which presents the American and New York State flags at assemblies, and leads the Pledge of Allegiance. ELLs and TBE students are members.
- The Literacy Pajama Party is an after-school event in which parents and children join staff members for read-aloud activities modeled on bedtime story reading.
- The Spelling Bee for students in the Third, Fourth and Fifth Grades. Participants include students from all of the classes on the target grades.
- The Oratory Contest in that students practice first as a group, coached by the Speech teacher and then compete to represent the school in a district-wide competition.
- The Library Squad, in which ELLs and other students assist in reshelving books and maintaining our excellent Robin Hood Library
- Family Arts Day, our annual celebration of the arts held on the block in front of the school in the spring
- The Hispanic Heritage and Black History celebrations, which include art, music and dance reflective of our multicultural heritage
- Movie Night: An evening program once a month sponsored by the Parent Teacher Association.
- Basketball Team: Students tried out and were selected for a school basketball team that competes with teams from other schools in an after-school league.
- January School Spirit: Students and staff participate together in group activities to break out of routine and create an air of excitement during the coldest part of the year. Once a week there is a special theme, including Crazy Hat Day, Crazy Hair Day, Crazy Sock Day and Blast from the Past Day, in which we will wear outfits from our favorite decade.

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

The school has adopted the Ready Gen program for English Language Arts and Go Math for Mathematics. Ready Gen has materials to help ELLs and students with special needs to access the program. Go Math has Spanish language books that parallel the English edition. Dual Language classes will use texts in both languages to aid Spanish-speaking ELLs in learning Math. We are

continuing to use the Spanish edition of *Everyday Mathematics, Matemáticas Diarias*, our previous core Math text, to give more support to Spanish-speaking ELLs.

Spanish Language Arts materials include the Estrellitas Program for phonemic awareness for Pre-Kindergarten through Third Grade, the Villacuentos Reading Program for Kindergarten through Second Grade, AWARD Reading On-line Spanish and Descubre for Grades 3 and 4.

Supplemental classroom instructional materials and resources include, but are not limited to: Big Books in English and Spanish, leveled and genre libraries in both languages, books on tape/CD in both languages and reference and project materials. These materials are often aligned with the Common Core Curriculum, featuring a balance of fiction and non-fiction.

Several educational software programs are available not only in the classrooms, but also, through licensing agreements, for use at home. AWARD Reading is especially important for language learners because it is available in English and Spanish editions. Dual Language classes have sets of AWARD Reading books, audio CDs and CD Roms for their grade level from Kindergarten to Third Grade. In addition, the school has purchased on-line licenses for the English levels from Pre-Kindergarten through Second Grade and for Spanish for Kindergarten, First and Second Grade levels that can be accessed in class or at home. Smart boards are available for most classrooms, and the school has a plan to equip every classroom with its own Smartboard over the next three years.

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

Dual Language Program:

Native Language Arts (NLA) instruction takes place during the Spanish half of the week. Students receive at least 5 periods of Spanish NLA a week. Native Language Arts Materials used include the Villacuentos (Storytown Program in Spanish), Estrellitas, classroom libraries and Learning Village. The classroom teacher provides instruction in Spanish Language Arts as well as content area instruction - Math, Social Studies and Science - in Spanish. Students are immersed in Spanish during that part of the week. Spanish is not only the subject of instruction, it is the medium of instruction. For Spanish-speaking ELLs, this supports their development of content area knowledge along with developing their literacy in the framework of their native language. It also allows them to become the language experts in the class in relation to their English Proficient classmates. The classroom environment is print-rich, with a Spanish Word Wall and charts and labelled pictures to provide extensive exposure to written Spanish. The classroom libraries contain a wide selection of fiction and non-fiction books at different degrees of reading difficulty.

The LAP for ESL classes is that the medium of instruction is English, with support available in the Native Language where possible and appropriate. The use of Native Languages is encouraged among students where it enhances learning, especially in cooperative groups where at least one member is a Newcomer or Beginner. The native language is accepted as an oral or written response, although the teacher responds in English and rephrases the response in English (if the student speaks a language that the ESL teacher understands). There is no NLA instruction in ESL class. The ESL Teacher's role is to provide a good model for English while showing respect for the Native Languages of the students. The ESL teacher does call the attention of Spanish-speaking students to the numerous cognates that Spanish and English share, as this can help students develop a richer and more sophisticated vocabulary in English.

Students are encouraged to continue to develop literacy in their native language. Parents are encouraged to read to their children in their native languages. Books in the students' Native Languages are available in the school library and classroom libraries, to the extent possible. For Spanish-speaking children in monolingual classes, Spanish editions of GO Math (or *Matemáticas Diarias* if that is not available) are used to help them grasp mathematical concepts. Students are provided with Bilingual dictionaries, where their languages are available; students in grades 3, 4 and 5 are provided with DOE Bilingual glossaries for Math, Science and Social Studies, and given practice in using them.

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

The ESL service helps ELLs by scaffolding their learning and supplementing their exposure to the Core Curriculum with a rich mixture of language approaches. ELLs typically need to build up background in an expanded vocabulary, relying initially on visual images and physical objects to make their vocabulary comprehensible. Then they need guidance on developing the command of syntax that will help them interpret what they read and encode it for their own writing.

The appropriate materials and methods depend both on the English proficiency level of the ELLs as well as their ages. Typically new arrivals need a large amount of visual support and frequent repetition of the most common patterns to gain a foothold in English. Intermediate and Advanced students also benefit from visual referents for their language but are ready for more abstract uses of language. They benefit especially from the use of graphic organizers, the use of sentence stems and frameworks and instruction that highlights connecting words and the most widely useful new vocabulary.

ELLs in the DL program are grouped by their language proficiency but remain with their classmates, so they learn at an age

appropriate level. They benefit from the consistency of instruction and the ability to develop content knowledge in their native language while they develop competency in English. ELLs in the ESL program are grouped with students who are close to their ages, though not necessarily of the same grades because of scheduling constraints. In this way the instruction and materials used can be adapted to the cognitive abilities of their age range.

19. 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.

Students and parents are invited to pre-Kindergarten Open Houses in the Winter and Spring as pre-registration begins. During the pre-registration process the ESL/Bilingual Coordinator checks the HLIS and interviews parents of children with other language exposure to see if they may be in need of testing. Spanish-speaking parents are encouraged to enroll their children in the Dual Language Program, as we feel it provides the best environment for their children's language development. Parents with children in pre-Kindergarten are included in orientations for parents of ELLs prior to moving their children into Kindergarten. Parent orientations are offered for parents both of newly enrolling Kindergarten students and pre-Kindergarten students entering Kindergarten who may be identified as English Language Learners.

Newcomers during the school year are first assessed with the LAB-R and Spanish LAB if necessary to determine whether they need ESL service within their first ten days in the school. Spanish-speaking Newcomers are integrated in Dual Language classes immediately if their parents agree. Once they are identified as entitled to services, Newcomers are quickly placed in the appropriate services.

20. What language electives are offered to ELLs?

At this time, the only language other than English used for instruction in the school is Spanish in the Dual Language Program. ELLs who speak other languages could be considered for places in the DL program, if their parents requested it. So far, we have recommended that parents of ELLs who speak languages other than Spanish enroll in monolingual classes to minimize the language learning burden for the students. That could change, depending on the child and the parents.

21. 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)?

a. The target language, Spanish, is used for 50% of the instructional time in each grade, from Pre-Kindergarten to Fourth Grade, both for EPs and ELLs.

b. The DL classes are self-contained and heterogeneously grouped. Some ELLs at the Beginning or Intermediate proficiency levels may receive extra support from the ESL Teacher. Other than that time, the EP and ELL students are integrated throughout the school day. All subject areas are taught together, with the exception noted above for some students for ESL. Language Arts, Science, Social Studies and Mathematics are taught in both languages, but separated by time.

c. Language is separated by time. Our model has changed over the course of the four years that we have been implementing the program according to the experience of the teachers and the needs of the students. Initially, we used the rollercoaster model for distinguishing the languages, alternating half day segments of each language. In the second year of the program, teachers suggested that the alternate day model might allow for more consistency in the use of Spanish, so we shifted to that model. Over the last year we have had further discussions as new teachers have joined the staff, new classes have been added and a new curriculum has been implemented. Currently the Pre-Kindergarten class is using the rollercoaster model, while Kindergarten through Second Grade classes continue with the alternate day model, which teachers have found successful. However, teachers of Third and Fourth Grade have been concerned about meeting the requirements of Ready Gen, so they are using the rollercoaster model, as they feel that it is more conducive to consistency in the Common Core for their level. We will continue to monitor the success of this arrangement. We are mindful of the advantages of consistency across the grades for a program like ours, but we also respect the teachers' professional judgements about the needs of the children in their classes.

d. Our Dual Language Program follows the self-contained model. The same teacher teaches all subjects in both languages, separating and alternating the languages according to the plan for that grade. There is one DL class in Pre-Kindergarten, two in Kindergarten, two in First Grade, and one each in Second, Third and Fourth Grade. In the grades with one more than one class, the teachers work very closely together on planning and implementing instruction, and often co-teach.

e. Emergent literacy is taught simultaneously, so students learn print concepts in both languages, although they may be expected to be grouped according to their ability in the target language and English.

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. Staff development is presented by trained and qualified individuals who may be members of our staff or resource people provided by the CLSO. The topics for discussion, content areas of study and for professional development are derived from teacher/student needs, assessments & data/surveys, class walk-throughs, and teacher/administrative requests. The primary focus this year is on the implementation of the Common Core Curriculum in Math and Literacy instruction, as well as accessing and using of data in Inquiry Team work, and improving the use of Technology in the classroom. All staff members have access to professional development in meeting the needs of ELLs. All will participate in professional development on the Language Allocation policy and its implications for the classroom, as well as the Translation and Interpretation policy.

The administration encourages teachers to take advantage of the many opportunities for professional development and to share what they have learned with the school community as a whole with a well organized and publicized series of Lunch and Learns. Among the topics that are specifically related to the needs of ELLs are Reading and Writing Nonfiction for ELLs, Unpacking the NYSESLAT and Instructional Shifts for ELLs.

An example of Professional Development from an outside trainer is Keith Wynne, who comes to the school to coach all teachers in how to implement the Common Core curriculum. In addition, he gives training to selected teachers, including several in the DL Program, in developing science lessons using the resources of cultural institutions such as the Brooklyn Botanic Garden and the American Museum of Natural History.

2. ESL and Dual Language teachers will participate, in an ongoing study group on improving literacy instruction for ELLs, along with the Principal and Assistant Principal and selected other staff members. The study group will meet during and after school hours, and will focus on discussing the book *Balancing Language and Literacy Instruction for English Language Learners and Subject Matters*.

In addition, Dual Language staff members will meet at least twice a month during common preps to discuss using data to drive and differentiate instruction, both for English and Spanish, and how to improve the children's development of both languages.

The ELL Coordinator works with the administration to identify professional development opportunities offered by the NYC Department of Education's Office of English Language Learners that would benefit Dual Language teachers, so that their attendance can be arranged.

3. The ELL Coordinator meets with the Guidance Counselor, Ms. Tasheena Norfleet to plan for the transition of ELLs and former ELLs to middle school. We ensure that middle school materials are available in the native language of the parents to the extent that translations have been made, and that interpretation is given for parents with questions about the process. Classroom teachers are consulted as we strive to help parents and students find the most suitable programs for their needs.

4. Mandated ESL Training for Teachers Outside the Bilingual, Dual Language and ESL Programs (José P. Compliance)

All teachers and administrators are required to receive mandated training in methods and materials for teaching ELLs. General education teachers are required to take 7 ½ hours of training, and Special Education teachers must have 10 hours of such training. At PS 46, we have surveyed our staff to see which ones have received this training or something comparable – for example, a college-level course in Applied Linguistics, ESL Methods or similar subject - in the past. Most staff members who have been teaching for some time have completed this at some time in the past. We have asked staff members to provide documentation of their having received this training.

Almost all teachers currently in the building have completed the mandated training. For any who have not, or who enter the school in the future without having received the mandated hours, we will make them aware of opportunities to complete the training offered by the CLSO or OELL, and will provide our own series of classes after school in the winter and spring as needed, based on the study of *Learning to Learn in a Second Language* by Pauline Gibbons. As teachers complete the required training, they will be given certificates of completion. Mr. Johnson, the ESL Teacher, will maintain a file of these records, which should also be placed in individual teachers' school files in the main office.

Regular collaboration takes place between the ELL/Dual Language Coordinator and the Pupil Accounting Secretary, Parent Coordinator and Family Assistant to plan for the registration of new students, providing opportunities for the exchange of views and information. Mr. Johnson provides these staff members with training on the intake procedures specified in Part IV of this LAP. The Pupil Accounting Secretary is made aware of training opportunities offered by the DOE on the needs of ELLs and their families. The Parent Coordinator receives training on issues related to ELLs as well.

The ELL/DL Coordinator also meets periodically with the School Assessment Team (SAT) to present data from the LAB-R, Spanish LAB and NYSESLAT and to help them interpret those scores. The ESL Teacher is also responsible for making sure that members of the SAT are aware of new developments in relation to ELLs and the intervention and evaluation process, such as the new ELAND protocol for determining whether children with learning disabilities are also English Language Learners.

The speech therapist regularly receives ELL training in the course of professional development provided by her supervisor.

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?

Parent/community involvement:

1. PS 46 has a parent coordinator, Ms. Cecelia Lopez, who communicates with the parents and the community. The Parent Coordinator's role in the building is to help maintain a welcoming atmosphere for all parents and provide services based on the school community's parental needs. This is tailored with the support of volunteers and parent members of the School Leadership Team.

As well, the Parent Coordinator maintains a continual flow of ongoing supports to parents and keeps parents aware of the services that exist throughout the city that are geared toward ELLs and their needs. The parent coordinator has organized English Language Tutoring for parents who do not speak English and provides referrals to ESL classes for adults such as the Good Will Beacon program available in the community. Finally, she helps communicate parent concerns to the school administration.

Parent Workshops

In order for parents to assist their children academically and socially, the school offers parents various opportunities for growth and development. Workshops on curriculum, health, school rules, regulations, policy and services are conducted by the parent coordinator and community-based organizations affiliated with the school. Examples are:

- Parent Workshops on the Core Curricular Standards, ARIS, Parent Compact, SLT, Title 1, and Parent Involvement are given in Spanish and English.

Other workshops include:

- Getting off to a good start (parents learn who's who in the building) in September.
- How to set up a homework work station .

Parents are invited to contribute from their cultural background during the school's major cultural celebrations such as Hispanic Heritage Month and Black History Month.

In addition, meetings are scheduled on a regular basis for all parents of children in the Dual Language and Bilingual programs.

Parent Communication

All parent school information is offered in English and Spanish at the present time. Phone messages, fliers and notices are sent out in Spanish and English. An in-house translator translates letters, documents, and flyers into Spanish, the native language of most of the English Language Learners in the school. The school arranges for the translation and distribution of information in other languages as needed. (See Translation and Interpretation Policy, Appendix III.) When parents have meetings in the school concerning their children, interpretation is provided.

The ESL/Dual Language Coordinator meets with the parents of newly enrolled ELLs to orient them to programs available to help their children, and organizes periodic meetings with parents of ELLs throughout the year to report on the programs for ELLs and to discuss their concerns. In addition, meetings are scheduled on a regular basis for all parents of children in the Dual Language programs.

Participation

Parents of ELL/LEP students are integral members of the school community, participating in all school activities including:

- Parent Teacher Association: Some of the officers of the PTA have children in the Dual Language Program and can translate for Spanish-speaking parents at meetings.
- Learning Leaders Program
- Parent /Teacher Conferences
- Assemblies and Curriculum Celebrations
- Some Title I Committee members are parents of ELLs.

2. Partnerships with other agencies and organizations

The Parent Coordinator also collaborates with Community Based Organizations like Fort Greene S.N.A.P. which supports the community by bringing services for our Grandparents into the school in Spanish. We participate in Learning Leaders, which has someone who speaks Spanish fluently who can assist in translation. Ms. Council, a Family Assistant for Students in Temporary Housing (STH) has an office in a nearby shelter and works with all parents, including those whose children are ELLs, who are in temporary housing, to ensure that their children have the resources and support that they need to succeed in school.

This year we have begun work with a new community support service, Virginia's House of Hope, which has undertaken to provide needy

families with food, supplies and board games for children. Another new initiative for this year is that a parent of a child in the DL Program has undertaken to arrange workshops in the school on immigration and housing issues with a community legal services organization, which could be conducted in Spanish.

In addition, we are distributing free tickets provided by Long Island University to their basketball team's games, as well as tickets from the Shadow Box Theater for its holiday shows.

We work with several community groups that have after-school programs that give support to the children that they pick up. In particular, Sacred Heart gives homework help to the students from our school that it serves; a large part of its population is composed of ELLs.

3. Parent Needs Assessment

The parents are given surveys at the beginning of the year and asked to select their interests, strengths, hobbies, and skills. There is also room for them to tell us what they need assistance in.

As they register their children, parents are encouraged to articulate what kinds of support their children need. ELL Parent Orientations, PTA meetings, Parent Workshops and Dual Language Parent Meetings are all forums in which parents are solicited to express their suggestions, needs and questions. Classroom teachers are sensitive to parent concerns and pass them on to Ms. Lopez, Mr. Johnson and the administration. The Parent Coordinator, Family Assistant, and ELL/Bilingual Coordinator are available to parents and maintain regular communication concerning parent needs.

4. Addressing Parent Needs

As outlined above, our school offers a range of activities to involve parents and meet their needs. We see our relationship with the parents of our students as a keystone of the success of our educational mission. We address their needs by:

- Offering them opportunities to communicate in their native languages, especially Spanish, the language of most of our ELLs' families
- Providing a Dual Language Program in Spanish and English for parents who select that option
- Making sure that parents are aware of their options in choosing the best program for their children
- Encouraging them to participate in all school programs, including the PTA and Learning Leaders
- Organizing workshops to offer parents information on how to help their children succeed in school along with information that can help them ensure a healthy home life for their children
- Listening to and addressing their questions and suggestions.

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.

Technology and Dual Language Program

The Technology Teacher, Ms. Marta Febos, is a licensed Bilingual teacher who was, for a number of years, a Bilingual classroom teacher. She brings the ability to teach both in English and Spanish to her instruction. All the Dual Language classes from Kindergarten up have one period of Technology with her each week.

- Technology is being used as a vehicle for enriching the Dual Language program, as well as ELLs who are in monolingual classes, to assist students with other visual and alternate strategies for learning. Technology is integrated into all curriculum areas.
- The Dual Language program is being enhanced through the use of Word, Excel, Powerpoint, Inspiration, Kid Pix, AWARD Reading and Internet research, including the making of books and publishing to enhance student celebration of literacy skills in both English and Spanish. Teachers use Smartboards regularly in DL classes.
- Students engage in research programs to enhance inquiry-based learning.
- The school has an active computer laboratory with Internet access and a multitude of software programs which enrich students' computer skills. Every classroom in the school from Pre K through grade 5 has computers (2 – 4) and a printer in the classroom. Smartboards are available for use by all teachers. The school has been fully wired with LAN access in every classroom and cable TV access in specified rooms on each floor.

Students, staff and parents have multiple opportunities to use technology to demonstrate support of their learning.

Sustainability

Through prize and grant monies received through PS46's 2013 First Prize Golden Apple award in recycling, and possibly through matching grants, we plan on extending our sustainability efforts to include more reduction and repurposing of school waste.

PS46 was recognized for our unique all school effort which included across the grade(s) repurposing of trash into utilitarian and beautiful objects such as jewelry fashioned from discarded water bottles and Do It Yourself low cost non toxic cleaning wipes. DL classes are integrated across the board in these efforts and in some cases led the various projects.

Using some of the prize funds we have developed initial plans to roll out a small school garden during the spring of 2014. We envision a pocket garden of flowers, herbs and vegetables being grown by PK, K and 1st grades, including the DL classes of those grades. Schoolyards that feature natural areas foster increased knowledge retention, creativity and academic achievement in youth. As with our other enrichment and specialty offerings speaking, reading and writing for ELLs is broadened and deepened through authentic engaging activities.

Part VI: LAP Assurances

School Name: Edward C. Blum Elementary

School DBN: 13K046

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karyn Nicholson	Principal		11/12/13
Alice Clear	Assistant Principal		11/12/13
Cecelia Lopez	Parent Coordinator		11/12/13
James G. Johnson	ESL Teacher		11/12/13
Cristina Rivera	Parent		11/12/13
Pamela Klein	Teacher/Subject Area		11/12/13
Beth Conard	Teacher/Subject Area		11/12/13
N/A	Coach		1/1/01
N/A	Coach		1/1/01
N/A	Guidance Counselor		1/1/01
N/A	Network Leader		1/1/01
Martha Rodriguez Jackson	Other <u>Dual Language</u>		11/12/13
Kathleen Grosvenor	Other <u>Speech</u>		11/12/13
Placid Dubissette	Other <u>SETSS</u>		11/12/13
	Other _____		11/12/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13k046 School Name: Edward C. Blum Elementary PS 46k

Cluster: CFN612 Network: Grapevine

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.

Registration: we use every available means to determine the language background of parents of entering students. As Spanish has historically, over a period of several decades, been the major second language in our neighborhood, Spanish-speaking staff members are assigned to assist every new admit. The ESL Specialist participates in the major registration period during September to ensure that all families speaking other languages are properly identified.

- Analysis of Home Language Information Surveys (HLIS): The ESL Specialist processes all HLIS of incoming students to identify the home language of each child. This provides data needed to determine parents' translation needs. As the new HLIS asks parents to identify the language that they would like to receive school information in, the ESL Specialist can note which families need to receive translations and in which languages. In some cases children may not need LAB testing, but their parents still may need to receive communication in their native language. The Home Languages of all students in the school are available in the Place of Birth Report (RPOB) report, and can be grouped according to language. The Adult Preferred Language Report (RAPL) lists all parents and guardians and their preferred language for oral and written communication. The Home Language Report (RHLA) summarizes the information derived from the HLIS.
- PTA meetings, workshops and assemblies with parents and the community. Staff is alert to the language needs of parents attending school events.
- Parent Coordinator and Family Assistant act as translators and liaisons that ensure proper communication with parents (written letters, flyers, phone calls using Native Language of parents where possible).

Classroom teachers and other staff are alert to the needs of their children and parents and are encouraged to inform the ESL Specialist and Administration when they find parents who need translation or interpretation.

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

The vast majority of parents who speak another language speak and read Spanish; 102 of 364 children from K to 5th Grade, 28% of those enrolled on 10/31/13, had a Home Language of Spanish, reflecting significant exposure to the language. This has been true for many years and is part of the basis for the Spanish Dual Language Program. In the Pre-Kindergarten, 14 of 53 students were from Spanish-speaking households.

- Other languages are present as well. Four children K-5 are from homes where Arabic is spoken. Three children are from homes where Haitian Creole or French-Haitian Creole are spoken. Two children are from Rwanda and speak a Rwandan language. Chinese is spoken in the home of one child. Altogether, 31% of the school population on 10/31/13 had home languages other than English .

- As noted above, some parents may need translation or interpretation even though their children may enter school without enough exposure to another language to warrant LAB testing. The HLIS form helps the school identify them more easily.

- There is a spectrum of English language proficiency among the parents of the school population who speak another language. Some are comfortable speaking, reading and writing English, while others may be able to communicate orally but not in writing in English. Many feel more comfortable using their native language in an academic context, even though they may "know" English and appear competent in the language. There is a large population of parents who need translation and interpretation to be able to meaningfully participate as partners in their children's education. According to the RAPL, 159 parents have requested translation into Spanish, most of them both for oral and written communication. A few make use of oral interpretation even though they wrote that they did not need it. . Five Arabic-speaking parents requested oral and written translation into Arabic. The Chinese parents indicated a preference for the use of their native language. Two of the Haitian Creole speaking parents, prefer oral and written communication in Haitian Creole, while one preferred English. The Rwandan parent prefers communication in English.

- The ESL Specialist keeps the Administration, the Parent Coordinator and the classroom teachers abreast of the language needs of the parents. The information is also included in the CEP, especially in the sections devoted to ELLs: the LAP and the Translation Policy itself. The need to accommodate parents with translations, and the means to do so have been discussed in faculty meetings. In the coming year a summary of these findings will be made available to the staff through a written report. A list of parents who need translation will be given to the Pupil Accounting Secretary, the Parent Coordinator and the PTA; teachers will receive lists of children in their classrooms whose parents need translation and/or interpretation support.

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

- All school communications such as letters / memos informing parents about new schedules, programs, procedures, policies of the school, regulations, uniforms, conferences with teachers, open houses, assemblies, report cards, student notifications, field trips, and workshops for parents are translated into Spanish.
- Where possible, documents that are available citywide that have been translated into Spanish and other minority languages, such as test notifications and Chancellor's Regulations, are distributed to parents.
- Communications with parents who speak languages other than Spanish are sent to the Translation and Interpretation Unit of the DOE.
- Copies of translated documents with dates of distribution are kept on file.

So far, the translation needs of the nine non-Spanish speaking parents who stated a preference for translation and interpretation have been met by their English-speaking spouses or older children.

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 will provide oral interpretation in Spanish using in-house staff (Parent Coordinator, Family Assistant, teachers and parent volunteers) during school hours and after school hours. This has been available for Spanish-speaking families for many years. We are fortunate in that we have many school staff members with some ability in Spanish: at least 15 teachers, 2 educational assistants, the Parent Coordinator and Family Assistant, School Nurse, School Psychologist and Social Worker and 1 school aide.
- If parents who speak other languages need or request interpretation, the school will contact the DOE Translation Unit.
- School announcements are transmitted to all parents in English and Spanish using the automated phone message system School Messenger.
- Parent workshops are regularly given in English and Spanish if parents attending are Spanish-speaking.

The oral interpretation needs of the nine parents who requested interpretation into a language other than Spanish have been met so far by working with their spouse or older children.

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>.

Signs have been posted in prominent locations in the building, especially near the entrance and main office, informing parents of their right to request translation services and the school's policy of providing translated materials to parents.

- Parents are informed during the registration process and during new parent orientations of the school's commitment to providing them with translation and interpretation services.

All parents will receive a notice of the school's policy through a letter in September. As parents register they will receive a copy of the letter, which will be translated into the languages spoken in the school.