

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

DBN: (i.e. 01M001):

04M146

School Name:

ANNA M. SHORT SCHOOL

Principal:

DR. MONA SILFEN

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 04M146
School Type: Community Grades Served: PK-5
School Address: 421 East 106th Street
Phone Number: 212-860-5877 Fax: 212-860-6078
School Contact Person: Dr. Mona Silfen Email Address: msilfen@ps146.org
Principal: Dr. Mona Silfen
UFT Chapter Leader: Kisha Shoulders
Parents' Association President: Jessica Medina]
SLT Chairperson: Kisha Shoulders
Student Representative(s): N/A

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120th Street New York, NY 10035
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212-348-2873 Fax: 212-348-4107

Cluster and Network Information

Cluster Number: 06 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

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)
Dr. Mona Silfen	*Principal or Designee	
Kisha Shoulders	*UFT Chapter Leader or Designee	
Jessica Medina	*PA/PTA President or Designated Co-President	
	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	
Edna Garcia	Member/Elected Parent	
Geydee Pena	Member /Elected Parent	
Danette Suarez	Member/Elected UFT	
Rose Torres	Member/Elected UFT	
Sharon Curtis	Member/Elected UFT	
Cheryl Jackson	Member/ Elected UFT	
Edna Dureya	Member/ Elected Parent	
Connie Collazo	Member/Elected Parent	
Magdalena Rivera	Member/ Elected Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
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

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:

4. **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.
5. **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.
6. **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.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

According to the 2013-2014 School Quality Guide, P.S. 146's student population consists of 20% ELL, 56% SWD & 94% free lunch eligible. 71% of students are Hispanic, 24% Black and 4% Asian/White.

We continue to maintain strong partnerships with the community to both support and enrich the families and students of P.S. 146.

- 92nd Street Y Dance/Musical Theatre Program
- Common Cents Penny Harvest
- Union Settlement also provides our students with one-on-one tutoring through their Inter-generational tutoring program
- Volunteers of Legal Services (VOLS) Program through Fried, Frank, Harris, Schriver and Jacobson LLP provides free legal services for families
- Adult ESL program for parents of District 4 students (approximately 30 parents attend classes 3 days a week totaling 9 hours)
- Hance Family Foundation 'Beautiful Me' curriculum to improve self-esteem of girls
- Union Settlement Mental Health Clinic (CBO)
- Hunter College Student Teachers & Student Interns (Special Ed and General Ed programs)
- READ East Harlem (through Hunter College)
- Parent Job Net Consortium for Worker Education - Adult ESL program
- Jewish Museum of NYC
- My Own Book Program
- Grow NYC Recycling Champions Program
- CIVITAS (non-profit civics organization)

School Mission: It is our belief that we can educate each child to the fullest extent of his or her ability. It is our belief that we can effectively educate General Education, Special Education, and English Language Learner students to meet Standards of Excellence through collaboration amongst staff, parents, and the community. It is our belief that we will create a school environment that fosters and develops students' cognitive, creative and social growth.

School's Challenge: Student performance at grade level proficiency, in both reading and mathematics continues to be a challenge. We have begun to see progress of students moving within benchmark levels for reading; however we still have a majority of students performing below grade level proficiency. This is evident in the 2013-2014 School Quality Guide student progress data:

7.4% of students were proficient while 73% of students made progress in ELA.

During the 2013- 2014 school year, 50% of students moved three or more reading levels according to Fountas & Pinnell reading data. To make further progress, we are targeting reading comprehension through questioning and discussion techniques.

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.

Strengths:

- According to the September 2013 PPO, P.S. 146 has built structures for teachers to meet regularly to analyze data and student work, as well as, further revise and develop curricula. We have also developed systems to monitor, evaluate and revise the practices across the school with particular attention to the expectations of CCLS. Lastly, we have aligned assessments to support students in identified areas of growth.
- According to the February 2014 PPO, P.S. 146 has established a guided reading program that supports students at their instructional reading level.
- According to the 2013-2014 Learning Environment Survey 99% of parents and 75% of teachers were satisfied with the instructional core of P.S. 146.
- According to the 2013-2014 School Quality Guide, P.S. 146 met the target for student progress and is a school in good standing for state accountability.
- According to our 2013-2014 MOSL data, 92% of our teachers met projected student learning objectives. Additionally, 50% of students moved three or more reading levels, as measured by Fountas & Pinnell, over the course of the school year.

Needs:

- According to the September 2013 PPO, P.S. 146 needed to continue to develop and plan units, lessons and tasks to ensure all students have access and are cognitively challenged by providing scaffolds to meet the needs of all learners. Additionally, we needed to incorporate student discussion practices to reflect high levels of thinking and levels of questioning that sparks critical and analytical thinking.
- According to the February 2014 PPO, P.S. 146 needed to modify the curriculum to meet the diverse learning needs of all students, ensuring that lessons and tasks are accessible for all students yet cognitively engage as well as challenge them. Additionally, we needed to incorporate student discussion practices to reflect high levels of thinking. Finally, we needed to embed vertical planning into team structures.
- According to the 2013-2014 School Quality Guide, student achievement for ELA and Math were 7.4% and 9.1% respectively. Additionally, students with an IEP (n=116) had 16.4% for ELA and 20.5% in Math for approaching the target (40.2%) to close the achievement gap; meeting the target for closing the achievement gap was from 41.2% to 58.9%.

Priority Area:

- Ensuring that there are entry points to the curriculum for all students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in

Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2015, all classes will have used formative assessment data to monitor, evaluate and revise at minimum four units of study for ELA/Math as measured by collected lesson plans and the ongoing collection of student data.

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>
Teacher Teams will create a year-long assessment calendar, indicating formative, midpoint and culminating assessments and will meet bimonthly to analyze student data gathered from formative assessments using the CAN Protocol.	All Pedagogues	October 2014-February 2015	Coach/Data Specialist & Administrators
Teacher Teams will develop SMART Goals and action plans to address the needs of all students, including lowest third, ELL and students with disabilities; Teachers’ lesson plans will reflect modifications to the curricula based on student data.	All Pedagogues	October 2014-May 2015	Coach/Data Specialist & Administrators
ESL teachers will provide a series of professional learning sessions focused on vocabulary instruction aligned to CCLS curricula.	All Pedagogues	December 2014-May 2015	ESL Teachers, Coach, & Administrators
Teachers will use a variety of supplemental resources to build background knowledge and support students’ understanding of the content.	All Pedagogues	October 2014-June 2015	Coach & Administrators

Part 4 – Resources Needed

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

- Common Prep periods
- CAN Protocol template
- SMART Goal template
- Bringing Words to Life: Robust Vocabulary Instruction by Beck, McKeown & Kucan
- Core Knowledge Language Arts, Expeditionary Learning and A Story of Units curricula
- Core Knowledge Language Arts Supplemental Guide
- Video resources
- Leveled Trade books

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.									

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.

- By February 2015, assessment pacing calendars indicating formative, midpoint and culminating assessments will be complete.
- By February 2015, all grades will have analyzed at minimum two units of study for ELA/Math and will have made necessary revisions.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

- | | |
|----|---|
| 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. |

Strengths:

- According to the February 2014 PPO, P.S. 146 has one of a few programs in a community school setting that supports students with severe health impairments and learning disabilities in the city.
- According to the 2013-2014 Learning Environment Survey, 98% of parents and 76% of teachers were satisfied with the culture of the school.

Needs:

- According to the 2013-2014 School Quality Guide, P.S. 146 is approaching the target for school environment.
- According to the 2013-2014 OORS data, P.S. 146 had a total of 85 incidents; 28 of them were level 4 infractions.
- According to the 2014-2015 OORS data (September – November), P.S. 146 had a total of 11 level 4 infractions.

Priority Area:

- To increase support services for students at risk and in crisis

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, P.S. 146 will decrease the number of level 4 infractions by 10% as measured by the 2014-2015 OORS data.

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>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
6. 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).			
7. Strategies to increase parent involvement and engagement			
8. Activities that address the Capacity Framework element of Trust			

Clinical staff will provide pedagogical staff with professional development on mental health issues, FBA, & providing support in the classroom.	Pedagogical Staff	October 2014-June 2015	Clinical Staff
The school will use data to increase their knowledge of students across the building.	All Students	September 2014-June 2015	School Intervention Team (SIT) & Special Education Cabinet
Teachers will use the Pre-Intervention Manual to support the individual needs of students in their classrooms. The school will review initials and re-evaluations during the School Intervention Team and Special Education Cabinet meetings.	All Students	September 2014-June 2015	School Intervention Team & Special Education Cabinet
Clinical staff will provide at-risk counseling, refer students in need to outside agencies & work closely with families.	All Students & their families	September 2014- June 2015	Clinical Staff

Part 4 – Resources Needed

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

- Bi-monthly School Intervention Team and Special Education Cabinet meetings
- Pre-Intervention Manual
- Tier 2 Intervention Logs
- School Intervention & Special Education Cabinet referral forms
- Clinical Staff
- Outside agencies such as Union Settlement, Northside Mental Health Clinic & Little Sisters-

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.									

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:

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

By February 2015, all staff will have received professional development regarding mental health issues and developing FBAs.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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

13. 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).
14. 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.

Strengths:

- According to the September 2013 PPO, P.S. 146 made strategic decisions to provide teachers with professional development and structured time for team meetings leading to improved instruction. Additionally, we built structures for teachers to meet regularly to analyze data and student work and further revise and develop curricula.
- According to the 2013-2014 Learning Environment Survey, 89% of teachers agreed/strongly agreed they work together on teams to improve instructional practice and 82% agreed/strongly agreed that school leaders provide time for collaboration among teachers.
- According to the 2013-2014 MOTP data, 88% of teachers were effective or highly effective in Participating in a Professional Community as measured by the Danielson Framework for Teaching.

Needs:

- According to the 2013-2014 Learning Environment Survey, 68% of teachers agreed/strongly agreed they had professional development opportunities to work productively with their colleagues.

Priority Area:

- Establishing, Developing, & Implementing Professional Learning Communities

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, all pedagogical staff will participate in Professional Learning Communities a minimum of 2 times per month which will have a direct impact on classroom instruction as measured by MOTP.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. 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).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of			

Trust			
Focused areas for Professional Learning Communities will include the following: a book study for teachers using <u>Quality Questioning</u> by Walsh & Sattes, a book study for paraprofessionals using <u>Lost At School</u> by Greene & Teacher Team inquiry.	All Staff	September 2014-June 2015	School-Based Coach & Administrators
Grade level teams meet with the School-Based Coach/Data Specialist bi-monthly, during which they will analyze student work, using protocols, to facilitate planning & professional growth.	Teachers	September 2014-June 2015	School-Based Coach & Administrators
A Professional Learning Community schedule will be devised and will include all pedagogical staff, as well as paraprofessionals.	All Staff	September 2014-June 2015	Professional Development Committee
N/A	N/A	N/A	N/A

Part 4 – Resources Needed

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

- Monday PD time 2:20-3:40 p.m.
- Common prep periods
- Planning time for Professional Development Committee
- Quality Questioning by Walsh & Sattes
- Lost At School by Greene
- CAN Protocol template
- SMART Goal template
- 3,2,1 Protocol template
- Book Study Discussion Board

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.

Part 6 – Progress Monitoring

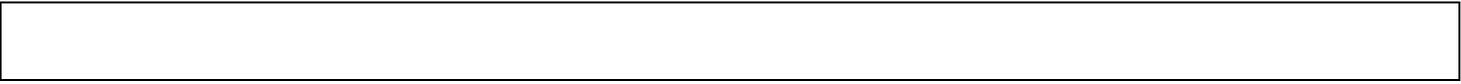
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February 2015, all pedagogical staff will have participated in at least 12 Professional Learning Communities as evidenced by sign in sheets, agendas, and school-wide discussion board posts.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	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

- | | |
|-----|--|
| 23. | 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). |
| 24. | 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. |

Strengths:

- According to the February 2014 PPO, the principal’s feedback to teachers accurately captured strengths, challenges and next steps using the Danielson Framework for Teaching; feedback clearly articulated clear expectations for teacher practice and supported teacher development.
- According to the 2013-2014 Learning Environment Survey, 78% of teachers agreed that the principal encourages open communication on important school issues. Additionally, 92% of teachers agreed that they felt some level of support from the principal.

Needs:

- According to the 2013-2014 Learning Environment Survey, 64% of teachers agreed/strongly agreed the principal participates in instructional planning with the teachers and 75% of teachers agreed/strongly agreed they receive regular and helpful feedback about their teaching.

Priority Area:

- Nurturing the professional growth of teachers and staff

Part 2 – Annual Goal

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

By June 2015, 85% of teachers will agree/strongly agree that they receive regular and helpful feedback as measured by the Learning Environment Survey.

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>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
26. 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).			
27. Strategies to increase parent involvement and engagement			
28. Activities that address the Capacity Framework element of Trust			

The principal will participate in bi-monthly instructional planning sessions with the school-based coach and teachers.	Teachers	September 2014-June 2015	Principal
The principal will provide feedback to teachers from classroom observations connected to the instructional planning sessions.	Teachers	September 2014-June 2015	Principal
The principal will share with the school-based coach areas for focus to support school-wide initiatives.	School-Based Coach	September 2014-June 2015	Principal
The principal will provide teachers with follow-up observations to see how they have implemented her feedback into their practice.	Teachers	September 2014-June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Common prep periods for instructional planning • Danielson Framework for Teaching • Administrative Cabinet Meetings

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA	x	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

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:				
29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
30. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, 50% of MOTP observations will have been completed by the principal, indicating regular and helpful feedback.				
Part 6b. Complete in February 2015.				
31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
32.	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

- | | |
|-----|---|
| 33. | 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). |
| 34. | 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. |

Strengths:

- According to the February 2014 PPO, P.S. 146 is one of the few programs in a community school setting that supports students with severe health impairments and learning disabilities in the city.
- According to the 2013-2014 Learning Environment Survey, 96% of parents agreed that P.S. 146 makes it easy for them to attend meetings by holding them at different times of day, providing an interpreter or in other ways. Additionally, 99% of parents agreed that P.S. 146 makes them feel welcome.
- Community Partnerships: 92nd Street Y, Union Settlement, Hance Family Foundation & ESL Parent Classes
- School-wide Community Based Initiatives: Partnership for Success Incentive Program, Penny Harvest, Can Drive & Coat Drive
- Opportunities for Parental Involvement: PA, Parent Workshops, Fundraisers, Family Fridays, Publishing Parties & Field Trips

Needs:

- According to the 2013-2014 School Quality Guide, P.S. 146 is approaching the target for attendance rate.

Priority Area:

- Improving the attendance rate

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, P.S. 146 will meet the target for attendance rate as measured by the 2014-2015 School Quality Guide.

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:

- | | | | | |
|-----|--|--|---|--|
| 35. | Research-based instructional programs, professional development, and/or systems and structures needed to impact change | 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> |
| 36. | 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). | | | |
| 37. | Strategies to increase parent involvement and engagement | | | |

38. Activities that address the Capacity Framework element of Trust			
School Messenger will alert parents of attendance and lateness daily.	Absent or late students	September 2014-June 2015	Attendance Teacher
Students with more than three consecutive absences will be referred to the attendance teacher and/or school social workers and/or school aide for further follow-up.	Absent students	September 2014-June 2015	Attendance Teacher and Social Workers
Letters to parents are sent home by the attendance teacher.	Absent students	September 2014-June 2015	Attendance Teacher
An incentive program (Partnership for Success) for students in temporary housing will be developed and monitored.	Students in temporary housing	September 2014-June 2015	Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • School Messenger • Attendance Teacher • Social Workers • School aides • Incentive Rewards

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
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:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
By February 2015, the attendance rate will increase from 91.5% to 92% as measured by school-wide attendance data.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	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)	Baseline, midline, endline unit assessments, running records, F&P data	Guided Reading, repeated readings, interactive writings	Small group, one-on-one , tutoring	During the day, after school
Mathematics	Baseline, midline, Endline unit assessments	Repeated lesson	Small group, one-on-one	During the day, after school
Science	End of unit assessments	Repeated lesson	Small group	During the day
Social Studies	End of unit assessments	Interactive writings	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emergency referrals, intakes by school social workers and psychologists	Individual counseling	One-on-one	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>-A collaborative on-going relationship with Hunter College places teacher candidates in our school for internships & student teaching. This gives us the opportunity to screen qualified candidates in the classroom setting to determine if they meet standards for classroom teaching positions.</p> <p>Using New Teacher Finder we search for eligible candidates to screen, interview & conduct demo lessons.</p> <p>To retain new teachers on staff we match them with mentor teachers (i.e. veteran teachers, school -based coach to provide guidance & support.</p> <p>Teacher teams work collaboratively to study student work & share best practices. Intervisitations will take place focusing on the CCLS & Capacity Framework.</p>

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>A school-based coach provides individualized coaching which includes modeling lessons & providing feedback to teachers.</p> <p>Differentiated professional development sessions will be provided to allow teachers to set measurable goals for their professional growth.</p> <p>Network achievement coaches will provide on-going professional development in literacy, mathematics, & special education.</p> <p>Teachers will be offered & encouraged to attend off-site professional development opportunities through various resources (i.e. DOE, Network, etc.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Open houses will be held for incoming students & their parents.
 Meetings are conducted will be conducted with students residing in temporary housing.
 CSE reviews for transitioning & turning 5 students are held for parents.
 Mandated services are put in place for all incoming students with IEPs.
 Curriculum Night (Back to School) held in the Fall for parents.
 Family Fridays (once a month) allow for parent involvement in all classrooms.

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.

Grade meetings are held with teachers, school based coach/data specialist & administration to analyze student data & plan for informal & formal assessments.
 On-going differentiated professional development will be provided focusing on assessment tools being utilized for monitoring student progress.

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	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal	\$275,084.37	N/A	9, 11, 12, 13, 14, 18, 19
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	\$33,878	x	11, 13, 18
Title III, Part A	Federal	\$11,200	x	9, 11, 13, 16, 18
Title III, Immigrant	Federal	N/A	N/A	N/A
Tax Levy (FSF)	Local	\$2,581,955	x	9, 11, 12, 13, 14, 16, 18, 19, 21, 22

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)

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. **[Anna M. Short School, 04M146]**, 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. **[Anna M. Short School, 04M146]** 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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)

[Anna M. Short School, 04M146], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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

Part I: School ELL Profile

A. School Information [i](#)

District 04	Borough Manhattan	School Number 146
School Name Anna M. Short		

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 Dr. Mona Silfen	Assistant Principal Allison Angioletti
Coach Jamie Marguiles	Coach type here
ESL Teacher Deirdre Cassidy	Guidance Counselor Leah Solomon
Teacher/Subject Area Danielle Trieber/ ESL	Parent type here
Teacher/Subject Area type here	Parent Coordinator Diana Alava
Related Service Provider type here	Other Gaynell Taylor
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	423	Total number of ELLs	77	ELLs as share of total student population (%)	18.20%
--	------------	----------------------	-----------	---	---------------

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	0	1	1	0	0	0	0	0	0	0	0	0	2

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	77	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	50
SIFE	0	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	5

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	14		12							14
Dual Language										0
ESL	37		19	21		19	5		5	63

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	51	0	31	21	0	19	5	0	5	77
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			8	6										14
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	8	6	0	14								

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	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	13	7	7	10	16	6								59
Chinese			1											1
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	1		2								5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	14	7	9	11	16	8	0	65						

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)	4	1	5	5	3									18
Intermediate(I)	2	7	7	5	7									28
Advanced (A)	12	4	8	2	5									31
Total	18	12	20	12	15	0	0	0	0	0	0	0	0	77

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	11	1			12
4	13	1			14
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	10		2						12
4	10	2	2						14
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		7		3	1			13
8									0

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

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)	10	1						
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 PS 146 uses Fountas and Pinnell to assess early literacy skills of ELLs. The school uses this data to place students in guided reading groups and also to determine if the student would benefit from the extended day program. The data shows that ELLs are behind their peers in regards to reading levels and language skills. Our school's instructional plan places ELLs as a targeted subgroup.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data reveals that there is a higher proportion of advanced students in kindergarten and first grade than any other grade. This shows that language growth is very high in kindergarten. Many students who score a beginner on the LAB-R in September receive an advanced on the NYSESLAT in May. Schoolwide there are more advanced students than intermediate and beginner. 2nd and 3rd grade has the most beginner students. Historically, students have struggled with the reading and writing sections on the NYSESLAT.
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 [AMAQ tool](#))
State RNMR report is not available as of today November 13th, 2013.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- a. The data shows that ELL students at PS 146 struggle on the state exams. On the 2013 ELA exam, twenty-four students received a level 1 while two received a level 2. This shows that all students scored below grade level expectations.
On the state math exam, twenty two students received a 1 while four students received a level two. ELL students are performing slightly better on the math exam than on the ELA exam. The two students who took the Math exam in their native language received a 1.
Students fared better on the state science exam. Seven students received a level two and four students received a level three. One of the students who received a 3 on the science test took the test in their native language.
- b. Every fall and spring, ELLs in grades 3, 4 and 5 take the ELL periodic assessment. This exam provides useful data because the scores are broken down by modality and the testing website provides an item analysis. This allows teachers and administrators to see exactly which skills students are struggling with. Teachers then use this information to guide instruction.
- c. The ELL Period Assessment also provides a predicted score for the upcoming NYSESLAT. The school can use this information when planning for the next year. Administrators can use the spring results when deciding placement for the following year. The school tries to group ELLs of similar levels together to create push-in situations. The results from the periodic assessments show that students are weakest in reading. This can also be confirmed by Fountas and Pinnell data. The native language is used as a support with newcomer students. Teachers can use the data from the periodic assessment to help determine which students need native language support.
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](#).)
PS 146 uses data from Fountas and Pinnell to guide instruction for ELLs during RTI. ELL students that are deemed eligible for intervention attend the extended day program Mondays and Tuesdays after school for fifty minutes. During this time teachers target instruction to meet the students' literacy needs. Groups are determined by reading level. Students benefit from small guided reading groups and work stations that address skill gaps. Progress is measured monthly with informal running records.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In the beginning of the school year, teachers are notified which students in their classes are ELLs. The ESL Coordinator shares last year's NYSESLAT scores with the teachers. Teachers can use NYSESLAT proficiency levels to understand each student's command of English. Teachers differentiate lessons with student's English language proficiency in mind. In addition, grade teams meet twice a month for inquiry and ELLs are a targeted subgroup. Teachers use their findings to guide instruction for ELLs.
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?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Administrators use the state exams to determine the success of the ELL program. Scores for the NYSESLAT, ELA, Math and Science are analyzed and growth is measured. Progress on the NYSESLAT is measured to see if the school met the AMAOs.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When parents enroll their children at the school, they are required to complete the Home Language Identification Survey during the registration process. Surveys are available in the parents' native language. A pedagogue staff member is provided for translation. The team assigned to the initial screening during the registration process, including completion and verification of the HLIS, consists of the bilingual attendance teacher (Spanish) and the two ESL teachers. An oral interview with the student is conducted by one of the pedagogues listed above to determine LAB-R eligibility. Documentation of the informal interview is kept on file. The HLIS is then read, completed and signed by an ESL teacher who verifies OTELE codes for the pupil accounting secretary. If students are deemed to have a second language at home, they are tested within ten school days of enrollment by the certified ESL or TBE pedagogues using the LAB-R and the Spanish LAB if appropriate. If a student does not pass the LAB-R, they are entitled to receive English language services by the appropriate certified teachers based on parent choice. The LAB-R score determines the number of mandated minutes an ELL will receive.
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.
Each year P.S. 146 holds Parent Orientation meetings for the parents of all new ELLs within the first ten days of school. In the 2013-2014 school year meetings were held on September 19, 2013 and September 20, 2013. One meeting was held in the morning and the other in the afternoon to convenience parents. Letters are sent home in the native language to notify parents of these meetings and the parent coordinator calls all parents to ask them to attend. If a parent is unable to attend either of the meetings the parent coordinator arranges a one on one meeting to help the parent complete the appropriate paperwork. Another memo is sent home in the native language just before the meetings as a reminder. Parents are given an agenda in their native language and are asked to sign-in. At the meeting the video prepared by the New York City Department of Education is played in the languages appropriate to the parents attending. Staff members, including ESL, TBE teachers and school administrators present information about the Transitional Bilingual Program, ESL Program and the Dual Language Program. Bilingual staff members are available to help interpret questions parents may have about their options and also to assist with completing the paperwork. If a parent decides on a choice that is unavailable at our school, the parent coordinator provides a list of schools that can offer this choice to the family and reaches out to schools for parents to help determine classroom availability. In addition to these three meetings, the ESL teachers conduct parent orientation meetings as needed for parents of newly enrolled entitled children or the parent coordinator meets one on one with new parents. Parents are notified of this session in their native language in a timely manner.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
After the LAB-R is administered (within ten school days of registration), a letter is sent home in the native language to notify parents of their child's eligibility for language support services. Parent Orientation information, Parent Survey and Program Selection forms and brochure are attached to the entitlement letter and a meeting is held within the first ten days of school so that parents can make a timely and informed decision about their child's placement. Students who pass the LAB-R are sent non-entitlement letters. Staff are present at the Parent Orientation Meetings to assist parents in completing the Parent Survey and Program Selection forms in their native language. The Parent Coordinator contacts parents unable to attend and individual meetings are held. When parents do not return Parent Option letters, reminders are sent home in the native language and the Parent Coordinator contacts parents by phone to try to arrange convenient appointments for them to complete the form. Every attempt is made to let parents know their options, understanding that the default is a bilingual transitional program. Completed original HLIS and original parent choice letters are kept in student cumulative folders. Copies of the HLIS, parent choice, entitlement letters, program placement and continued entitlement letters are kept on file in the ELL office. The ELL Coordinator is responsible for the record keeping process. The assistant principal supervises the intake process as well as record keeping.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The LAB-R is used to establish students' eligibility for ELL services. Students who pass the LAB-R are not considered ELL students and therefore are not eligible for ELL services. Parents of these students receive a non-entitlement letter in their native language to explain the students' status. Students who are administered the LAB-R and do not pass, are eligible for ELL services. Notices for entitlement of services are sent home to parents in their native language. Two parent orientation meetings are held to inform

parents of placement options for their children. Parent selection forms are available in the native language and translators (i.e. Parent coordinator, TBE teachers) are available for clarification or additional questions. Once a parent completes the program selection form, students are placed in the appropriate setting. A placement letter is sent home based on the parent selection form and school availability. If it is necessary for a student to change classes, the pupil accounting secretary is informed using a class change status form signed by the principal. The Parent Coordinator contacts parents to inform them of the date the student will be moved. All relevant teachers and staff are informed to make the transition smooth and comfortable for the student.

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.

Students who receive ELL services will be administered the New York State English as a Second Language Achievement Test every spring as long as they remain entitled. Entitled students are identified by cross-referenced ATS reports such as the RLAT, RLER, and RMNR. The NYSESLAT has four components. The speaking section is administered to all ELLs individually. Two teachers are present during the speaking exam, (one to administer, one to score) or the test is administered and scored by one teacher who is not the student's ELA or ESL teacher. The listening, reading, and writing sections are administered over 3 consecutive days in groups. Students are grouped within grade bands accounting for testing accommodations as per IEP. The following week is used for make-ups to ensure that all ELL students take all four parts of the exam. This exam is used to determine if ESL services are continued or the amount of time for ESL services.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

In the past, PS 146 offered a bilingual kindergarten program to match parent requests. However, in recent years, parents are selecting ESL as their first choice. In September 2013, six out of 11 parents chose ESL as their first choice and 5 chose TBE. In September 2011, six out of twelve parents chose ESL as their first choice, two chose TBE, one chose dual language. In September 2012, 5 out of nine parents selected ESL as their first choice and four selected dual language. In the future, if fifteen or more parents of the same language background elect TBE, a class will be opened to honor their request.

The program models offered at P.S. 146 are currently aligned with parent requests. We provide ESL services to all entitled kindergarten students, as not enough parents selected TBE to create a kindergarten TBE program. In past years parents had requested TBE kindergarten as their first choice, and we continue to provide TBE programs for those children now in second and third grade.

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. Instruction is delivered using a variety of organizational models. ESL services are delivered in both push in and pull-out settings. Students are grouped to maximize push-in services. Push-in models vary based on the needs of the students. ESL teachers may co-teach or parallel teach during instruction. Classes are held for either 360 or 180 minutes a week as per NYS CR Part 154. When assigning students to classes for the upcoming school year, administrators try to group ELLs together in order to create push-in situations. This year there are nine ESL push in groups. TBE is delivered in a Integrated Co-Teaching setting. Students are placed in a class based on their IEP and/or parent option letter.
 - b. Students are grouped in both homogeneous and heterogeneous classes. This year there are nine ESL push-in groups and four pull-out groups. Some pull-out groups have students with mixed proficiency levels and some have students in contiguous grades. Some students may receive push-in and pull-out services, from more than one ESL teacher, to meet the mandated minutes required by CR Part 154. The TBE program has a heterogeneous class with students of mixed proficiency levels.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

P.S. 146 meets the mandated hours required by CR Part 154 by having two certified ESL teachers, one certified bilingual education teacher and one certified bilingual special education teacher on staff. ESL teachers' schedules are checked for possible conflict with ELA and content area instruction.

Explicit ESL instruction is delivered by ESL and TBE teachers as per CR Part 154. Students at the beginning and intermediate levels, as determined by the LAB-R or NYSESLAT, are given 8 units (360 minutes) of instruction per week. Students that score at the advanced level are given 4 units (180 minutes) per week. ELA instruction is delivered daily in 90 minute blocks. Students in the TBE program no longer receive NLA instruction as they have transitioned to all English instruction.
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.

Students who are in the ESL program receive content instruction in their classrooms in English. In addition, the ESL teachers work with classroom teachers, administration and the literacy coach to plan instruction based on classroom curriculum. Teachers use supports such as picture cues, explicit vocabulary instruction, videos and structured writing supports to foster language development. When students are pulled out, the ESL teachers use common core standards along with social studies and science standards to guide instruction.

The Transitional Bilingual Education program uses a balanced instructional approach. The daily schedule is structured to use the native language only as a support for learning English. Science, social studies, and literacy instruction and skills are in English. For students who need more support (based on NYSESLAT scores), teachers use the native language to assess comprehension while building students' English language skills.

The ESL and TBE teachers use comprehensible input. Lessons are scaffolded in order to build on students' prior knowledge. Students are involved in collaborative projects and spend time researching information as a group. Furthermore, ELL students have access to content area dictionaries, translated websites and other native language materials to support comprehension.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

P.S. 146 ensures that ELLs are appropriately evaluated in their native language. Kindergarten and newcomer students are administered the Spanish LAB when appropriate. These scores are shared with classroom teachers to help focus instruction. In addition, the school has Spanish language Fountas and Pinnel kits to assess native language literacy skills in the TBE program. ELL students may also take the state Math and Science exams in their native language. The third grade TBE class will be administered the ELE exam.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers use the previous year's NYSESLAT results as a baseline for the four modalities. The ELL periodic assessment, given twice a year, assesses the reading, writing and listening modalities of English for third, fourth and fifth grade ELLs. Fountas and Pinnell is used school wide to assess reading skills and comprehension. In addition, ESL and TBE teachers also use teacher created assessments to evaluate all four modalities of English. Students are administered a speaking and listening conversation baseline that is assessed with a rubric. Students are given on demand writing prompts three times a unit that are evaluated with a rubric to measure growth.

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. Students who come to us as SIFE students receive an academic evaluation to determine their needs. The school can then intervene with SETSS services, Wilson phonics and remedial math when necessary. These children also participate in extended day services and are given differentiated instruction in the classroom.

b. To best serve newcomer ELLs, the native language is used to scaffold instruction when possible. ESL and TBE classrooms contain bilingual dictionaries and books to support these students. English Language Arts is taught using differentiated approaches. Whole group, small group and individual instruction is delivered by the classroom teachers. Students are grouped based on individual needs and skills. Social studies, science, math, literature and technology are woven into the curriculum to provide content-based English language learning. Because proficiency in academic language (CALP) takes longer than social language (BICS), it is important to introduce academic language into the curriculum immediately. To prepare new ELL students for the ELA exams, all classrooms provide print rich environments. The school has purchased licenses for Achieve 3000 and Imagine Learning so that all ELL students can use software so support their language development.

c. ELL students receiving service for 4 to 6 years receive mandated ESL instruction as per CR-154. ESL teachers collaborate with classroom teachers to develop lessons that support the curriculum for each grade. Students performing below proficiency receive AIS during 37½ minutes and ELLs are subgrouped. ELL students in grades 3-5 are also invited to participate in the Title III after school program.

d. Long-term ELL students are offered the extended day (37 ½ minutes), read 180, and at risk services as needed. These students are also invited to participate in Title III afterschool programs.

e. Students who have scored proficient on the NYSESLAT still continue to receive support from the ESL and TBE teachers as they transition to monolingual instruction. If a student in the TBE program scores proficient, they are offered the option to stay in the program for an additional year to ease their transition. English proficient students in monolingual classes still continue to receive push-in support and are invited to participate in the Title III after school program.

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?

Special Education and ESL teachers use whole group, small group and individual instruction to ensure that each students' academic and language needs are met. During ESL push-in, a variety of models are used to provide access to academic content areas for ELLs. ESL teachers may co-teach, parallel teach or pull a small group for explicit instruction. ESL teachers also adapt grade level materials to make them more accessible to ELLs.

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?

Our school uses flexible programming to maximize time ELL students with disabilities spend with non-disabled peers. During Educational Planning Conferences, the IEP team along with the classroom and ESL teacher meet to ensure that the student is placed in their least restrictive environment. The school also ensures that classroom schedules allow opportunities for collaboration between special and general education classes. For example special education and general education classrooms will combine to work together on cross-curricular projects. In addition, special and general education students also interact during enrichment activities such as Project Arts, field trips, after school programs, Cook Shop, and intermural sports. Our extended day program also has combined classes of ELL and non-ELL, special and general education students in a small group setting.

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

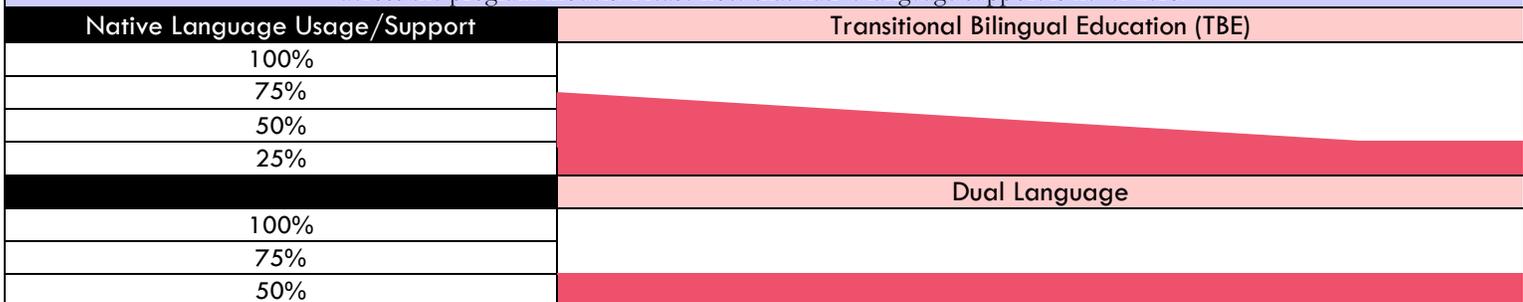
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- P.S. 146 provides several targeted intervention programs for ELLs in ELA, Math and the content areas. The extended day program (37 ½ minutes) targets students who are below grade level in oral language, reading and math. Students are placed in a program based on academic needs. Also, grade level inquiry teams assess students' performance on a targeted skill and then deliver instruction to match. ELL students are a subgroup targeted by inquiry teams. In addition, the school uses differentiated web based software that uses content areas (social studies and science) to build reading comprehension skills.
- Other programs include:
1. AIS services (at risk SETSS) (ELA and math)
 2. Imagine Learning software (phonics)
 3. Achieve 3000 on-line software (reading comprehension, social studies and science content)
- These programs, as well as other informal instructional support, are offered in the classroom by the teacher (i.e. small group instruction, one-on-one conferencing, etc.).
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current ESL program at PS 146 includes both a push-in and pull-out model. To ensure that ELL students are receiving English language support in the literacy and math, ESL is push-in during these times. The ESL teacher teaches content with scaffolds for language and vocabulary. The ESL and TBE teachers also incorporate opportunities for authentic conversation to build speaking and listening skills. All ESL pull-out classes focus on literacy in the science and social studies content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- For the 2013-2014 school year, PS 146 has purchased licenses for Imagine Learning, an interactive literacy software that is geared towards ELLs. This program is designed to increase language development in lower grade and newcomer ELLs.
12. What programs/services for ELLs will be discontinued and why?
- Due to a decrease in kindergarten ELL enrollment, PS 146 will not offer a TBE kindergarten program in 2013-2014. In the future, if there are 15 or more ELL students of the same language in contiguous grades the school will offer this program to parents.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- PS 146 has an extended day program two days a week that ELLs participate in. The extended day program uses small group instruction focusing on particular skills based on assessments. There will also be an after school program for ELLs funded by Title III. This year's program will develop oral language, reading comprehension and writing skills through animation. We also offer a variety of programs in the arts as part of our partnership with the 92nd Street Y. Pre-K to first grade students participate in dance classes. Second grade students take part in a music appreciation program. Fourth grade classes participate in chorus. Fifth grade students will have the opportunity to perform in a musical theater production. Lower grade and special ed ELL students also participate in CookShop, a nutritional education program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ESL and TBE teachers use picture symbols during instruction to make content comprehensible for students. In the ESL classroom, materials (glossaries, references, books etc.) in the native language are available to students. The ESL teachers collaborate with classroom teachers to ensure students' needs are met by providing appropriate supplementary materials for their classrooms, such as content resources available in differentiated levels, bilingual glossaries and language learning computer software. Many classrooms are equipped with interactive white boards as a way of supporting ELL students' comprehension. Using interactive whiteboards ELL students have the opportunity to view visuals associated with the materials and interact with the texts and materials. The ESL teachers have an LCD projector and document camera to differentiate instruction.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered by TBE, ESL and classroom teachers. In the TBE classroom, the native language is used to assess comprehension and teach new content material. For ESL instruction in the TBE classroom, native language is used as a support tool to ensure English comprehension. ESL teachers provide bilingual glossaries, books in the native language and Internet resources as needed. When appropriate, ESL and classroom teachers use their knowledge of students' native languages to support content area learning.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Instruction is aligned to grade level standards based on the student's progress within a targeted area. However, support services and resources are additionally targeted to students' skill levels. Students in the extended day program are grouped by grade and reading level. PS 146 has bilingual service providers in speech and counseling. Service providers use age appropriate materials that match proficiency levels to ensure students make progress in meeting grade level expectations.
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.
The Parent Coordinator is available during the summer to meet with new parents to provide school tours and meet with the principal. ELLs who enroll throughout the school year are invited to participate in the Title III after school program. These students are also invited on field trips.
18. What language electives are offered to ELLs?
Foreign language classes are not offered at our school.
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)?

Paste response to questions here:

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. An initial overview of the ESL and TBE programs and ELL instructional strategies is given to all school staff at the beginning of the school year. This professional development was held during the extended day professional development period to ensure attendance of all teachers, secretaries, paraprofessionals, speech and language therapists, occupational/physical therapists, school psychologists, counselors and the parent coordinator. TBE teachers attend network provided professional development workshops. ESL teachers attend professional development workshops organized by the ELL network specialist. These workshops focus on curriculum mapping and targeted instruction on building academic language. Teachers can also sign up for PDs pertaining to ELLs provided by the DOE and OELL.
 2. ESL and bilingual teacher attend ELL professional development workshops offered by the DOE and network that focus on supporting ELLs achievement in Common Core standards. ESL and bilingual teachers are part of bigger grade teams and conferences where we can turn key the information from the professional developments. In-school professional development delivered by our literacy coach is aligned to common core learning standards and addresses the needs of ELLs and SWDs. In addition, grade team leaders attend professional developments for Common Core Learning Standards in our curriculum, Core Knowledge Language Arts and the New York state math curriculum.
 3. To help students transition from elementary to middle school, fifth grade teachers organize a middle school experience. This program simulates several days in middle school. Students are taught how to read and follow a schedule, moving from class to class and taking different subjects with different teachers.. A middle school fair is also held at P.S. 146. The head of the middle school process for all districts speaks and translation services are provided to help parents of ELLs make informed choices. The fifth grade classes also visit middle schools in the district. The Parent Coordinator also acts as an outreach assisting parents with the middle school application process.
 4. Teachers attend DOE network professional development geared towards the instruction of ELLs. The information gathered at these meetings is used to assist teachers in adapting their instruction towards the needs of ELL students. In addition the ELL network specialist organizes workshops delivered to grade team meetings to meet the teacher's mandated hours for ELL training.

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. On the first Friday of each month the school invites all parents to join their children in their classrooms for Family Friday. The classroom teacher plans engaging lessons that provide parents opportunities to learn strategies, skills and educational games. Parents can then use these techniques in the home to assist them in working with their children in their native language. This program allows parents to be a part of the learning experience and fosters openness and community involvement in the educational process of their children. Parents are also encouraged to attend class field trips as chaperones.

2. The school has a variety of partnerships with Community Based Organizations and other agencies to provide workshops and services to ELL parents. An interpreter is provided at these workshops to assist in communication. P.S. 146 is partnered with the 92nd street Y and holds Parent Dance and Parents as Partners in the Arts (PAP) classes. The school also works with the Frank Fried law firm which provides free legal services for parents. The school hosts a computer workshop to train parents to navigate ARIS in order to access student progress online. Union Settlement also works closely with families and provides individual and family counseling services in the native language.

3. The school has an active Parent Association that meets to discuss ways they can participate in school activities and make suggestions for improvement. Parents are also part of the School Leadership Team and participate in an ongoing dialogue with teachers and administrators.

Parents are strongly encouraged to complete the Learning Environment Survey, available in the native language. The results of this survey are used to determine parent satisfaction and next steps. The school also collects feedback from parents attending the Family Friday program. Our Parent Coordinator often meets with individual parents to discuss any concerns they might have and shares this information with the administration.

4. PS 146 hosts a variety of workshops to meet the needs of parents. Parent programs are interactive and geared towards supporting students' needs at home. At the beginning of the school year, the school hosts a curriculum night where parents are invited to visit classrooms and learn about expectations for their children for the coming year. Interpreters are provided as needed.

With the use of the translation budget the school will provide Chinese, Arabic and Spanish interpreters on both scheduled Parent/Teacher conferences in November and March. In addition, these translators are available to translate in different languages for IEP annual review meetings with parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: PS 146

School DBN: 04M146

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Mona Silfen	Principal		12/5/13
Allison Angioletti	Assistant Principal		12/5/13
Diana Alava	Parent Coordinator		12/5/13
Deirdre Cassidy	ESL Teacher		12/5/13
	Parent		1/1/01
Danielle Trieber/ ESL	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		1/1/01
Jamie Margolies	Coach		12/5/13
	Coach		1/1/01
Leah Solomon	Guidance Counselor		12/5/13
	Network Leader		1/1/01
Gaynell Taylor	Other <u>Assistant Principal</u>		12/5/13
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 04M146

School Name: PS 146

Cluster: 94CL06

Network: 94N607

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

Part A: Needs Assessment Findings

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

To assess our school's written translation and oral interpretation needs, data from the previous year was collected and analyzed. During the current registration, when a HLIS survey is received the OTELE code is entered into the system. The OTELE code signifies the language spoken at home. On the HLIS form, parents indicate the language they would like receive written and oral communication from the school. This information is used to determine the languages in which school letters and documents are sent to parents. The school also has a Pre-K program. Parents in this program complete the Pre-K kindergarten Language Needs Survey. This information is used to plan for possible language needs of kindergarten students who may enter the school in the following year.

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 looking at our student population, OTELE codes and ELL population, it is determined that written and oral translations are needed in Spanish, Arabic, Chinese, and Bengali. Interviews with teachers, administrative staff and the parent coordinator are conducted to evaluate the school's translation and oral interpretation needs. Identified areas of need for oral interpretation services are parent/teacher conferences, curriculum night, scheduled meetings before and after school to discuss an individual child's academic issues, parent workshops and IEP meetings. Written translation is requested for school letters, notices and report cards. In addition, the parent coordinator also communicates language needs of parents to school administrators.

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.

As per the staff handbook, any written communication with parents must be translated into the native language. The school will provide written translations of school letters, parent handbooks and other school related documents. City wide documents in the native language are retrieved from the Department of Education's website. School wide documents are translated through the Department of Education's Translation Service. Sufficient notice is allotted for use of this service. Letters, notices and other forms of communication from teachers are translated in-house by staff members. The languages of translations issued is based upon collected data.

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.

In order to better support parents, oral interpretation services are provided by the school. The school provides these services during parent-teacher conferences, curriculum night and academic workshops. Oral interpretation services are provided in-house by pedagogues and paraprofessionals. If an in-house interpreter is not available for a particular language, the school requests an interpreter from the Department of Education's Interpreter service or hires from an outside agency. Interpreters are available to assist communication with pedagogues and administrators. Teachers are asked to schedule meetings with parents who are non-native speakers and an interpreter will be arranged to convey the academic objectives of the student. When parent workshops pertain to academic content, interpreters will also be provided.

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

The school provides parents whose native language is other than English a copy of the Bill of Parent Rights and Responsibilities in their native language. In addition, parents are asked if they would like if they would like translation services. Since over ten percent of the school's parent population speaks Spanish, the school ensures that school signs are report cards are bilingual. Translation and interpreter service signs are clearly posted in the main office.



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 as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [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: PS146M	DBN: 04M146
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Rationale: The 2014-15 Title III after school program will focus on blogging. This program will provide an opportunity for English Language Learners to develop reading comprehension, research skills, writing fluency and technology skills through our creation of student blogs. The topics of student's blogs will be chosen to address common core aligned standards such as writing informational, persuasive, and narrative pieces.

As our school wide data shows that ELLs need improvement in English Language Arts, we have decided to target reading comprehension, text dependent research skills, writing organization, mechanics, and vocabulary. Development in these areas will lead to higher achievement on the New York State ELA exam and the NYSESLAT.

Our program is intended to be highly engaging, giving the students opportunities to learn and share information about high interest topics such as the environment, cultures around the world, and food and entertainment reviews; all while increasing computer literacy.

Subgroups and grade levels of students to be served: This year's program will be held after school targeting 35 LEP students in the second, third, fourth, and fifth grades. These ELL students are serviced during the school day in our ESL program and are of mixed language proficiencies.

Schedule and duration: The program will meet once a week on Thursdays for two hours, from 2:20-4:20pm.

Language of Instruction: The language of instruction for the program will be English, with support provided in student's first languages as necessary.

and types of certified teachers: The program will be co-taught full time by one certified ESL teacher and 1 certified special education teacher. One additional ESL teacher will work with the program on a part-time basis. The program will run from December 2014 to May 2015.

Types of materials: Title III funds will purchase multiple copies of leveled books for student research. Student's reading levels will be used to carefully select appropriate books. Teachers will use shared reading, guided reading, read alouds and partner reading to foster literacy development. Students will be placed in heterogeneous language level groups to research the topics they will blog about. Teachers will instruct students through the writing process to draft, revise, and edit their work, using the blog as a platform to publish their final pieces. Funds will also be allocated for shared experiences, including field trips, for the students to write opinion and narrative pieces about. Title III funds will also be allocated

Part B: Direct Instruction Supplemental Program Information

for subscriptions to blogging websites for students.

The teachers delivering the Title III program will have monthly meetings after school. Teachers will meet on the first Friday of every month from 2:30-3:30. At these meetings teachers will create and plan the unit of study and lessons for after school. Teacher planning is at no cost to Title III.

Parents will be invited to accompany students on all field trips related to this after school and will be invited to attend events that celebrate and share student's published blogs.

Part C: Professional Development

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

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

Begin description here: Rationale: As our school wide data shows that ELLs need improvement in English Language Arts, we have decided to target vocabulary instruction as areas of need for professional development for teachers of ELLs. Development in these areas will lead to higher achievement on the New York State ELA exam and the NYSESLAT.

Teachers to receive training: All teachers will attend professional these professional developments.

Schedule and duration: Professional development will be scheduled for 2:20 to 3:30 Mondays December 15th, January 12th, March 9th, and April 20th 2015.

Topics to be covered: Professional development series will be centered around vocabulary instruction in the classroom. The first of the four sessions will be an overview of the importance of vocabulary instruction, and how to strategically choose what vocabulary words to teach in a lesson that will have the most impact on student learning. The second session will focus on teaching vocabulary in the lesson before reading. The third session will focus of teaching vocabulary during a reading. The last session focuses on teaching vocabulary after reading, and how to reinforce words to help students retain and use them.

Name of provider: Professional development will be facilitated by the certified ESL teacher and will be at no cost to Title III.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

The ESL teacher will conduct a series of workshops for parents of ELLs to help them support student learning. These workshops will focus on strategies parents can use with their children at home. The program will target approximately 85 ELL families. A certified ESL teacher and a certified special education teacher will conduct each workshop. There will be three one-hour workshops after school on the following topics, at no cost to Title III:

Tuesday, January 13, 2015: 2:30-3:30 – Encouraging Reading at Home 1 ESL, 1 Special Education Teacher

Tuesday, February 3, 2015: 2:30-3:30 – Encouraging Writing at Home 1 ESL, 1 Special Education Teacher

Tuesday, March 10, 2015: 3:30-3:30 – Helping your Child with Math 1 ESL, 1 Special Education Teacher

Bilingual materials, such as content area glossaries, will be distributed at these workshops to aid parents in assisting their children academically at home.

Parents will also be encouraged to participate in the after-school’s bloggers program by attending field trips and publishing celebrations. In addition, students will have copies of books used for their blog research to take home and read with their parents.

Parents will be notified with bilingual flyers sent home and phone calls will be placed by the parent coordinator to encourage attendance.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$6,750.00	Per session for after school instruction \$51.51/ hr for 20, 2 hr sessions of afterschool, for 2 full time and 1 part time teacher
Purchased services	_____	_____

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<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. 	\$350.00 \$600.00 \$3500.00	Supplemental Field Trips (object code: 400) Supplemental Supplies (object code: 100) Supplemental Books (object code: 337)
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	\$11,200.00	_____