

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

DBN: (i.e. 01M001):

05M046

School Name:

ARTHUR TAPPAN SCHOOL PS/MS 46

Principal:

GEORGE YOUNG

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary-Middle School Number (DBN): 05M046
School Type: Community School Grades Served: Pre-K -8
School Address: 2987 8th Ave, NY, NY. 10039
Phone Number: 212 3601519 Fax: 212 360 1610
School Contact Person: George Young Email Address: GYoung@schools.nyc.gov
Principal: George Young
UFT Chapter Leader: Patricia Griesi
Parents' Association President: Stephanie Goodlaw
SLT Chairperson: Millie Taliaferro
Student Representative(s): _____

District Information

District: 5 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd street
Superintendent's Email Address: Greeves@schools.nyc.gov
Phone Number: 212-769-7500 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll
Renardo Wright(Deputy
Network Number: 406 Network Leader: Network Leader)

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:

1. 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*.
2. 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.**
3. 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)
George Young	*Principal or Designee	
Patricia Greisi	*UFT Chapter Leader or Designee	
Stephanie Goodlaw	*PA/PTA President or Designated Co-President	
Jeannette Laurel	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	
Millie Taliaferro	Member/ Teacher/Chairperson	
Selina Esdaile	Member/ Teacher	
Mary Reichman	Member/ Teacher/Secretary	
Charlene White	Member/ Parent	
Kizzy Wilson Paul	Member/ Parent/ PTA- VP	
Ruth Williams	Member/ Parent	
Ernestine Singleton	Member/ Parent	
Christina Cousins	Member/ Parent	
	Member/	
	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	
1.	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.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	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.
4.	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.
5.	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.
6.	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:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. 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:

7. **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.
8. **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.
9. **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.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

School Vision:

Our vision is to create intelligent lifelong learners who possess character, respect for others and to become productive citizens in our society. We will enhance our school- wide strategies that provide opportunities for each child to meet the State's proficient and advance levels of academic achievement. We will continue to use effective instructional methods and strategies that are researched base in order to help meet the educational needs of all children in the school. We will provide all students the opportunity to meet the No Child Left Behind Act (NCLB), by setting high standards and establishing measurable goals. We will continue to improve individual outcomes and promote a professional learning community.

School Mission:

At the Arthur Tappan School, **our mission** is to “*Strive For Excellence.*” We are dedicated to the promise that every child can and will succeed. Our staff, parents and the community have high expectations and are committed to the personal, academic, social and developmental growth of all our children. Our students are thoroughly immersed in nurturing, child-centered environments that encourage and support intelligent life- long learners. This is achieved through a rigorous academic foundation and enhanced by rich artistic arts programs. Our collaborations emphasize exposure and experiences to the most culturally elite institutions throughout the city. Some of these institutions such as the New York City Ballet, Young Audiences, Julliard School of Music and Studio in the School. The supportive culture of our school is quite evident in the extraordinary relationship among administrators, teachers, staff, parents and children alike. PS 46 can be described as a close knit community that works together for the benefit of all our children.

Partnerships:

We have partnerships with Studio in the School, Young Audiences, Julliard School of Music, Lang Lang Foundation, Little Orchestra, School Arts Sports Foundation, Columbia Hospital, and Harlem Hospital, the YES Program.

Special Initiatives:

This school year we are working with School Arts and Sports Foundation who supports the SONYC after school initiative for middle school. Students in middle school attend afterschool Monday-Friday from 2:20-5:30 some activities include Science, Technology, Leadership, Art, Drama, Dance and Sports.

School Strengths, Accomplishments and Challenges

The major strengths of PS/MS 46 that has placed us under the banner, “School in Good Standing” has been the twenty-one year leadership of the same principal. This has given us one of our most distinctive features which is our commitment and dedication to infusing the Arts into our school curriculum. As a school, we have been very successful in attracting and maintaining the most prestigious Art program that gives our students a unique educational experience. There exists a very good relationship among the administration, staff and parents working together collaboratively to

create a nurturing, safe and caring environment. Students are provided with opportunities to join both the track team and basketball team. The many opportunities provided to our students in the areas of Music, art and Athletics help us work together towards our goal of developing the whole child.

As PS/MS 46 moves forward, we are constantly facing the challenge of attaining equitable means to educate the entrance of low achievement students with limited socio- economic backgrounds to our school. We are always trying to balance both the academic and social growth of the students. Our goal is to close the achieve gap.

This past school year, our school has made the most growth in student achievement (93%), taking us from a LAP school to a school in Good Standing. This compares significantly with the city average of 87% and the district average of 81%. Key areas of focus for this school year include continuing improvement to our growth rate in ELA and Math, while targeting and strengthening the transition of our ELLS and Students with Disabilities.

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

1. 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).
2. 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.

School Accountability Report, School Environmental Survey, School Progress Report. Quality Review, ARIS Reports, Instructionally Targeted Periodic Assessment (ITAO), Staff Needs Survey, NYSTART, DRA-2, School Benchmarks, Student Portfolios, School Wide Weekly and Cumulative Assessments.

By analyzing the 2013-2014 School Quality Snapshot, in English Language Arts the school's results were 15% of students at level 3 or 4. In English Language Arts, the average student proficiency was 2.19. In Mathematics, the school's results were 15% of students at level 3 or 4. In Mathematics the average student proficiency was 2.21. As a result of this data we expect a 30% increase in both ELA and Math on the State Assessment for 2014-2015 school year.

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.

Implementing the Alignment of the Common Core Learning Standards(CCLS)

By June 2015, there will be a 30% increase in students scoring level 3 and 4 on both the New York State (NYS) English Language Arts (ELA) Assessment and the New York State Math Assessment

By June 2015, through intensive intervention and the use of the Common Core Learning Standards (CCLS), students with Disabilities and ELL students will make a 10% progress on the State English Language Arts (ELA) and Math exams.

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: 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	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>
Use of the Common Core Curriculum, Ready Gen, Code X. Go Math, and CMP3, which includes grade level meetings which allow teachers to focus on differentiated instruction and the use of data to form flexible grouping	All students	Daily from September 2014-2015	Classroom Teachers, Cluster Teachers, Administration, Title 1 Staff, Related Service Providers

After School Program for students in grades 3-8 from 3:00-5:00 p.m. Grades 5-8, 2:30-5:30 p.m.	Students in grades 3-8	Grades 6-8 after school September 2014-June 2015	Classroom Teachers, Administration
Title 1 reading teacher and AIS teachers supporting at risk students providing push-in or pull-out services	At Risk students	Daily from September 2014-June 2015	Title 1 Reading Teacher, AIS Teacher
Ongoing feedback between administration to teachers and teachers to students, using data, conference notes, assessments and observations	Teachers	Daily from September 2014-June 2015	Administration, all staff and students

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Classroom Teachers, Cluster Teachers, Administration, Title 1 Staff, Related Service Providers Classroom Teachers, Administration Title 1 Reading, Teacher, AIS Teacher Administration, all staff and students

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	x	Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Monday 2:20-3:40 is Professional Development for all staff Tuesdays 2:20-3:35 is parent outreach and other professional work No additional cost for morning program, for after school 3 teachers 3 times a week for 2 hours each session for 8 months at per session rate and one administrator 3 times a week for 2 hours each session for 8 months at per-session rate. No additional cost associated with this activity									

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.				
Grade meetings, staff meetings, staff development, grade leader meetings Formative and summative assessments will be given to students every two weeks who are targeted for this program Using data to plan targeted lessons as well as every two months using assessments to determine student growth and progress Observations, conferencing, administrative meetings and feedback				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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

3. 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).
4. 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.

School Accountability Report, School Environmental Survey, Quality Review. By reviewing the following documents we see that some of our students do not feel challenged enough by their peers and teachers. We also were able to observe from the school environmental survey students reported that at times they did not always feel like all students were given the same opportunities to support their growth both academically and socially.

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, the school will establish a classroom and school culture where 100% students feel safe, supported and challenged by their teachers and peers

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"> 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 			
, Rigorous lessons centered around the Danielson Framework, Teachers will work together to differentiate instruction for ELL students and will use Webb’s Depth of Knowledge to drive instruction	Students, Teachers	September 2014-June 2015	Administrators, all staff, students
Respect for All, Anti-Bullying Workshops, Peer Mediation, Conflict Resolution, Code of Conduct	Students	September 2014-June 2015	Administrators, all staff, students
Parent Association Meetings, Writing celebrations where parents are welcomed in to the classroom to read their children’s work.	Students, Parents	September 2014-June 2015	Administrators, all staff, students,
Students with Disabilities will participate in after school programs, grades 3-5 from 2:20-4:20 and grades 6-8 from 2:30-5:30 Response to Intervention will be used as a framework for monitoring students’ progress. Students in self-contained classes will be provided time to participate in general education classrooms using flexible service schedule and inclusive classroom.	Students with Disabilities	September 2014-June 2015	Administrators, all staff, students

Part 4 – Resources Needed

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

Classroom Teachers, Cluster Teachers, Administration, Title 1 Staff, Related Service Providers
Classroom Teachers, Administration, Student Government Body

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	x	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:

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.

Observations, staff meetings, School Environmental Survey completed by February 2015

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

9.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
10.	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 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

5. 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).
6. 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.

Danielson Framework, MOSL, The number of highly qualified teachers on staff, Quality Review

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.

By June 2015, the school will adopt goals and plans to ensure that 90% of teachers are rated effective or highly effective using the Danielson Framework and MOSL ratings and will report plans and progress in meeting teacher quality goals.

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"> 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 			
We will continue to improve teacher practice by having in house mentoring programs, continuous professional development, assistance with building their professional portfolio, and familiarizing staff with the Danielson framework so as to enhance their pedagogy. In house PDs will be provided by the new Common Core Curriculum.	Teachers	September 2014-June 2015	Administration, Grade Leaders
Staff will attend in house PDs provided by the Professional Development Team	Teachers	September 2014-June 2015	Administration, Grade Leaders
Staff will attend outside PDS that will enhance their pedagogy	Teachers	September 2014-June 2015	Administration
Edviation on line Professional Development Program	Teachers	September 2014-2015	Teachers, Administration

Part 4 – Resources Needed

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

Administration, Lead Teachers

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		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:

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

Continuous monitoring throughout the school year. Teachers who had Teacher Improvement plans will be monitored three times a year

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

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	x	Yes		No
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18. 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

7. 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).
8. 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.

School Accountability Report, School Environmental Survey, School Quality Snapshot, Quality Review, ARIS Reports, Instructionally Targeted Period Assessment (ITAO), Staff Needs Survey, NY Star, DRA-2, School Benchmarks, Students Portfolios, School Wide Weekly and Cumulative Assessments.

By analyzing these 2014-2015 reports, our school will receive good for overall performance

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.

Implementing Professional Development for the entire staff using the available time frame provided by the newly ratified United Federation of Teachers (UFT) contract.

By June 2015, administration will increase support to the teachers, staff, students and parents in addressing needs of students and staff

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"> 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. 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). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust 			
Professional Development for teachers including Edviation Program , Mondays 2:20-3:40 Tuesdays- Parent Outreach from 2:20-3:35	All staff	September 2014-June 2015 Mondays 2:20-3:40 Tuesday 2:20-3:35	Administration, Teachers, Parents, Related Service Providers
During the school day students, staff and parents can come in to speak to administration with any concerns that they may have that is affecting their success in school.	School Community	September 2014-June 2015,	Administration
Monthly Parent Association Meeting, Open School Week, Workshops including Social Emotional issues, IEPs, ELLs, testing, curriculum, High School Process, Middle School Process, Nutrition, Parent Conferences	Parents	September 2014-June 2015	Administration, Teachers, and Parents

Collaborative/Vertical/Lateral Planning, Grade Meeting, Professional Learning Communities, Inter-visitation.	Teachers	Daily from September 2014-June 2015	Classroom Teachers, Cluster Teachers and Administration
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Administration, Teachers, Related Service Providers, Cluster Teachers

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	x	Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Edivation-\$2,500									

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:				
23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
24. Specify a timeframe for mid-point progress monitoring activities.				
<u>Monthly</u>				
Part 6b. Complete in February 2015.				
25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes	No
26.	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

9. 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).
10. 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.

School Accountability Report, School Environmental Survey, School Quality Snapshot, Quality Review

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.

BY June 2015, the school created an environment where 85 %families feel welcomed and take advantage of community based programs and organizations in the neighborhood

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>
27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. 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). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust			
Parent workshops on state exam preparation with simultaneous translation, PTA meetings	English Language Learners, Parents	September 2014-June 2015	Administration, Parent Association, Teachers
Psychologist from Columbia Hospital rendering services to students Harlem Hospital through the HAPPY program.	Students with emotional disabilities, parents	September 2014-June 2015	Administration, Parents, Psychologist
Back to School Night, Open School Week	Students, parents	September 2014-June 2015	Administration, Teachers, Parents, Students
Library Book Fairs as well as outreach to parents to increase participation in school events.	Students, parents	September 2014-June 2015	Administration, Teachers, Parents, Students

Part 4 – Resources Needed

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

Parents, teachers, students,, PTA Meetings. Family Workshops- monthly throughout the school 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		Title I Basic		Title IIA		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:

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

Monthly

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

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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34. 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)	Students in grades 3-8 who scored high level 1 and low level 2 on ELA exam. Students in grades k—2 who scored 3 or more levels below grade level	Program: Steck & Vaughn Reading Comprehension Phonics-words their way, reading poems/decodable text, flashcards/letter tiles Reading Fluency, Great Leaps, Comprehensive Vocabulary, main idea, Fact and opinions, making inferences and drawing conclusions. Ready Gen Collection Series/QRI Assessments given initially for placement/running records, Wilson reading/foundation: Phonics for students with disabilities Code x for middle school AIS services are provided for level 1 and low level 2 students with and without IEPs As a response to intervention, Setts teachers work with students who are at risk to support and help them meet their academic goals.	Title 1 (Coaches) (5-10 students) Pull-Out Small groups: push in or pull out Title 1 (Coaches (5-10 students) pull Out	All Year, After School, during the day
Mathematics	Students in grades 3-8 who scored high level 1 and low level 2 On Math exam. Students in grades k-2	Go math, CMP3, manipulatives-hands on materials Mathematics Diagnostic Assessment	AIS Services are provided for Level 1 and low level 2 students with or without IEPS	All Year, During the day and After School

	based on school baseline assessment	Intervention System Peer-tutoring:5 th and 6 th grade students work with k-2 students who are struggling during the day		
Science	Students who scored high level 1 or level 2 on the School wide baseline assessment	Science labs, textbooks, projects, hands-on, tasks and exit projects	Science cluster, classroom teacher	All year, during the school day and after school
Social Studies	Students who scored high level 1 or level 2 on the School wide baseline assessment	Textbooks, Projects, Hands-On, tasks and Exit Projects	Social Studies Cluster takes a small group. Classroom teacher	All year, during the school day and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, Peer Mediation. School Counselors manage the counseling program to ensure effective strategies are employed to meet stated student success and achievement. The school counselor provides proactive leadership that engages all stakeholders in the delivery of activities to help students achieve success in school. School Counselors provide direct services to every student. The psychologist will work with children and parents prior to their evaluation, recommended medical evaluations and counsel children who are in crisis (not special education students) The Social Worker provides individual conferences with students and/or parents to address emotional and social issues. In emergency situations, immediate services are provided by Columbia University Hospital	Small Group, Individual, Push-In, Pull-Out	Small Group, Individual, Push-In, Pull-Out	All year 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
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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.

By June 2015, the school will adopt goals and plans to ensure all teachers are highly qualified and will report plans and progress in meeting teacher quality goals.

To be deemed highly qualified, teachers must have 1) a bachelor's degree 2) full state certification or licensure 3) prove that they know each subject they teach 4) pass a rigorous state academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches).

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).

We will attract and retain highly qualified teachers by continuing in house mentoring programs, continuous professional development, assistance with building their professional portfolio and familiarizing staff with the Danielson framework so as to enhance their pedagogy. In house PDs will be provided by the new Common Core Curriculum. Staff will attend in house PDs provided by the Professional Development Team.

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.).

We will provide workshops to our pre-kindergarten parents and other parents whose children will be attending our kindergarten program with the help of our pre-k social worker. Teachers in pre-k and kindergarten will have the opportunity to work together and collaborate with one another about the curriculum throughout the school year. During the turning five evaluations a kindergarten teacher will be present.

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.

Teachers in our school meet weekly as a grade and grade leaders meet monthly to look at and create assessments for the students in our school. Professional Development is given to staff throughout the school year and staff attends professional development in our building during the school year. Our intervention team meets to discuss students who are struggling based on assessments given and create a plan for the students to support them in instruction.

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	535,559	X	9,11,13,15,17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	188,315	X	9,11,15
Title III, Part A	Federal	7,913	X	9,11,15
Title III, Immigrant	Federal	12,128	X	9,11,15

Tax Levy (FSF)	Local	4,053,397	X	9,11,13,15,17

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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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. **Arthur Tappan School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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.

Arthur Tappan School will support parents and families of Title I students by:

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

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<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: *-	DBN: <u>05M046</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>-6070</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: 3
of certified ESL/Bilingual teachers: 3
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:

All efforts of the ESL and bilingual program at the Tappan School (PS/IS 46M) are guided towards assisting the English Language Learners (ELL) population succeed and meet the new and higher standards in all core subject areas. PS/IS 46M is a PreK - 8th elementary/intermediate school located in the western Harlem area of Manhattan with a population of 835 students of which roughly ten percent are ELLs with Spanish as the dominant language. To accommodate the language and academic needs of the ELLs we have created two self-contained transitional Spanish bilingual classes and a free standing English as a Second Language (ESL) program. Instruction in the two self-contained Spanish bilingual classes is provided in the first and second grade. ELL students not participating in the school's transitional bilingual program are provided the mandated ESL instruction by a State licensed ESL teacher.

The PS 46M allocation of the Title III funds for the school year 2014-2015 will be utilized solely to further enhance instructional program of ELL's target language (L2 - English), provide staff professional development (PD), and enhance parental involvement. To meet our goal we will purchase materials, participate in PD, supplement and create new L2 instructional programs to help advance the lives and education of our school's bilingual and ESL community. Our emphasis is to aide Bilingual and ESL students meet the ESL, English Language Arts (ELA), and L2 math city and state standards. Supported by licensed teachers, following are planned targeted English programs that will help ensure academic success for Bilingual and ESL students in the targeted language. The language of instruction for which the Title III funds will be use will be exclusively for the purpose of ELL learning and performing well in an English Language setting.

- After School Programs – (Provided Budget Allocation)

Rationale: The instruction of our after school program will concentrate on tapping all language learning modalities; kinesthetic, auditory, tactile and visual. Target Population: The after school programs will be open to all Bilingual and ESL students. However, academic intervention will be concentrated on students who will be taking city and state exams and students who did not demonstrate the necessary ESL mandated gains in the NYSESLAT. The purpose of the program is to increase ELL student's exposure to the English language and further their academic and language performance in the mandated state exams. The After school sessions will be taught by one certified ESL teacher and two additional certified bilingual teachers. There will be a total of three classes held during the after school session and three classes during the Saturday program. To give students as much

Part B: Direct Instruction Supplemental Program Information

individualized instruction as possible, we are aiming to keep each class at no more than 15 to 20 students - Totaling the participation of ELL after school population at 60-70 students each day (Over 50% of the total school ELL's student body will benefit from the Saturday and after school program. Test taking strategies and instruction using ESL methodologies will be the center of instruction. Materials will include ELA readers, Math and ESL test taking strategies materials from the Hardcore publishing company and NYSESLAT strategy guides. After consultation with the Principal and the Language Allocation Policy (LAP) Team, it was agreed that the after school program will meet 2:30 – 4:30pm on Tuesday and Thursday for a total of 122 hours. Three teachers will work two hours a day each for a total of twelve hours per week. The after school program will run for approximately ten weeks in preparation for the state exams. Title III after school program for ELL's will be scheduled to commence after the winter break - January 2015.

- Saturday Academy – (Provided Budget Allocation)

A Saturday Academy for all Bilingual and ESL in testing grades. The academy will provide additional opportunities for academic intervention. Each of the three classes will have up to 15-20 students for a total Saturday program of 60-70 ELL students. Students in monolingual classes will receive intensive instruction in ESL with a focus on literacy and mathematics. ELLs from bilingual education programs will get additional support in ESL and native language instruction, particularly in reading and math. Date/Frequency: The program is scheduled to begin in January 2015 and run through May 2015 when students are administered the last standardized exam for this academic year. Each Saturday Academy session will run from 9:30am – 11:30pm and it will be facilitated by one certified ESL teacher and two additional certified bilingual teachers. Three teachers will work with their respective groups two hours each Saturday for a total of six hour per Saturday. This will total the number of Saturday sessions to at least 12 two-hour sessions for a total of 70 hours. As an extension to instructional ESL theme, PS 46 will incorporate museum visits to enhance cultural understanding.

- Materials Supplies and Events

All Bilingual and ESL students enrolled in either the After School and/or the Saturday Academy program will enjoy further academic and cultural development through the purchase of added supplies and materials with Title III allocated funds. Museums visits, Hardcourt and Attanassio Associates libraries and test preparation materials, classroom supplies, Rosetta Stone language learning software and computers will contribute to the tools used that continues to assist and expand ELL's cultural awareness and language development.

PS/IS 46M enjoys a state of the art Apple computer lab. To maintain technology compatability in the school, the hardware and software to be purchased for Bilingual Classes and Free-standing English Language Learners will also be Apple. New software will be purchase to exchange and update L2 learning. The Hardware purchase will update and, when necessary, replace old equipment. This will be done only after consultation with the computer teacher and approval of the school's LAP team and principal.

In light of 21st century technology and the need to be digital citizens in order to compete in today's society, PS/IS 46M aims not to leave behind its bilingual and ESL population. Above all, we aim to engage our Bilingual and ESL students in the use of technology in ways that are academically sound. Our focus is to connect to content and state standards that bridge the worlds of school, work and home. License and oftware such as mathland, starfall, and photoshop will certainly be added tools for our teachers to aid in bridging the mathematical, language and creative technological gap of our students.

Part B: Direct Instruction Supplemental Program Information

All expenses made with the 2014-2015 Title III funds will follow state and city guidelines. All materials purchased will be used to help develop and improve the student's academic and cultural understanding. All materials will be labeled appropriately for inventory purposes.

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:

Professional Development and support for School Staff

The P.S. 46M administration and staff understands that we are all part of a diverse community and share the same vision: To educate all students, help them to achieve and to maximize their potentials. Therefore, to ensure that we meet the needs of all students, our staff and teachers must be trained. Our school administration, ESL staff and teachers, in conjunction with the district/division staff, consult to ensure that training time and personnel is provided to a minimum of 7.5hrs of ESL/bilingual training for our staff to be in state compliance. Also, when necessary, the PD workshops are held for teachers, parents and caregivers throughout the school year. Administration, Bilingual and ESL teachers will attend monthly PD provided by the region and vendor consultants who are hired and paid with School's Title III budget. Five 45 minutes PD sessions will be devoted to Bilingual/ESL services. All PD will help train teachers in becoming more sensitive to the cultural and educational needs of ELL and bilingual students. Strategies discussed will help teachers develop their student's academic and language performance. Following are the staff developments sessions that will be held this school year:

<u>September 2014</u>	<u>"Assessment, Evaluation and Placement of ELLs"</u>
<u>October 2014</u>	<u>"Understanding and Implementing the NYSESLAT"</u>
<u>November 2014</u>	<u>"Implementing ESL Strategies During the Literacy Block"</u>
<u>January 2015</u>	<u>"Using TRP, Hands On Approaches with ESL Students"</u>
<u>February 2015</u>	<u>"Prior Knowledge, Music and Multiculturalism for ELLs"</u>

The professional development (PD) component of the PS 46M Title III program will continue to build the capacity of our school personnel to provide effective ESL, NLA and content area instruction to all its second language learners. Our PD focus, presented by a state certified ESL personnel, will be on innovative and effective ESL instruction for the various levels of ESL and specific targeted sub-groups such as students with interrupted formal education and non-English speakers in self-contained monolingual class.

Materials:

We will use a research-based book such as "Scaffolding Language, Scaffolding Learning" by Pauline

Part C: Professional Development

Gibbons. The teachers will read and discuss the chapters and then lesson plan, incorporating the ELL strategies they are learning. We will assess the effectiveness of the PD by observing improved classroom practices and student scores of in-house and state assessments.

Part D: Parental Engagement Activities

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

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

Begin description here:

“ It takes a village to raise a child”. At PS/IS 46M we truly recognize and embrace the fact that we need our parents/caregivers and anyone in the community who cares for our children. We hold true to the idea that we are all in this together as a family. Recognizing the importance of parental involvement in the overall development and academic progress success of our students is one of PS 46M strategy for its continued success. Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student’s everyday learning. With an open door policy, continued articulation and parental support PS 46M will meet the demands of our bilingual, ESL instructional plan.

To further empower our parents, the school's PTA holds official meetings during open school night and parent orientation nights to discuss concerns, answer questions and plan for the future. Based on this information, workshops will be developed to meet their needs. Workshops are geared to address topics that parents have requested. At our ELL Parent Orientations, the ESL teacher also provides time and offers the opportunity to inquire about parents’ and students’ needs so that we are able to support them.

With the support of our parent coordinator, data is collected from parents in terms of what workshops and trainings parents would like to see at our school, such as health related topics, ESL classes, how to assist children at home with homework, and how to foster the use of native language use at home in order to improve their English language skills. To increase attendance and participation, hot food will be provided during the meetings and raffles will be held. A bilingual/ ESL christmas and end of the school year celebration will be hosted to parents.

Translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school’s Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to Obama's Raise To The Top State Grant Competition and the Bush era Federal Law No Child Left Behind Act. Most importantly, we avail ourselves to answer questions that our parents may have or any

Part D: Parental Engagement Activities

concerns.

Part E: Budget

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

Allocation Amount: \$12128

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 	<u>\$9,580.00</u> 79% of Total allocation	<u>\$9,580.00</u> 192 hours total After School Program 122 hrs x \$49.89 Saturday Academy 70 hrs x \$49.89
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. 	<u>\$1,200.00</u> <u>Test-prep Materials, Classroom development Libraries, Program-Classroom Supplies</u>	<u>\$1,200.00</u> <u>The Learning Connection Libraries: \$300.00</u> <u>Hard Core Test Prep: \$300.00</u> <u>Lakeshore Supplies: Cabinets, markers, crayons, etc. \$600.00</u>
Educational Software (Object Code 199)	<u>600.00</u> <u>Audio/Visual equipment, Classroom Hardware and Software to supplement instruction – to include Student Writing Center</u>	<u>\$600.00</u>
Travel	<u>\$400.00</u>	<u>\$400.00</u> <u>Activities, Trips, Entrance Fees, miscellaneous expenses</u>
Other	<u>\$300.00</u>	<u>\$300.00</u> <u>Parent workshops. Hot foods. Celebrations</u>

Part E: Budget

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

Allocation Amount: \$12128

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
TOTAL	<u>\$12,080.00</u>	<u>\$12,080.00</u>

**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 5	Borough Manhattan	School Number 46
School Name The Tappan 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 Mr. George Young	Assistant Principal Ms. Sharon Goodman
Coach Ms. Bernalda Frias	Coach type here
ESL Teacher Mr. Luis A. Gomez	Guidance Counselor Ms. Sonika D. Barliraj
Teacher/Subject Area Ms. Yasmin Villar, 2nd Bil.	Parent Ms. Rita McClinton, PA VP
Teacher/Subject Area Santana Sianna, 1st Bilingual	Parent Coordinator Mr. Kyle Williams
Related Service Provider Ms. Gonzalez	Other Ms. Petra Corporan, 5th Grade
Network Leader(Only if working with the LAP team) Ms. Karen Ames	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	870	Total number of ELLs	95	ELLs as share of total student population (%)	10.92%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	80	ELL Students with Disabilities	10
SIFE	0	ELLs receiving service 4-6 years	15	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. [i](#)

	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	13									13
Dual Language										0
ESL	54			15						69

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	67	0	0	15	0	0	0	0	0	82
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
Spanish		7	6											13
SELECT ONE														0
SELECT ONE														0
TOTAL	0	7	6	0	0	0	0	0	0	0	0	0	0	13

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	10	9	10	9	8	7	7	7					73
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic	2	1		1	2			2	2					10
Haitian					1									1
French							1	3						4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			3				1	2						6
TOTAL	8	12	12	11	12	8	9	14	9	0	0	0	0	95

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)	8	5	2	2	2	1	2	8	5					35
Intermediate(I)		5	2	1	6	1	4	4	2					25
Advanced (A)		2	8	8	4	6	3	2	2					35
Total	8	12	12	11	12	8	9	14	9	0	0	0	0	95

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	2	4	3		9
4	1	3	2		6
5	2	2			4
6	2	4			6
7	3	1			4
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		6		1				9
4			3		2				5
5	1		2	2	2	1			8
6	2	2	3						7
7	1	1	4	1					7
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		3		2				9
8	1								1

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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)								
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.

Paste additional information here

The NYSESLAT, LAB-R, ELE, EI SOL, the ECLAS and teacher's running records are among the tools that help guide teachers adopt a

strategy to best serve the ESL population and designed a LAP policy for the class. Accordingly, native language art (NLA) and English language instruction (ESL) is aligned with New York City's Language Allocation Policy (LAP) and reflects 40% English and 60% Spanish instruction for beginners; 50% English and 50% Spanish instruction for intermediate students; 72% English and 25% Spanish instruction for advanced ELL. Based on academic performance levels and assessment results the two bilingual classes will start with a 50% English and 50% Spanish instruction ratio for the school year 2013 - 2014. To ensure more individual time per students a small bilingual class setting is preferred. Each bilingual class will house approximately 20 students and never exceed the union contracted agreement.

What insights does the data provide about your ELLs?

The data provides patterns in trends of our current and former ELLS. We learned that our former ELLs are scoring levels 3 and 4 in ELA, Math and Science standardized tests. Based on the NYSESLAT data analysis, we have observed that the majority of our 3-5th grade ELLs scored Advanced or Proficient in Listening and Speaking. These students need more support in Reading and Writing skills in which we will be providing in AIS support, after school programs, in-class support, and Title III academies.

How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This information helps our instructional plan because we know exactly what the academic weaknesses are for the students and furthermore we are able to provide a specific instructional focus based on this data.

Accessing and viewing data in ARIS allows us to plan our instructional programs (after school and Saturday academy) based on the academic weaknesses and strengths of our students.

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

The data patterns of the four modalities of the ELLs at PS 46M show that most students struggle with reading and writing more than listening and speaking. However, there are some students who are more proficient in reading and writing, but are not yet proficient in speaking and listening. This is particularly the case for our early childhood students Grades K-2. In order to support our ELLs in Grades K-2, we are inviting them to attend the Title III ELL Academy in the spring of 2014 in which they will be attending the after-school ELL Academy twice a week. Until that time, beginning ELLs in grades K-2 are also receiving AIS, and targeting instruction during 37.5 minutes.

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](#))

N/A - State has not release scores in combined modalities to make adequate assessments of NYSESLAT modality patterns.

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?

a.

N/A - PS 46M population takes the mandated state tests in English

b.

PS 46M implement the ELL Periodic Assessment to help better understand the academic strengths and weaknesses of the ELLs. Results on the Pearson website are carefully evaluated by the ESL teacher and classroom teacher to track progress in the four modalities, and created differentiated instruction as needed.

c.

The periodic assessment will help teachers to understand how each child is progressing in each of the four modalities. It will help us to recognize the students' strengths and weaknesses in English so that instruction can be driven by this data.

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](#).)
Data is used to guide instruction. Lesson plans, grouping, scaffolding techniques, differentiated instruction, vocabulary, rigor in the classroom and eligibility for morning session and after school program is highly determined base on the data. Parents are always kept aware of their childs progress and ways school is working to improve on the student's academic success.
6. How do you make sure that a child's second language development is considered in instructional decisions?
PS/IS 46M prides itself in building an atmosphere of community where every voice is heard and every student participates in the mission to enhance their education and quality of life. Academic decisions are shared with the school staff and administration is always open for questions and positive contribution. Having said this, the Comprehensive Educational Plan (CEP) team, the School Leadership Team (SLT) and the Language Allocation Policy (LAP) team are organizations within the school that are open to everyone where every voice is heard and every concern is addressed. As a subgroup, second language learners, are always considered in decision making as their state test scores also contribute to the overall grade of the school. Further, Title III funds are appropriately used to address ELLs language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- N/A - No dual language programs are offered at PS 46M
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
6. Describe how you evaluate the success of your programs for ELLs?
PS 46M evaluates the success of our ELL students by observing their academic growth via summative and formative assessments. We measure their academic growth by "one year's progress". We expect our ELLs to meet or exceed the ESL standards and other content area state standards. The NYSESLAT is an assessment tool in which we measure their language proficiency and most importantly we evaluate their success by having our ELL students take risks in speaking, writing and reading in English for communication with their peers and teachers. Our ESL teacher provides a safe and nurturing environment so that our ELLs can thrive and be successful in school.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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](#).)

For initial identification of students who may possibly be ELLs, the HLIS (Home Language Identification Survey) is used to determine if the home language is other than English. The ESL teacher speaks Spanish and is able to conduct the initial screening. The initial screening includes a conversation with parents and or guarding registering a child in the NYC public school for the first time. This informal oral interview/conversation happens in the child's home native language. Questions such as how old is the child, what is the home address, is there a report card from the previous school, has there been an interruption in the academic schooling of the

child are some of the questions asked initially. If necessary, when Wolof, Fulani, Arabic, or another language is spoken by the family, a translator is provided by a family member or a staff member at the school. If the home language is English, then we do not administer the Lab-R to the student. If the home language is a language other than English, the student will be administered the Lab-R to see if he/she places into ESL at the Beginner, Intermediate, or Advanced level. If, according to the English LAB-R, the student is placed in the ESL program then the administrator administers the Spanish LAB-R for Spanish speaking students. If the student tests out of the Lab-R, he/she is not placed into the ESL program. As per State and City mandate, our school completes the identification and testing process within a ten school day period.

Every year all ELLs are required to take the NYSESLAT. Students receive a score of B, I, A, or P (testing out). The NYSESLAT consists of four parts: Reading, Writing, Listening, and Speaking, and each part is administered to each student. Speaking is conducted one on one. Listening, Reading, and Writing are conducted in groups.

As per mandate, parents are always informed in the language of choice. The letters used to inform parents of students testing and performance outcome in either the LAB-R, LAB-R Spanish and the NYSESLAT are the formatted letters provided by the NYCDOE. Names of staff and school phone numbers are included and the door is always left open for parents and or guardians to stop by the school or call to have their questions and concerns answered.

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.

Translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school's Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to the Federal Law No Child Left Behind Act. Most importantly, we avail ourselves to answer questions that our parents may have or any concerns.

Further, to ensure that parents understand all three program choices, we hold the state mandated parent orientations to families of new ELL as necessary throughout the year. Our ESL teacher and administration conduct these workshops. At the meetings, parents are shown the parent orientation video which demonstrates the three program types in detail. The video is presented in their language of preference. Brochures in the parents' native languages are also provided giving detailed information about the three program choices as well as advice on what parents can do at home to help support the students. Participants fill out the Program Selection form and sign and submit it to the ESL teacher. Forms in the native language and English are also mailed home. Follow-up phone calls are made to ensure the return of all Program Selection forms.

PS/IS 46M aims to support parents and work throughout the year to accommodate their program choice. When time and budget allows and the program of choice is made available, parents are notified immediately by letter and phone calls. At the parents continued request the student is placed in the program of choice.

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

The Tappan School enrollment policy follows all state and city guidelines. All parents/guardians who are registering students' new in the New York City Public School System (ATS Admission Code 58) receive a Home Language Survey (HLS) from the school's state certified English as a Second Language teacher (ESL). For parents who indicate a home language other than English the ESL teacher explains the school's bilingual and ESL program choices and the Revised Language Assessment Battery State test (LAB-R) and program choices and that they will receive letters notifying them of the results in the language of their choice.

Entitlement letters and non-entitlement letters are distributed to parents upon testing the child in the Lab-R. Continued entitlement letters in parents' native languages are also sent out in the beginning of the year. Follow up phone calls are made to confirm that letters have been received and to ask parents if they have any questions about the letters or the ESL program

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

All efforts of the ESL and bilingual program at the Tappan School (P.S. 46M) are guided towards assisting the English Language Learners (ELL) population to succeed and meet the new and higher standards. We communicate with our parents to ensure they are aware of the programs offered at PS 46M and provide them with the best information and assistance in choosing the best program for their child. We offer parents workshops where information of grades, modalities and available programs are shared.

Criteria such as English proficiency levels for all four modalities, as well as students' current grades (K, 1st, 2nd, etc.) are considered when making the bilingual/ESL placement and schedule. We try to group students according to the results of the Lab-R and NYSESLAT scores as well. Due to the high number of ELLs, as well as due to scheduling conflicts, all ELLs in the same grade are picked up together and ESL classes are differentiated to meet the needs of each individual student.

We recognized that writing timely reports and updating and record keeping is an integral part of the ELL program. ELPC screen in ATS is a screen we visit at least every twenty days or less. The bilingual coordinator has access and is well trained in all of ATS functions. Further, record keeping is parAll records of communication such as entitlement, placement letters, ELL program continuation letters and agendas of meetings with parents are kept by the bilingual coordinator of the school in a secure location of his office.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

As mandated by State regulation, PS/IS adheres to all the guidelines while administering the NYSESLAT to all ELLs every school year. Members of the Language Allocation Policy Team, bilingual teachers, ELA coach, ESL teacher and administrator formulate a schedule to administer, score and deliver the test in a timely manner. Two proctors are assigned to every testing room. Testing signs are the classroom door. The Principal makes the necessary announcements to have the entire school on a testing mode. No one is allowed in the hallways unless for emergency purposes. Parents are informed via the school messenger and letters are sent to the home in English and native language. The security and integrity of the test is monitored by both the administration and ESL teacher. Further, a different day is assigned to every component of the NYSESLAT - A day for Reading, a separate day for writing, another day for listening and so on. The NYSESLAT eligibility roster for spring testing is printed from ATS.

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. 

PS 46M prides itself with working alongside with the parental community. We listen to their concern and do what it takes to meet the students' needs and guardian request. The trend in program choices that parents have selected for the past few years is Freestanding ESL. The majority of parents choose this option. They express their desire for their child to focus completely on English. A few parents chose bilingual and almost none chose the dual language program. Hence, the school leadership has maintained a strong free standing ESL pull-out program and two Spanish bilingual classes to service entitled students in grade first and second.

The program model at The Tappan School is aligned with parent requests. Most parents prefer their children to be in a Free Standing ESL class which we provide at the school. The ESL teacher offers to assist parents who wish for their child to be moved to a school that has bilingual or dual language according to their program selection. Parents are also informed that we will create a bilingual program when we have 15 students in two consecutive grades that want to be in a bilingual or dual language class. When a parent requests a program that we do not provide at the school (ie. Dual Language Classes), the ESL teacher, school administration, guidance counselor and pupil accounting secretary all work together to help the guardian find a neighborhood school with the preferred program model.

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])?
 - a. What are the organizational models? PS 46M uses the pull-out model. Entitled ELL students are group and instructed in a free-standing separate ESL classroom. Always being flexible, sometimes the ESL teacher pushes in to support students in free standing classroom. Collaboration between the classroom teacher and ESL teacher is ongoing. It is crucial for the ESL teacher to be familiar with classroom curriculum in order to align and differentiate lessons with the classrooms. Alongside the administration, the ESL teacher suggests various ESL-related PD's for classroom teachers. We meet as a team during various grade meetings to collaborate with what the teachers are doing for ELLs inside the monolingual and bilingual classroom. When necessary, the ESL teacher also communicates effectively with the teachers via email and phonecalls after school hours.
 - b. What are the program models? In agreement with the PS 46M LAP team, the school's administration agrees that the program model to be set in place is mostly heterogeneous where various proficiency levels may be in one class. This model aligns with the philosophy that students have different strengths and learn best from each other. When necessary, some classes, particularly in the kindergarten level, are homogeneous and may consist of all Beginner level ELLs. Except for Special Education bridge classes, students are mostly organized according to grade. Classroom instruction is always differentiated and stems from students level, culture and interest. Differentiation of the lesson is particularly evident when classes are heterogeneous, consisting of students at various grade levels and English levels of proficiency. When the ESL teacher is working with an advanced group, the beginners are able to support each other by speaking their native language with one another and assisting each other with the work.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

As per New York and City mandate, students at all levels are provided with the corresponding instructional time: Students scoring at a Beginning and Intermediate level on the NYSESLAT receive 360 minutes of instruction per week and students scoring at an Advance level receive 180 minutes per week. Students who exit the ESL program will receive Part 154 support as needed and requested by classroom teacher and time allows in the second language program. School administration ensure that all teachers

meet the mandated ESL training and that bilingual and self contained staff servicing ELLs provided instruction using ESL methodologies such as scaffolding and differentiated instruction. Formal and informal observation, teacher's logs and, among others, student's progress serve as indicators that teaching requirements and state mandated ESL, ELA, and NLA instruction are being met.

The schedule was created with the supervision of our ESL Compliance Coordinator, ESL Teacher, and support from our LAP/Network support staff. Instructional blocks are used for the students to ensure that they receive the proper number of minutes per week of ESL. Extended day time is also utilized for ESL instruction for students at the beginning level and ELL students who need added academic help in preparation for state exams. Beginning and Intermediate students are picked up and seen by the ESL teacher more often than advanced students. If an Advanced level ELL is in a heterogeneous group with Beginner or Intermediate students, the Advanced level student does not participate in all of the pull-out classes.

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? On-going school and teacher's assessments and state mandated examinations are among the tools used to help determine ELL level of language proficiency. The NYSESLAT, LAB-R, ELE, EI SOL, and the ECLAS guide teachers to adopting a strategy to best serve the ESL population and designed a LAP policy for the class. Accordingly, native language art (NLA) and English language instruction (ESL) is aligned with New York City's Language Allocation Policy (LAP) and reflects 40% English and 60% Spanish instruction for beginners; 50% English and 50% Spanish instruction for intermediate students; 75% English and 25% Spanish instruction for advanced ELL. Based on academic performance levels and assessment results the two bilingual classes will start with a 50% English and 50% Spanish instruction ratio for the school year 2013 - 2014. To ensure more individual time per students a small bilingual class setting is preferred. Each bilingual class will house approximately 20 students and never exceed the union contracted agreement. In essence, all Beginner and Intermediate ELLs receive 360 minutes of ESL instruction per week. All Advanced ELLs receive 180 minutes of ESL instruction per week.

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.

All lesson begin with the premise that they must be differentiated. Student's cultural background, language level and interest are always considered in ESL instruction at PS 46M. In order to make content comprehensible and enrich development, our ESL teacher uses many visual aids such as vocabulary cards with pictures and realia. The ESL teacher also uses the TPR (total physical response) method of teaching as well as hands-on manipulatives with the children. All of these visuals and various hands-on approaches help students stay engaged and learn content. Singing songs, chants and acting out ideas are also part of the lessons. Computers with various English activity websites such as StarFall.com and many graphic organizers are also used to help make content comprehensible for student. The software Rosetta Stone is also part of the software packet used to further our students language abilities. Class trips related to specific curriculum content are scheduled with pre and post trip activities are also planned for ELLs. Our ESL classes are conducted in English, with native language support texts. In all, songs, poetry, music, cultural heritage realia, hands-on, and, among others, visuals are methods and aids use to help ESL/bilingual students meet and surpass state core standards.

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

Some ELLs are not as strong in their native language as they are in English. In these cases, we focus on English evaluations and initial assessments. Students who speak Spanish and do not pass the Lab-R, are administered the Spanish Lab-R to help understand in which language the student is dominant. When an ELL student requires a psychological evaluation, depending on the child, the student is evaluated in his/her native language or with a translator present. Further, PS 46M ESL teacher, both the math and ELA coach, the assistant principal and PTA president are among the staff who speak Spanish in our school. They work as a team to ensure that all students are evaluated as mandated when necessary and that parents and guardians are appropriately informed.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Running records, classroom assessments, state on-going tests, classroom participation, homework, quizzes, informational evaluations of conversation, cultural adaptation and behavior are among the ways the school staff evaluates ELLs progress. We use differentiated instruction and believe that all students have different strengths and learning styles. We have a strong arts program that encourages ELLs to express themselves artistically. ELLs also participate in the band, in chorus and in the Studio in a School

program. Every ELL is expected to perform academically and every writing, English, speaking, math lesson is presented with rigor.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. There are no SIFE student in our school. However, in the event that we enroll any SIFE students in the course of the year we are ready to act. The ESL Teacher works closely with the classroom teacher to provide special differentiated activities for the student to work on during class. The ESL teacher will also provides reading materials, manipulatives, and letter and word cards for the student to use both in the ESL class as well as the general education classroom. This student will also receive AIS services as part of the RTI (Response to Intervention) model implemented at our school. The SIFE student receives extended day services, and we are closely collaborating with the student's parents to help understand the child as best as possible.

b. For the ELL newcomers, the ESL teacher differentiates instruction by providing prompts and pictures when necessary to help facilitate comprehension. The ESL teacher also allows beginner ELLs to visit during lunch hours for extra help. All beginner ELLs are required to participate in the extended day program. Recognizing that music helps in language acquisition, when possible, students are integrated in the school chorus. A great deal of visual, realia and hands on are always part of the lesson for ELL newcomers. Scaffolding and student's cultural heritage is use to welcome students, help them feel part of the new system and enhance their vocabulary in the targeted language. Further, ELL newcomers are ask to make vocabulary card rings to use with them throughout the day to help express themselves in all of their classes, at lunch, gym, dance, etc. Articulation among parents, ESL and classroom teacher is on-going.

c. For our ELLs of 4-6 years, classroom teachers and the ESL provider consistently monitor progress and growth via assessments such as Acuity tests, RALLY, DRA/benchmarks, informal writing and reading conferencing, and bimonthly running records. After analyzing the data, teachers plan for instruction to address their academic weaknesses aligned with the four modalities of ESL.

At PS46, there is a big emphasis on teaching comprehension strategies, focusing on main idea, predicting, and summarizing, which were some of the weakest skills of the students according to the Inquiry Team action research. By providing small group instruction, teachers are able to identify the specific skills in which students need the most help. Students are able to hone their skills, and at the same time this also helps them prepare for ELA and NYSESLAT.

d. There are no students who have completed six years of ESL in our school.

For students who continue to participate in the ESL program for six years and further the LAP team searches for evidence of learning disabilities and or test taking difficulties. Test taking stragies, attention retation practices, and NYSESLAT test taking techniques will be used to ensure enhance results in state standardise test.

e. ELLs who test out of the ESL program are not forgotten. Articulation among ESL and classroom teacher continues; support and help is always available when requested. Former ELLs students are welcome to participate in ESL program when timing and scheduling allows. Former ELLs are asked to help newly arrivals and, often, we team them to facilitate cultural transition. This process is a win-win situation. Former ELLs feel empowered and newly arrivals have a mentor.

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

For ELLs identified with having special needs, we have various instructional strategies and materials that we use. The Wilson program, Guided Reading, and Reading Recovery are used to assist these students. Math and Literacy coaches and AIS are also extra supports for these students. The Voyager literacy program is used with small group instruction.

For ELLs identified with having special needs, the ESL teacher collaborates with the classroom teachers and special education teachers on a regular basis to support the child. It is important for the Special Education teacher and ESL teacher to collaborate in order to fully understand the child's needs in terms of second language acquisition vs. a learning disability. When appropriate, the ESL teacher pushes into the classroom to work with the students during the classroom lesson. When students with special needs are in the pull-out class, the ESL teacher creates differentiated instruction for these students. The ESL teacher has

copies of all IEPs for students with special needs and regularly communicates with the psychologist, speech therapist, social worker, and parents regarding the needs of these students. The ESL teacher also attends IEP meetings and student intervention meetings so as to stay informed of added services and program changes.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We have multiple common prep periods to support all classes in all grades. There are also monthly common preps for teachers in ICT classes, including both partner teachers and paraprofessionals. We are supported by Presbyterian PSO Network which helps support teacher teams efforts.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <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

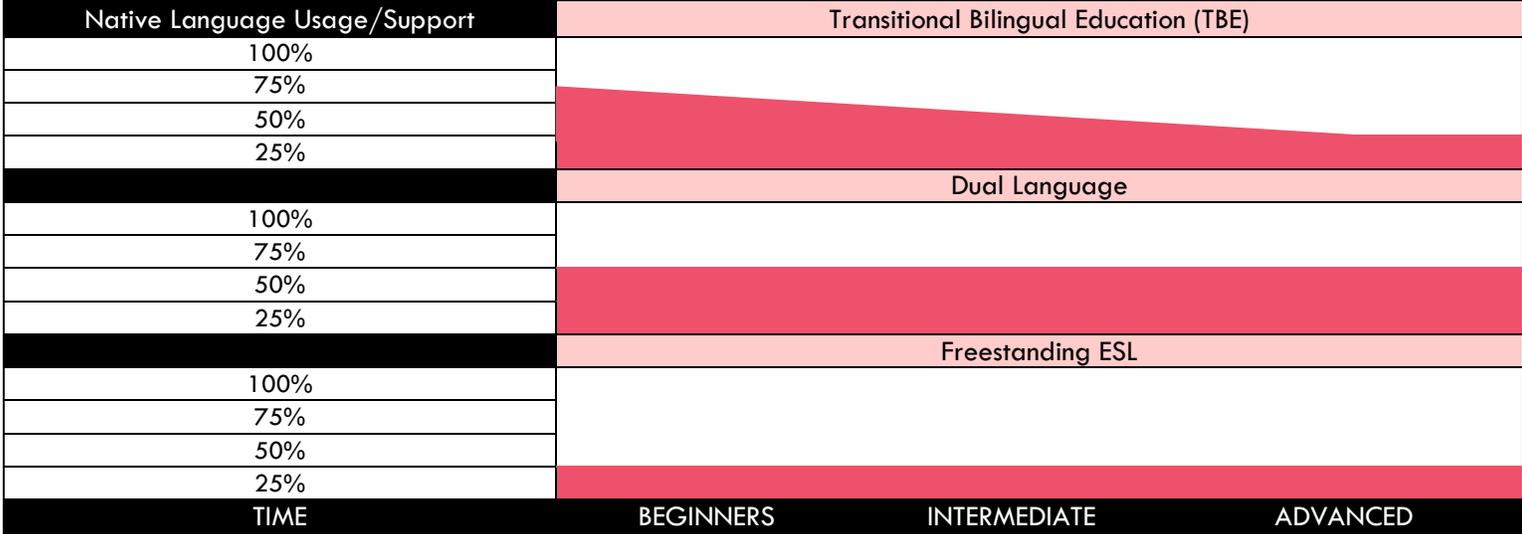
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our ELL students are part of our success. The ELLs' are an integral part of our school's learning experience. However, there is work to be done. The Spring, Summer and Winter of school year 2012-2013 our scores for English Language Arts (ELA) and State Math (STM) tests reflected that in both math and reading the ELL students were in the range of level II and level III. The Lower grade standardized assessment, October 2013 ECLAS and EL SOL, indicated a greater number of students in level I and level II.

Reading

Students with a low performance in the reading on the NYS ELA test will be given added time dedicated to enhancing comprehension. Read aloud, shared reading, guided reading, independent reading, vocabulary development, phonemic awareness, group discussion, and role playing will be among the approaches used to further develop literacy understanding.

P.S. 46 has many targeted intervention programs to meet the academic needs of our ESL population. The literacy coach and math coach provide intervention for ELLs in both ELA and Math support. The Resource service provides support for ELLs as well. The Resource teacher also focuses on ELLs with IEPs in a small group in the afternoons. We have specialty teachers for each of the content areas of science & math. During content-based lessons, small group instruction is provided for ELLs. We have guided math which provides targeted instruction. Various interactive activities provide students with extra opportunities to assist with English language acquisition.

Rosetta Stone and StarFall is a technology program we use to help students with vocabulary and reading comprehension using leveled texts that are appropriate for each individual student. We also use Imagine Learning, which is a technology program designed to support ELL students, as well as National Geographic to assist with non-fiction texts for ELLs.

During the 37.5 minute morning block, targeted ELLs in grade K-2 receive instruction in phonemic awareness, phonics, spelling, vocabulary, guided reading and writing, and the use of technology. 3-8th graders work on vocabulary, word skills, test sophistication, best practices in reading & writing, and Kaplan and Coach reading support.

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

We work hard and smart at PS/IS 46M. Ten percent of the ELL population tested out of the ESL program in the Spring 2013. More than 90% moved up a level of language acquisition according to the 2013 NYSESLAT. Clearly, more work needs to be done in the ELA and Math state tests results. After only the first full year in the system, all ELLs have to take state tests. Very little time is given to ELLs to adapt and perform adequately.

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

Under P.S. 46's leadership, we are implementing the ELL Periodic Assessment, in order to better gauge the growth of ELLs throughout the year. Also, based on the transient patterns of ELLs, our ELL population is growing and we are looking into creating self-contained ESL classes and possibly additional Spanish TBE classes if the demographics and program selection of parents demand this. In addition, if the numbers of ELL students continue to grow, we are looking into hiring a second ESL teacher. Further we will be using Title III funding to purchase additional hardware and software to further implement the use of technology in the ESL and bilingual curriculum. An ESL technology lab will help bridge the technology divide among students.

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

No program at this time will be discontinued. We will add to our success of last year.

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

Alongside ESL pull-out services and self-contained classroom instruction, PS 46M offers a variety of supplemental services to meet the academic needs of all ESL students. Following, please find programs that will be implemented to further address and add to

the academic intervention of the students who are in participants of extended services:

- After School Programs

Rationale: The instruction of our after school program will concentrate on tapping all language learning modalities; kinesthetic, auditory, tactile and visual. Target Population: The after school programs will be open to all Bilingual and ESL students. However, academic intervention will be concentrated on students who will be taking city and state exams and students who did not demonstrate the necessary ESL mandated gains in the NYSESLAT. The class will be taught by a certified ESL teacher, it will have no more than 15 students. Test taking strategies and instruction using ESL methodologies will be the center of instruction. Materials will include ELA readers, Math and ESL test taking strategies materials and NYSESLAT strategy guides. The after school program will meet 3:30 – 4:30pm on Tuesday through Thursday for 30 weeks.

- Saturday Academy

A Saturday Academy for all Bilingual and ESL in testing grades. The academy will provide additional opportunities for academic intervention. Each class will have up to 15 students. Students in monolingual classes will receive intensive instruction in ESL with a focus on literacy and mathematics. ELLs from bilingual education programs will get additional support in ESL and native language instruction, particularly in reading and math. Date/Frequency: The program is scheduled to begin in October 2013 and run through May 2014 when students are administered the last standardized exam for this academic year. The Saturday Academy will run from 8:30am – 12:30pm. Facilitator: 1 certified ESL teacher.

* In addition

ELLs students are required to participate in the 37minutes morning enrichment program. Guidance counselors, social workers and school nurse are also intoned to help monitor the social and health development of the ELL students. These preventive measures serve to avoid any students falling through the cracks. Further, they are encourage to participate in the school band and chorus.

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

Working closely with classroom teachers, the ESL teacher uses the students' class readers and libraries to complement the homeroom instruction and assignments.

The Tappan school implements the division's Susan Radley reading and writing workshop program. Core Curriculum, aligned with state standards, Go Math, ReadyGen and Scott Foresman New York for Social Studies are the curriculum used at PS46M. Along side these school's curriculums, picture dictionaries, manipulative, visual objects, and listening centers are among the many added sources at hand to aid the student's comprehension, develop vocabulary and incorporate cultural awareness. Students participating in self-contained bilingual classes acquire second language proficiency as they continue to learn content area subjects in Spanish appropriate to their age and level. Spanish library !Mira Como Leoj and Spanish curriculum text Invitaciones, published by Houghton Mifflin, are part of the overall bilingual class curriculum used to enhance students native language skills. As part of the balance literacy approach the self contained ESL program and the bilingual classes use the well rounded Into English program by Hampton-Brown Books to implement strategies such as:

- Reading aloud
- Shared reading
- Guided reading
- Independent reading
- Vocabulary Development
- Phonemic awareness
- Group discussion and interaction

All resources and teaching approaches adopted by the ESL and bilingual program at PS 46 are guided toward enabling ELL succeed in the state required examinations and meet the ESL state standards. These standards indicate that ESL students will listen, speak, read, and write in English for:

- Information and understanding
- Literacy response, enjoyment and expression
- Critical Analysis and evaluation
- Classroom and social interaction
- Cross cultural knowledge and understanding

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

Donated by the Robinhood foundation, PS 46M prides in having a state of the art library with book ranging in different genres and languages. ELLs are welcome to borrow books openly. Further, the bilingual classes are equipped with self contained Spanish Mira-Como-Leo library. The ESL teacher has books in Spanish, French and Arabic that help support the child's native language.

Although instruction in our freestanding ESL classes is exclusively in English, students are able to discuss and read these books when they've finished their class work, and use them to assist with reading strategies. They also use these books as examples to help understand the components of a book. The ESL teacher also speaks fluent Spanish, so when necessary, sometimes directions or meanings are redefined in the native language to help facilitate understanding of the lesson content. Of course students support each other by speaking in their native languages when necessary during independent and group work.

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

After reviewing the RNMR ATS report, we observe patterns and trends of specific students' combined modalities. We look for students who might need additional support based on their scores and years as ELL students. During grade conferences and Instructional Support Team meetings with the ESL teacher and school administration, we review an action plan to support them via at-risk for SETTS or other related services.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Parents chose to send their children to PS 46M because, from the onset, the ESL/bilingual program and administration welcomes them with open arms. We make parents and students feel part of the community and school environment. Before the school year begins, parents are contacted and welcome to join parent coordinator and assistant principal on a school and neighborhood introduction. Our school provides tours of the school facilities for students and parents, neighborhood walks through the community and school surroundings, and information of important contacts, i.e. Parent coordinator, Principal, Assistant Principal, nurse, etc

18. What language electives are offered to ELLs?

No language electives are offered at this time.

19. For schools with dual language programs:

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

N/A - No Dual Language program in our school.

C. Professional Development and Support for School Staff

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

The P.S. 46M administration and staff understands that we are all part of a diverse community and share the same vision: To educate all students, help them to achieve and to maximize their potentials. Therefore, to ensure that we meet the needs of all students, our staff and teachers must be trained. Our school administration, ESL staff and teachers, in conjunction with the region/division staff, consult to ensure that training time and personnel is provided to a minimum of 7.5hrs of ESL/bilingual training for our staff to be in state compliance. Also, when necessary, the PD workshops are held for teachers, parents and caregivers throughout the school year. Administration, Bilingual and ESL teachers will attend monthly PD provided by the school's cohort representative and core curriculum vendor consultants who are hired and paid with School's Title III budget. Five 50 minutes PD sessions will be devoted to Bilingual/ESL services. Following are the staff developments sessions that will be held this school year:

September 2013 "Assessment, Evaluation and Placement of ELLs"

October 2013 "Understanding, analyzing and Implementing the LAB-R and NYSESLAT to drive differentiated instruction"

November 2013 "Implementing ESL Strategies During the Literacy Block"

December 2013 "Using TRP, Hands On Approaches with ESL Students"

January 2014 "Prior Knowledge, scaffolding, Music and Multiculturalism for ELLs"

These professional development workshops will focus on how to support classroom teachers with best practices and researched based ESL strategies. Our goal is to provide teachers with, among others, state test awareness, scaffolding techniques and multiculturalism values in the classroom which would be used to teach content areas with academic rigor. In addition, the cohort hosts meetings where issues, ideas and additional training aligned to Common Core Learning Standards and relating to ELL and bilingual programs are discussed. These meetings, open to bilingual and ESL teachers are also open to staff member who have ELLs in their classrooms.

PS 46M educational practices is committed to all students at all grade levels. Staff development is ongoing and professional development includes workshops instructing staff on various ESL teaching strategies. In order to prepare our ELLs for middle schools, we support them by providing additional AIS services with an emphasis in the content areas. The instructional strategies of AIS are geared to prepare the student for the academic rigor and content knowledge of middle school standards. Students are encouraged even more to work in larger groups, participate in team research, learn independently using technology, practice note taking from teacher's lectures and, among others, be more open to a changing competitive multicultural world.

Recognizing that all teachers must have a minimum of at least 7.5 hours of ELL training, the administration at PS 46M ensures that ESL issues, standards, teaching methodologies is an on-going conversation with the entire school staff during city wide PD held days. Further, the ESL teacher participates and provides trainings, answers questions and hands out necessary documents during common planning periods/grade conferences in order to comply with Jose P. regulation. Content includes information on procedures of the Lab-R and NYSESLAT and familiarizing teachers with the content of these tests and how best they can be used to plan accordingly. Teachers are also encouraged to participate in city held ESL/bilingual conferences. PS 46M teachers are always welcome to join ESL lessons held by licensed ESL and bilingual teachers of the school.

D. Parental Involvement

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

1.

It is said: "It takes a village to raise a child". At P.S. 46M we truly recognize and embrace the fact that we need our parents/caregivers and anyone in the community who cares for our children. We hold true to the idea that we are all in this together as a family. Recognizing the importance of parental involvement in the overall development and academic progress success of our students is one of PS 46M strategy for its continued success. Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student's everyday learning. With an open door policy, continued articulation and parental support PS 46M will meet the demands of our bilingual, ESL instructional plan.

Henceforth, translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school's Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to Obama's Raise To The Top State Grant Competition and the Bush era Federal Law No Child Left Behind Act. Most importantly, we avail ourselves to answer questions that our parents may have or any concerns.

2.

PS 46M administration, staff members and community agencies take part in collaborating to present various workshops and talk sessions with parents to support efforts in working with our school's young ELL learners: Dial-A-Teacher, tutoring through Harlem Children Zone, UFT SES program, cultural events and holiday extravaganza shows and events put on by the students and teachers, International Fair, Promotional Criteria and Your Child, the Spring Arts Fair. We also redesigned our school website and there will be a translation piece helping to provide translations in various languages for parents of ELLs. The Tappan School also partners with the NYC local police precinct and neighborhood fire department to answer questions, schedule visits and provide workshops for students and parents on safety.

3.

The use of a Needs-Assessment survey are utilized and distributed to parents at the beginning of the school year and at the end of the year to assess the needs. Also, the school's PTA holds official meetings during open school night and parent orientation nights to discuss concerns, answer questions and plan for the future. Based on this information, workshops are developed to meet their needs. Workshops are geared to address topics that parents have requested. At our ELL Parent Orientations, the ESL teacher also provides time and offers the opportunity to inquire about parents' and students' needs so that we are able to support them.

Further, our P.S. 46M staff makes daily observations of all students to check on behavior patterns, attendance records, children's hygiene, and school-readiness. Teachers may make recommendations to administration and the student support teams (IST and SIT) in order to provide appropriate support to the parents.

4.

With the support of our parent coordinator, data is collected from parents in terms of what workshops and trainings parents would like to see at our school, such as health related topics, ESL classes, how to assist children at home with homework, and how to foster the use of native language use at home in order to improve their English language skills.

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E. Additional Information

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

Paste response to question here:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
George Young	Principal		10/20/13
Sharon Goodman	Assistant Principal		10/20/13
Kyle Williams	Parent Coordinator		10/20/13
Luis A. Gomez	ESL Teacher		10/20/13
Rita McClinton	Parent		10/20/13
Yasmin Villar	Teacher/Subject Area		10/20/13
Santana Sianna	Teacher/Subject Area		10/20/13
Bernalda Frias	Coach		10/20/13
	Coach		10/20/13
Sonika D. Barliraj	Guidance Counselor		10/20/13
Karen Ames	Network Leader		10/20/13
	Other _____		10/20/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **05M046** School Name: **The Tappan School - PS/IS 46M**

Cluster: _____ Network: _____

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.

When students enter the New York City Public School system, they are given a Home Language Survey. While completing this survey, translations are immediately made available. An ESL licensed pedagogue who is bilingual in both English and Spanish will either conduct the interview or call someone who speaks the home language of the parent. Parent Orientation Meetings in selecting the educational options are made available in the home language of the parent. These orientations occur within ten business days. The Parent Coordinator and ESL teacher collaborate in scheduling these Parent Orientation sessions on an as needed basis. All letters and other documents distributed to parents are made available in the home languages represented in our student population. Since Spanish is the only other language needed besides English, all written documents are provided in both languages. Finally, We also utilize the RPOB report as a tool to analyze and calculate the number of percentages of home languages.

Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student's everyday learning. With an open door policy, continued articulation and parental support PS/IS 46M will meet the demands of our bilingual, ESL instructional plan. Henceforth, translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school's Parent Association and Parent Coordinator is always informed of Bilingual and ESL State/City guidelines and regulations.

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.

After reviewing PS/IS 46M demographics and its relevant data in the ATS system and our records of the home language surveys, the Language Allocation Policy team is aware of the community needs for document translation. Ten percent of the 835 students enrolled in the school are ELL students. These students are predominantly from the Dominican Republic with Spanish as the home language. This information was presented to the parents in the first school wide parents' meeting held in the student cafeteria early on the month of October 2013. Such findings are always reported to the school community in a timely manner to ensure an open communication with the school's parents.

Part B: Strategies and Activities

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

The Tappan School is proud to report that our staff is composed of professional from a diversified background who are competent and fluent in a number of languages. Our security officer speaks Spanish and greets Spanish speaking parents in their native languages. The Parent association president for the school year 2013-2014 is a Spanish speaker as well as is one of our assistant principals. Qualified professional, cluster teachers, title I, self contained bilingual teachers and ESL teachers in our school building provides all oral and written translation services. All documents are translated within a one-week time frame. Most services are provided during the school day; however, these individuals are paid per session for certain projects if necessary. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed.

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

Oral interpretation services are provided in-house. The Parent Association President, title I teachers, Assistant Principal, bilingual teachers and security officer in the building are always on-board to provide the necessary interpretation services to our school community. In the event there are no personnel available, we utilize the Translation and Interpretation Unit. We contact them in a timely manner to ensure that documents are received on time and as needed.

Direct communication with student's parents and guardians is key to our schools success. All school and New York City Department of Education documents, formal and/or informal, are translated and provided to parents in a timely fashion. Mr. Gomez, trully bilingual and veteran teacher of ESL for twenty years serves as the official school's translator for all of the school's documents. In addition, other staff

members in key positions are always available to translate documents, answer questions and provide oral interpretation during school meetings and parent/teacher meetings. School personnel who speak Spanish as a native language include: Both bilingual teachers (Ms. Villar and Ms. Sianna), the Assistant Principal (Ms. Bermudez), the ELA coach (Ms. Frias), paraprofessionals (Ms. Williams, Ms. Diaz).

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>.

We will ensure that translation and interpretation services are fulfilled in a timely manner. If translation and/or interpretation is unavailable in-house, then we will contact the Language Interpretation and Translation Unit to schedule services. Finally, we also have signs posted in the foyer and main lobby indicating the availability of translation and interpretation services. Our goal is that all parents know they have a right to an interpreter or translator to promote parental involvement in our school.