

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

**DBN: (i.e. 01M001):** 27Q146  
**School Name:** THE HOWARD BEACH SCHOOL  
**Principal:** MARY KEEGAN

## Comprehensive Educational Plan Outline

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## 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)
Mary Keegan	*Principal or Designee	
Veronica Klein	*UFT Chapter Leader or Designee	
Sallyann Sinisgalli	*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	
Mitchell Katcher	Member/ Assistant Principal	
Kerry Gannon	Member/ Teacher	
Jessica Guando	Member/ Teacher / Chairperson	
Anna Maria DiCasoli	Member/ Parent	
Annabel Englund	Member/ Parent	
Janine Farinaccio	Member/ Parent	
Mary Hansen	Member/ Parent	
	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.	<b>Rigorous Instruction:</b> 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.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> 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.	<b>Effective School Leadership:</b> 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.	<b>Strong Family-Community Ties:</b> 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.	<b>Trust:</b> 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.

PS/MS 146Q, The Howard Beach School, is a community school serving 700 students in grades Pre-Kindergarten through Grade 8. The school population comprises 2.5% Black, 3.0% Asian, 32.5% Hispanic, and 61% White students. The student body includes 2% English language learners and 23% special education students. Boys account for 52% of the students enrolled and girls account for 48%. The average attendance for the 2013-2014 School-year was 93.5%.

The mission of the Howard Beach School is to encourage a desire for learning, academic excellence and respect for one another. Our Instructional Focus is aligned to the mission to encourage the desire for learning by developing well designed questions that require complex thinking and result in active intellectual engagement by all students. Professional learning opportunities are provided to and designed by teachers to support the Instructional Focus and mission.

At PS/MS 146Q we exhibited our greatest growth with students with disabilities and ELLs based on the 2013-2014 School Quality Guide. The school implements standards-based curricula that consistently emphasize rigorous habits and higher order skills in all grades and classes. Curriculum maps have been created in core subjects, and are reviewed constantly during team meetings, to ensure that they include rigorous questions and reflect the instructional shifts, such as text-based evidence. Teachers are provided with regular planning time to make adjustments in order to meet the needs of all learners. We have a deep commitment to improving student learning which is reflected in the kinds of facilitative instructional strategies teachers are provided with during professional learning opportunities.

One of our challenges is to consistently provide multiple entry points to address the needs of all learners, including English language learners and students with disabilities.

To encourage respect for one another we are in the process of implementing Positive Behavior Instructional Supports (PBIS). This is a systematic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. Through PBIS we will apply evidence-based practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Implementing PBIS will build on existing strengths, complement and organize current programming and strategies. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

## 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.

Based on the 2014 NYS ELA and Math Exams we identified areas of need based on the information indicated below.

- Thirty seven percent of third grade students met the standards on the 2014 NYS Math Exam.
- Thirty five percent of third grade students met the standards on the 2014 NYS ELA Exam.
- Thirty Three percent of students met the standards on the 2014 NYS ELA Exam.
- Thirty eight percent of students met the standards on the 2014 NYS Math Exam.
- Review of extended and short responses on the 2014 NYS ELA Exam

BY addressing the areas above, the goal is to meet the targets set for 2014-2015 in the NYC Quality Guide.

### 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, 100% of teachers will align instruction to the CCLS by designing questions that demonstrate complex thinking and active intellectual engagement by students in ELA and math as evidence by an 8% increase in the percentage of students at levels 3 and 4 on the 2015 NYS ELA and Math Exams .

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Mindplay Virtual Reading Coach (MVRC) will target students identified as needing intervention based on being two or more levels below grade level in grades one through three. The instructional software enables every learner to receive individualized instruction with a unique prescriptive reading plan created especially for them. The primary goal of MVRC is to develop the five essential components of reading instruction needed to be a successful reader.	Students identified based on Fountas and Pinnell levels in grades 1-3	Twelve to twenty weeks based on need.	AP for grades 1-3 Classroom Teachers

AIS Reading provided to students identified as the lowest third in grades four, five and six identified as the lowest third based on the 2014 NYS ELA.	Students in grades 4, 5 and 6 identified based on 2014 NYS ELA Exam	September 2014 – June 2015	Reading Specialist Assistant Principal
Develop model classroom for writing instruction in grades one through six. One teacher on each grade will be selected to work on the implementation of the program, Teaching Basic Writing Skills. The selected teachers will go to training sessions provided by the DOE and then meet as a team with the assistant principal on a bi-weekly basis to plan the execution of the program, determine effectiveness and start dates for grade level team inter-class visitations and professional learning. Model classrooms foster a culture of collaboration and builds trust amongst teachers and administration.	All students in grades 1-6.	January 2015- June 2015	Assistant Principal Teachers
Through IReady ELA student instruction, students are administered a diagnostic assessment. Based on the results, students are automatically placed into customized instruction based on their placement levels. The online lessons provide a consistent best practice lesson structure that is engaging and builds conceptual understanding.	Identified students in grades 6-8 based on the 2014 NYS ELA Exam	December 2014-June 2015	ELA Content area specialist
New MS Math Curriculum aligned to the CCLS provides coherence in math instruction from the elementary to the MS. A new core math programs purchased for grades 6-8 based on teacher and parent feedback. Go Math was purchased for grades 6-8. The instructional program, assessments, and performance based tasks in the programs is aligned to the Common Core. Two content area specialists will be provided time to attend monthly training sessions to support the implementation of the program in grades 6-8. These teachers will build capacity by planning and delivering professional learning support in math. Parents will be provided regular updates on student progress with the implementation of Engrade in December 2014.	Grades 6-8	September 2014-June 2015	MS Assistant Principal Principal Principal Content Area Teachers
Middle school students identified as the lowest third in grades 6-8 will participate in the Reflex Math Fluency Program. Reflex helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Reflex continuously monitors each student's performance to create the optimal experience for every child. Teacher feedback indicated that students were struggling with basic computation facts and needed fluency (CCLS) in order to progress. Teachers will be provided training in order to assist students with the program as well as to access student data to determine student progress as well as program effectiveness.	Grades 6-8	8-12 weeks based on student needs	MS math content specialist Assistant Principal

#### **Part 4 – Resources Needed**

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

Licensed Reading Teacher hired to provide AIS to grades 4, 5 and 6.  
Technology Teacher to support teacher training as well as initial assessments to determine learning paths.

Scheduling adjustments to accommodate the needs of students throughout the year.  
 Scheduling of professional learning.  
 Purchase of 40 individual student licenses for Mindplay.  
 Reflex math program licenses (30).  
 Adjustment of SETTS Program so students are serviced by a special education provider without interruption of their core subjects.

**Part 5 – Budget and Resource Alignment**

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

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

NYSTL Funds utilized to purchase MS core math program

**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, progress monitoring data from MVRC will demonstrate 20% growth in reading as evidenced Mind Play assessment data. By February 2015, students utilizing reflex math will demonstrate 30% growth in progress on interim benchmark.

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

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

According to the 2013-2014 Learning Environment Survey:

- only 75% of students agree that most students treat each other with respect
- 83% of students said that there is an adult whom they trust and go to for help with a problem.
- 98% of students agree that they need to work hard to get good grades.

•According to OORS, in 2013-2014, 15 of our 24 (62.5%) Incidents involved confrontational physical behavior towards other students.

By addressing the needs above, we are building a positive school culture in which all students and staff members are part of the process in developing a safe and supportive environment.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
	By June 2015, a systematic approach will be implemented across all grades to develop a safe and inclusive school environment for all stakeholders as evidenced by a 5% reduction in physical confrontational behavior between students as evidenced by incidents reported on OORS.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
In order to develop a safe and inclusive environment PS/MS 146Q is implementing Positive Behavior Intervention Supports (PBIS). A school based team, comprised of the Principal and four teachers, has been developed to lead and support all staff members, students and parents in this systematic approach. Staff members are participating on sub-committees to develop an acknowledgement plan that recognizes build a culture of positive behavior.	All staff All students Parents	November 2014- December 2014 Team Training/Planning February 2015- June 2015 School-wide implementation	PBIS Team

Bullying awareness lessons and assemblies to provide a forum for student to discuss and share their concerns and ideas on how to combat and avoid bullying. We have collaborated with the N.Y.P.D. Community Outreach Program which will provide anti-bullying socio-drama presentations to grades 2-8 in our auditorium. Grades 2 and 3 are scheduled for December 8, 2014. Additionally, all of our Grades 5-8 classes attended anti-bullying performances at Queens College in October 2014.	Classroom teachers and students in grades K-8	October 2014- January 2015	Grade level supervisors Principal
Implementation of Cloud 9 which is an evidence-based values education program will instill in our children a deep concern for the well-being of others; including their fellow students, teachers, family, and members of their local and broader communities. This is accomplished through teaching and reinforcing daily deep feelings of commitment to values that the students internalize as ethical guides as they mature into young adults and beyond.	All students in grades K-5	January 2015- June 2015	Grade level supervisors
Students with Individualized Educational Plans will receive regularly scheduled small group guidance intervention sessions to promote positive learning habits and support in order to meet goals stated within their plan.	All special needs students	September 2014- June 2015	Assistant Principal Guidance Counselor

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Programmer to make adjustments to schedule, Per diem funds to pay for substitute teachers in order for teachers to attend team training, curriculum materials for Cloud 9.

**Part 5 – Budget and Resource Alignment**

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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, there will be a 5% decrease in suspensions as reported on OORS as compared to our February 2014 OORs report.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	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

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

The Capacity Framework calls for teachers to have a shared responsibility for improving student achievement. One of the ways we are continuously striving for student improvement is through our teacher teams. 38% of our students in grades 3-8 met or exceeded meeting the NYS Math CCLS. Looking more closely at the Math Item Skills Analysis Tool we found that students struggled in the constructed response questions on the state assessment. To address this need, Teacher Teams will use protocols in analyzing data in order to continuously modify instruction that encompasses rigorous assessments that call for students to develop viable arguments that demonstrate understanding.

### 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, teachers will engage in weekly collaborative grade level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including SWD and ELL, support scaffolds needed to make growth as evidence by an 8% increase Math performance on the 2015 NYS Math Exam.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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			
New MS Math Curriculum aligned to the CCLS provides coherence in math instruction from the elementary to the MS. A new core math program was purchased for grades 6-8 based on teacher and parent feedback. Go Math was purchased for grades 6-8. The instructional program, assessments, and performance based tasks in the programs is aligned to the Common Core. Two content area specialists will be provided time to attend monthly training sessions to support the implementation of the program	Students, Content Area Specialist, Middle School Math Teacher	September 2014 - June 2015	Middle School Math Teachers, Administration

in grades 6-8. These teachers will build capacity by planning and delivering professional learning support in math. Workshops are provided to parents on the new curriculum, so that they are able to access resources to support students at home. This also gives parents the opportunity to ask teachers questions about the instruction provided to their children.			
Middle school students identified as student with disabilities, ELLs and the lowest third in grades 6-8 will participate in the Reflex Math Fluency Program. Reflex helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division. Reflex continuously monitors each student's performance to create the optimal experience for every child. Teacher feedback indicated that students were struggling with basic computation facts and needed fluency (CCLS) in order to progress. Teachers will be provided training in order to assist students with the program as well as to access student data to determine student progress as well as program effectiveness.	Students	December 2014-June 2015	Teachers, Administration
Lead Teachers participate in Professional Learning Opportunities facilitated by Network 210; teachers turn-key information to teacher teams. Administration and lead teachers follow-up with colleagues and teacher teams to provide on-going support.	Teacher Teams	September 2014 - June 2015	Administration, Lead Teachers
Teacher Teams meet weekly to analyze student work to inform differentiated instructional strategies that address the needs of each student. Teams use the time to think carefully about, try and evaluate strategies to improve student learning. Early childhood grades focus on fluency and implementing multi-step problems. All teacher teams focus on creating scaffolds to support students various needs in their understanding as demonstrated by their ability to create a viable arguments.	Teacher Teams	September 2014-June 2015	Administration
An educational consultant meets with various teams throughout the school year in order to support the implementation of the looking at student work protocol, data analysis, reflections on current practice, and lesson adjustments based on student needs.	Grade level and content area teams	September 2014-June15	Principal Assistant Principals
A Professional Learning Committee has been developed that is comprised of the principal, eight teachers and one paraprofessional. Through regularly scheduled meetings the committee designs, reviews and plans for professional learning. The committee uses data and seeks teacher input through the use of surveys to determine professional learning needs. The goal of the committee is to ensure that the contractual professional learning time is utilized effectively, in order to improve pedagogy.	All Teachers and Paraprofessionals	September 2014-March 2015	Principal Professional Learning Team Chair

**Part 4 – Resources Needed**

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

Math Reflex Program  
 Substitute Teachers  
 Go Math Resources

Programming for Reflex Math Fluency  
 Scheduling adjustments to accommodate the needs of students throughout the year  
 Scheduling of professional learning

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

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**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 January 2015, teachers will engage in weekly collaborative grade level Teacher Teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including SWD and ELL, with support scaffolds needed to make growth as evidence by an 4% increase in Math performance on the Go Math Middle of Year Assessment.

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

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 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

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

According to the Advance Measure of Teacher Progress data report from June 2014 components 1e, 3b, 3c and 3d are areas in need of additional support. Questioning and student engagement in learning are the centerpiece of Danielson’s Framework for Effective Teaching, so the instructional focus for the 2014 – 2015 school year are built around components 3b and 3c.

The school has built a culture of professional learning. Through planned professional learning opportunities the needs identified above will be addressed by key staff members and administration. All staff members will have a voice in professional learning opportunities provided throughout the school year via the Professional Learning Committee.

### Part 2 – Annual Goal

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

By June 2015, 100% of teachers will be observed using the Danielson Framework for Teaching and receive specific actionable feedback that will result in a 10% increase of teachers rating effective and highly effective for component 3c: Engaging Students in Learning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <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 administrative team will review Advance data from June 2014 and throughout the 2014-2015 school-year to determine which components from Danielson’s Framework for Effective Teaching are strength and challenges across grades in order to differentiate and modify professional learning activities based on teacher needs.	All Teachers	August 2014-June 2015	Principal, Assistant Principal

In addition, administration will give verbal and written feedback based on research based strategies to support SWDs, ELLs and the students identified as the lowest third.			
Survey staff to determine Professional Learning Opportunities that will include offerings with a priority on 3b and 3c; as well as teacher interest. The survey will identify teachers' strengths and best practices they are willing to share in colleagues. Lead teachers provide professional learning opportunities for their colleagues as well as model lesson and/or lesson components to demonstrate effective and/or highly effective practices in 3b and 3c.	All teachers and paraprofessionals	October 2014-June 2015	Principal Professional Learning Committee
Lead teachers, Administration, and the Parent Coordinator will organize instructional workshops for families to inform them of strategies being used in classrooms and how they can infuse them at home.	Parents	December 2014-May 2015	Parent Coordinator, Lead Teachers
Inter-class and inter-school professional learning opportunities will be made available to teachers based on need determined by observations utilizing Danielson's Framework for Effective Teaching as well as by teacher request for additional support.	Teachers	November 2014- May 2015	Grade level supervisors

**Part 4 – Resources Needed**

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

Programmer needed to schedule inter-class and inter-school visitations.  
 Substitute teachers will be needed to cover teachers attending professional learning activities outside the school.  
 Advance Data –MoTP

**Part 5 – Budget and Resource Alignment**

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

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

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**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, the effectiveness of professional learning will be demonstrated through an increase of 10% in teacher effectiveness in components 3b and 3c of Advance.

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 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.  |

As recommended in our most recent Quality Review, we need to strengthen communication and collaboration with families to further support student progress towards the expectations of college and career readiness.

- According to the 2013-2014 Learning Environment Survey:
  - 98% of parents agree that the school makes them feel welcome.
  - 95% of parents agree that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways.
  - 88% of parents agree that the school keeps them informed of what their children are learning.
  - 77% of parents agree that the school communicates to them and their children what they need to do to prepare their children for college, career, and success in life after high school.

### 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, new partnerships with outside community based organizations will engage families by establish after-school opportunities that will increase student participation by 25% in after-school programs.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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			
In order to increase parental involvement in students’ academic success, parent outreach is being conducted every Tuesday. Outreach will happen on Tuesdays via phone, email and scheduled meetings. Updates to Echalk, monthly school calendar and robo calls to keep parents informed about school happenings. Implementation of Engrade beginning 12/14 in grades 6-8 to keep parents informed of student progress throughout the year.	All parents	September 2014-June 2015	Classroom teachers Grade level supervisors

Meetings for students with IEPs have been scheduled since the start of the school year for the entire 2014-2015 year. Parents will receive notification of scheduled IEP meetings at the beginning of the school year as well as two weeks prior to the scheduled meeting. Parents will be given the opportunity to reschedule a meeting if the time set does not work for them. Parents are encouraged to have a voice in determining the finalization of their child's IEP.	All parents of students with special needs	September 2014-June 2015	Special education supervisor IEP teacher Classroom teacher School based support team
Development of an after-school program for students in grades 6-8 through collaboration with Boys and Girls Club of Metro Queens. Programs will be designed to include student exposure to Arts and sports activities that are currently unavailable during the school day as well as additional academic support. The program will be scheduled to take place 5 days per week for three and half hours per day.	Students in grades 6-8	September 2014-June 2015	Assistant Principal School based program director
A community partnership with The Intrepid Sea, Air and Space Museum through the CASA (Cultural After School Adventures) Grant. This collaboration will lead to the development of an after-school program for students in grades four and five. The program will address the social and academic needs of students and expand the relationships between cultural institutions and the school community. The program will take place 2 days per week and three Saturdays for a total of 50 hours.	Students grades 4 and 5	January 2015-May 2015	Assistant Principal One teacher
Celebrate student successes: Monthly via Student of the Month (K-8) Each trimester via Honor Roll (3-5), (6-8) Student Performances (3X per year) to showcase student talent and the arts program at 146Q.	Students grades K-8 All parents	September 2014-June 2015	Parent Coordinator Grade level supervisor Drama Teacher
Monthly Parent Workshops to engage parents in the school community. Workshops will be designed based on feedback from parents, student outcome data, and core programs being implemented in each grade.	All parents	September 2014-June 2015	Parent Coordinator

#### **Part 4 – Resources Needed**

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

Hiring of a Drama Teacher, programmer to coordinate in school assemblies/practices, permits for activities held after school hours.

#### **Part 5 – Budget and Resource Alignment**

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

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

CASA (Cultural After School Adventures) is funded in part by the NYC Department of Cultural Affairs in partnership with the NYC Council.

#### **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, attendance at all after school activities and school-wide events will be reviewed and monitored. An analysis of our 2014-2015 Learning Environment Survey will be used to measure the impact of our efforts and determine needs for the following school year.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas and Pinnell Level NYS ELA Exam	Mindplay Virtual Reading Coach Guided Reading I Ready Online Reading	Individual  Small Group  Individual	During the school ay  During the school day  During the school day and after school
<b>Mathematics</b>	NYS Math Exam	Reflex Math Fluency  I Ready Online Math	Individual  Individual	During the school day  During the school day and after school
<b>Science</b>	Initial Content area assessments (MoSL)	Repeated readings and supplemental materials such as Discovery online	Small group	During the school day
<b>Social Studies</b>	Initial content area assessment and MoSL	Modified content area resources that are on students identified reading level	Small group and individual support	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The guidance counselor provides support services to meet the needs of students, coordinates a plan for prevention and intervention programs and refers students for services as needed. School psychologist and school social worker provide support and crisis intervention for students in need.	Assemblies, classroom lessons, and provides teachers with strategies as needed.	Individual and small group.	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>
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### Part 2: All Title I Schools

#### **2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

#### **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).

### 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.).

**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.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### 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. PS/MS 146Q, 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 PS/MS 146Q 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. will support parents and families of Title I students by:

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

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

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

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

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

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

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

### School-Parent Compact (SPC) Template

PS/MS 146Q, 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 1<sup>st</sup> 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- 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 <b>27</b>	Borough <b>Queens</b>	School Number <b>146</b>
School Name <b>The Howard Beach School</b>		

### 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 <b>Mary Keegan</b>	Assistant Principal <b>Mitchell Katcher</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Jessica Guando</b>	Guidance Counselor <b>Christine Grevstad</b>
Teacher/Subject Area <b>Wilma Rodriguez/Spanish</b>	Parent <b>Romeyra Rodriguez</b>
Teacher/Subject Area	Parent Coordinator <b>Coleen Mainieri</b>
Related Service Provider <b>Jennifer Caballero</b>	Other
Network Leader(Only if working with the LAP team)	Other

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>674</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>2.08%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
Pull-out	1	1	1	1	1		1		1					7
Push-In					1									1
<b>Total</b>	1	1	1	1	2	0	1	0	1	0	0	0	0	8

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	0	4	0	1	0	0	0	14

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		
<b>Total</b>	10	0	0	4	0	1	0	0	0	14
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## 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
Intermediate(I)					2		1							3
Advanced (A)	1	1	1	1	1				1					6
Total	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	3				3
4			1		1
5	1				1
6					0
7		1			1
8	1				1
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	3								3
4			1						1
5	1								1
6									0
7			1						1
8	1								1
NYSAA Bilingual (SWD)									0

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use Fountas and Pinnell, Reading Tracker, guided reading group conferences, and individual running records for early literacy skills evaluations. Fountas and Pinnell is a one-on-one assessment tool that measures a student's progress in fluency and comprehension in reading. It is primarily used to gauge a student's independent and instructional reading levels and to assign students to targeted

guided reading groups. This current year, 7 Of our 14 ELL's are reading below grade level according to Fountas and Pinnell assessments and 7 are reading on level according to their Fountas and Pinnell assessments. As is the case with the results on the NYSESLAT, these assessments further our conclusion that reading and writing are the modalities which we need to support the most regarding our ELLs. This information allows the teachers of our ELL students to differentiate their lessons and activities in order to meet the needs of these students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
For our current 14 ELL's, all scored at the beginner level on the LAB-R which entitled them to 360 minutes of E.S.L. instruction. Besides the four Kindergarten students, eight of nine students are no longer at the beginner's level which indicates that our program is successful at moving our students up in proficiency levels. On each proficiency level of the NYSESLAT, the data reveals that although the students were advancing in the Listening and Speaking modalities, it is in the Reading and Writing modalities that they consistently struggle. the majority of students achieved highest in the Speaking modality while all but two students achieved lowest in the writing modality. The remaining two scored lower in the Reading modality. One of those two students is our only ELL-SWD.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
As always, our instruction is data-driven. Our ESL teacher assesses the most current NYSESLAT data and designs her units, lessons and main focus on those modalities which require the most support. For those students who were NYSESLAT tested last year, we had 2 students achieve Proficient Level, six students were advanced, and 3 scored on the intermediate level. Based upon last year's high AMAO success rate, we are continuing to implement the best practices in our ESL classroom as well as in their content area classes for support.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Although we do not administer Native Language exams in our Free-standing ESL program, there is continuous recognition of the similarities that exist between English and each child's native language. Specifically, the identification of cognates between the languages that assist in the students' comprehension.Regarding the results of the ELL Periodic Assessments, school leadership and teachers use the results to guide curriculum decisions, form groups in classes, address specific needs of individual students, and to influence the overall instructional plan. From the periodic assessments we are learning that the reading and writing modalities are consistently their weakest areas, but growth is apparent within each modality.
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](#).)  
As with the rest of the school population. our ELL students are administered baseline assessments and Fountas and Pinnell reading assessments to determine whether they are a Tier 1, Tier 2, or Tier 3 RTI student. Once a determination is made, the instructional plan is devised for each Tier and AIS recommendations are implemented. Additionally, our Extended Day program is RTI-based and our ELL students are invited to attend this supplemental learning support. Assessment of progress within the RTI program consists of our Teacher Teams looking at student work to recognize trends and gaps in learning and to modify the instruction to address those learning gaps. The formative assessments are in the forms of written assignments, teacher-student conferences, and oral presentations.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Communication between the ESL teacher and the classroom teacher is essential to addressing each child's needs throughout the day. The ESL teacher determines the instructional and functional levels at which the students should be taught and shares that with the subject area teachers. Additionally, during the initial interview with the parents of incoming students, we determine which language is spoken most often in and outside of the home in order to assess each student's exposure to modeled English outside of the school setting. when, and if, the school is the only source of exposure to English, instruction is tailored to address the additional learning gaps that exist.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Throughout the school year, we monitor the assessment results of our ELL students inside and outside of the ESL classroom using assessment tools such as ARIS and Item Analysis tools provided by NYS. The E.S.L. teacher communicates with the classroom teachers about how her students are progressing in class and if the strategies she is providing them with are being utilized and if they are

successful. We also review our NYS exam results to monitor how our ELL population is achieving and to determine which areas need the most attention. We also monitor the year-to-year progress of our ELL population based upon the NYSESLAT results. The collection of this data allows to evaluate the success of our program.

## 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](#).)  
The parent or guardian of all new admitted students to the NYCDOE and PS 146 must fill out the Home Language Identification Survey form in their respective native language. The Home Language Survey is administered by Assistant Principals, Jacqueline Sugrue and Mitchell Katcher and by our licensed E.S.L. teacher, Jessica Guando. If translation services are required, they are provided by bilingual staff members. If the home language is listed as other than English, an informal interview is conducted with the student by Ms. Guando, the E.S.L. teacher. Upon completion of the Survey by a Supervisor or a licensed pedagogue, the informal oral interview is conducted in English. A determination is then made if the student is required to take the Lab-R. If the student is eligible for LAB-R testing, a LAB-R is administered within 10 school days of the student registering. The LAB-R is administered by our ESL Teacher Ms. Jessica Guando. If a Spanish-speaking student does not pass the LAB-R, the student is administered the Spanish LAB during the same testing period. LAB-R exams are hand-scored and delivered to the designated LAB-R collection site. Each year, Mr. Katcher and the E.S.L. teacher review the results of the most current NYSESLAT using the RLAT to determine the needs of our ELLs and to group appropriately, plan academically, and to ensure that the correct number of mandated minutes of service are being scheduled and administered for each student. We utilize the RNMR (ATS Source) to determine student achievement in the four components of reading, writing, listening and speaking and we use this data to target supports and differentiate instruction for individual students.
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.  
After ELL students are identified, families are notified of a parent orientation that they are invited to attend within the first ten days of registration into the school. Letters in English as well as in each family's native language are sent home to the families regarding the time and place of the orientation. During the orientation, which is conducted within 10 school days of the student's registration, parents/guardians view the program choice video via the DOE web site which explains the ELL programs of TBE, DL and Freestanding ESL and the process whereby a parent selects the program best suited for their child. This video is shown in the home language of the parent/guardian when available. If there is a home language that is unavailable on the DOE video site, a translator is provided to ensure understanding of the program choices. Ms. Guando, our ESL Teacher, conducts the parent orientation meetings. Parents/guardians are encouraged to ask questions concerning all three programs at this time. Information regarding best practices in supporting the ELL student is presented at the workshop/orientation as well. Selection Forms explaining the three DOE ELL Programs are given to parents/guardians in their home language(s). Completed forms are attached to the student's HLIS and placed in the student's cumulative file. (All Forms such as the HLIS, Program Choices, Brochures, etc. are maintained in various languages in the Main Office and are utilized as needed). This process is conducted by our E.S.L. teacher, Jessica Guando. If a parent chooses one of the programs that is not currently available at our school, Assistant principal Mitchell Katcher will inform them when the desired program becomes available.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
The ATS reports used to determine NYSESLAT eligibility are the RLAT and RNMR reports. Our E.S.L. teacher is responsible for ensuring that Entitlement Letters are distributed, returned and reviewed for compliance and that entitlement letters are distributed as soon as the child is identified as an ELL based upon the results of the administered LAB-R. Parent surveys are returned and program selections are completed at the orientation by the parent. If a parent decides to return either form at another time, our ESL Teacher is designated as the person who follows up to ensure that the forms are returned in a timely fashion. All Entitlement Letters,

Parent Survey and Program Selection Forms are kept secure in an E.S.L. binder maintained by the E.S.L. teacher. We hold meetings at times that are convenient for parents and all correspondence is translated as needed. All records are maintained in both the student's individual cumulative file and in the Main Office by the Pupil Accounting Secretary.

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.  
Continuation letters are distributed to all eligible students in english and in each student's native language with instructions to sign and return. Continuation letters are kept secure in an E.S.L. binder maintained by the E.S.L. teacher. Student Placement. After the parent has viewed the video describing the three offered programs offered in NYC and had all questions answered to their satisfaction and has completed their Program Selection Form, it is explained to them that we do not currently have enough parents selecting a Bilingual or Dual Language program in order to open a class here, and that we will locate schools that do have those programs. If the parent designates a Freestanding ESL program as their first choice, we explain that we currently do have that program and will immediately program their child based on their grade level and LAB-R Proficiency Level. As usual, if the parent needs this information translated into their home language, we will provide translation services. After a placement has been determined, a Placement Letter is given (distributed) to each parent. As with all ELL Records, a copy of Placement Letters are maintained in the individual student's cumulative file and in the Main Office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
First, the ATS reports RLAT and RNMR are used to determine who is required to take the NYSESLAT. The administration of the NYSESLAT to all ELL students begins with the ESL teacher (Ms. Guando) administering the speaking section of the NYSESLAT to each student on an individual basis. As the speaking section is being administered and scored by Ms. Guando, another teacher is simultaneously scoring students responses, in order to comply with the new NYSESLAT speaking section testing regulations. After the speaking section is administered to all students, Ms. Guando then administers the listening section of the exam. This section is administered in grade level groups and students are carefully observed by the ESL teacher during the administration of this section to ensure that all students are providing answers to each question and are filling in their scantron sheets appropriately. The reading section is then administered to students in grade level groups. Again, the ESL teacher observes all students carefully throughout the exam to ensure that proper testing procedures are in place. Finally, the writing section is administered in grade level groups. During the administration students are carefully observed by the ESL teacher to ensure proper testing procedures are in place. For students in grades two and below, the answer sheet is filled in by the ESL teacher after the student has selected their answers in their testing booklets. Throughout the testing administration the ESL teacher is actively proctoring the exam, reading all directions, providing supervision, and maintaining and collecting materials. If a student misses any section of the NYSESLAT, that student is given the opportunity to make-up that section during one of the designated "make-up" days falling within the NYSESLAT testing period.
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.   
Over the past few years, the trend of which program choice was selected by the parents of our ELL's was 100% Freestanding ESL program. Currently, we can only support a freestanding ESL Program based upon recent Parent Program Selections. All of our current 14 ELLs' parents have selected ESL Program as their first choice.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

The ESL Model utilized is a pull-out for most of our students. When possible, as is the case with our current 4th grade students, we utilize a push-in model to support content instruction. Currently, our ESL classes are grouped heterogeneously in no more than a 2-grade difference and no more than two proficiency levels apart.

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)?

Our school provides services as mandated by CR Part 154, according to students proficiency levels achieved on the LAB-R and NYSESLAT. All ELL students who are at the beginning and intermediate levels are receiving 360 minutes of instruction per week. Advanced students are served for 45 minute blocks 4 times a week (180 minutes per week). In addition, all ELL students receive ELA instruction and content area instruction from their classroom teachers. For beginner and intermediate level students, our E.S.L. teacher meets with them 8 times per week for 45 minutes in each session. The E.S.L. teacher meets with the advanced level students for (4) 45-minute sessions per week. Her schedule allows for all of the mandated times to be completed.

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

The instructional approach used to meet the needs of our ESL students is the Workshop Model. This approach encompasses various strategies and techniques for ELLs. Scaffolding and differentiated instructional techniques are used extensively. We utilize explicit modeling techniques and students are guided through a task and emulate by example. Within the content areas, vocabulary is emphasized through the use of word wall words and Total Physical Response strategies. Students are encouraged to make personal connections to new subject matter using their knowledge and experiences. Conceptualization is incorporated through the use of stories, poems and graphic organizers. Cultural awareness and socialization are an important component of our daily focus. The ELL students are exposed to a multi-sensory approach that promotes literacy through integrated instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum stressing reading, writing and word work and moving from teacher support to student independence ("To, With and By"). All instructional techniques are used in conjunction with NYSED academic standards. In addition, we have begun to implace strategies based on the new Common Core Learning Standards. Within the classroom, bilingual dictionaries are readily available to assist our students with content area vocabulary and our newest curricula in ELA and Math provide translated documents on-line for them to use when necessary. In order to provide content area support, our E.S.L. teacher uses subject-specific texts and activities in the E.S.L. classroom.

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

Due to the fact that we only have a Freestanding E.S.L. program, all evaluations are administered in English as per the program's protocol.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure ELL's are evaluated in all four modalities of English language acquisition throughout the school year, the ESL teacher as well as classroom teachers administer evaluations such as Fountas and Pinnell, that target students reading, writing, speaking and listening skills. Within the ESL classroom, the E.S.L. teacher administers monthly formative reading and vocabulary assessments. The students are required to complete a monthly writing piece which are used to measure progress. To address the speaking and listening modalities, the teacher reads aloud passages after which students are required to recall information and to answer questions orally regarding the content. This occurs on a weekly basis. In the content area classrooms, ELL's are also administered

formative assessments in the forms of running records, written and oral responses to read alouds and shared readings, and collected writing pieces aligned to the Common Core Standards and measured by shared rubrics. These formative assessments occur on a weekly and monthly basis.

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).

Although we currently do not have a SIFE population, our plan in the case a new registrant would be to identify the proficiency level of the student and to program the student for the mandated hours of E.S.L. classes. We would also have the E.S.L. teacher work closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. We would also engage our guidance counselor to support the SIFE student(s) in dealing with any socialization, emotional challenges. Newcomers receive differentiated instruction using various techniques across all proficiency levels. Most ELLs in this group require a multi-sensory approach for instruction. The four modalities are incorporated and align with standards-based instruction. Again, the E.S.L. teacher works closely with the subject area teachers to ensure that the necessary supports are in place throughout the school day. Newcomers can participate in all programs available including Extended Day, Foundations, Study Island and other Periodic Assessments. Additionally, students who will be mandated to take state examinations receive testing preparations in content area in class as well as ESL instruction.

ELLs who are receiving service for four to six years and long-term ELLs continue in the various programs that are offered until they attain proficiency. More content area instruction is necessary to facilitate academic growth and language development. Strong emphasis is always on reading and writing skills, based upon the trends in results of the most current NYSESLAT. Analysis of the NYSESLAT as well as the State ELA and Math examinations determines individual needs for each student to attain proficiency.

Former-ELLs continue to receive their testing accommodations and when possible, are offered "AIS" from the E.S.L. teacher to monitor the adjustment to the mainstream academic areas. They are also urged to attend our Extended Day academic program which focuses on ELA fundamentals.

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

ELL-SWD Instructional Strategies. Differentiated instruction with below, on, and above grade-level fiction and nonfiction texts are utilized within the ESL classroom to provide access to academic content areas. In order to accelerate English language development, tasks are scaffolded to reinforce learned English skills as well as to introduce and practice higher order skills. The ESL teacher has access to texts and other materials being used in her students' subject area classrooms and supports that learning with cross-curriculum reading assignments and interdisciplinary tasks. For grades K-5, we use "Avenues" and for grades 6-8, we use "High Point" (Hampton-Brown Publishers). Additionally, our E.S.L. teacher assigns reading and writing content-area-based projects in science and social studies that support their grade level curricula. To ensure that all of our E.L.L.-S.W.D. receive all of their mandated services as per their I.E.P., the programming of these students are completed by a team whose specific goal is to ensure just that. All classroom teachers and related service providers have access to SESIS and monitor their own students' I.E.P. to ensure that all accommodations are provided.

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?

As often as possible the E.S.L. teacher pushes in to the ELL-SWD classroom to align their training with the work being done in the classroom. Communication between the E.S.L. and Special education teacher(s) , as well as with the para-professionals assigned to these students occurs on a regular basis to put in place a concentrated support system to assist the student in achieving English proficiency with respect to their I.E.P. goals. Additionally, ELL-SWD are mainstreamed into General education classes as often as possible to afford them the opportunity to increase their proficiency in these subject areas and therefore improve their English proficiency. At each Annual and Mandated Three-Year Review, the possibility of initiating or increasing the number of mainstreamed periods and subjects are part of the discussion.

### 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

### 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

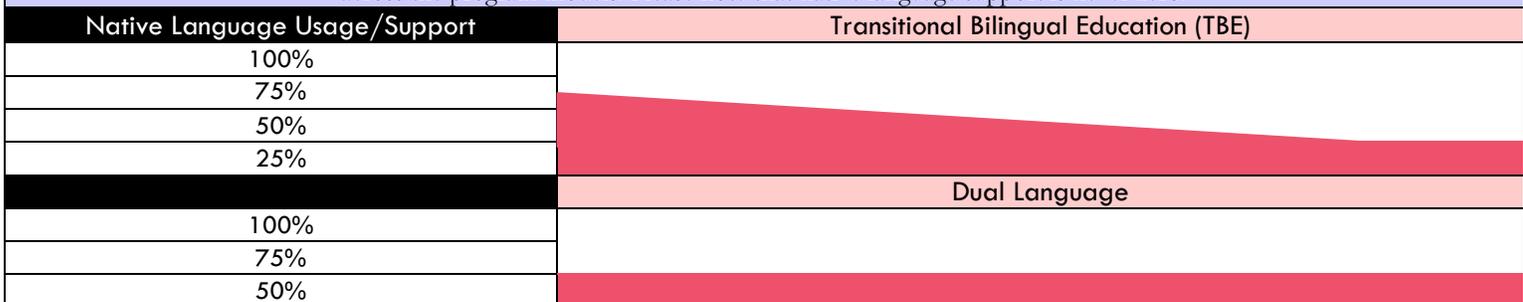
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 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
<b>FOR TBE /DL PROGRAMS:</b> 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%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs participate in targeted intervention programs which include Response to Intervention curriculum, Foundations (ELA), Periodic Assessments (ELA, Math, Social Studies and Science), and Extended Day services in ELA and Math. These intervention services are offered in English. Primarily, students who achieve lower than a Performance Level of 3 on the NYS ELA or Math exams are targeted for these intervention services. Currently, all of our ELLs in testing grades are performing below a performance level of 3 in ELA and Math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been extremely effective over the past three years in which we've seen major advancement of our ELL population through the ESL proficiency levels as well as on State exams and classroom assessments. The school program and the ESL program is aligned so that the ESL teacher can concentrate on the subject areas that the students are most needy. the ESL teacher provides language development through the use of content area instruction. This instruction is aligned to the Common Core Learning Standards. We also practice Universal Design for Learning in our classrooms so that students of all language development levels have their needs met. NYS Exam data for these students is reviewed immediately upon their receipt. Then, marking period and interim marking period report card data is reviewed as they are produced. All teachers are aware of their ELL population within their class and assessments are modified to meet the needs of our ELL population.
11. What new programs or improvements will be considered for the upcoming school year?
- As a school, we have adopted new ELA curricula at the elementary and middle school levels. Along with this, our teaching practices are now aligned to the Common Core Standards and therefore, our preparation for the newly designed NYSESLAT will be current and appropriate.
12. What programs/services for ELLs will be discontinued and why?
- We do not plan to discontinue any Programs for this academic year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to academic programs, after-school programs, social development programs such as student advisory and middle school sports program CHAMPS, R.T.I. driven Extended Day, academic support-driven Saturday Academy, computer lab Technology, visual arts program, Science Regents class and any other existing programs or programs that we may initiate for our students. Funding is via Fair Student Funding for after school programs and Saturday Academy.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELA curricula "Ready Gen" and "Code X" and Math curricula "Go Math" and CMP3" are used in content area classrooms. These programs offer on-line resources that are available in multiple languages. Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ESL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ESL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses. For content area instructional resources, we utilize high interest texts differentiated based on student reading levels and interest. Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet access to utilize a vast array of on-line instructional support
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our E.S.L. program model Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language speaking para-professionals support our overall instructional efforts.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All content and materials used to advance language development in appropriate to age and grade level. "Beginner" level students are provided with multi-scaffolded lessons. The level of assistance gradually diminishes as the level of proficiency of each student increases.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We assist newly enrolled students before the beginning of the school year by parent outreach, via our translation services provided on our school web site, a student orientation and school visit and "Open House" and 2-3 books provided free to the student to read over the summer. Students who enroll during the year are immersed into their content-area classes and immediately begin attending their mandated ESL service periods. Classroom teachers are apprised of the student's levels by the ESL teacher and provide

**supports and strategies as necessary.**

18. What language electives are offered to ELLs?

**None are offered at this time.**

19. For schools with dual language programs:

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

**Not applicable.**

## 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.

Our ELL Teacher, Ms. Guando, attends monthly professional development sessions provided by our CFN ESL Liaison and other CFN professionals. Some examples of the type of professional development sessions attended include, analyzing data to further assist ELL's at various levels, ELL's and RTI, implementing the Common Core Standards in the ESL classroom, preparing students for the newly aligned NYSESLAT, developing questioning and discussion techniques suited for ELL's as per Danielson, and the use of Depth of Knowledge. Aside from attending professional development sessions, Ms. Guando actively participates on a Teacher Team which meets at least twice per week during which various professional activities are planned and executed. In addition, Ms. Guando also participates in the courses provided via ARIS Learn regarding ESL and teacher competencies.

Calendar of P.D. for all staff regarding ELLs.

September 3-4 Common Core Alignment with instruction training

October 16 Danielson Framework for all students

November 4 Depth of Knowledge

November 5 Questioning and Discussion Techniques/ new ELA and MATH curricula

November 20 Progress Report Analysis

December 18 Review of "Looking at Student Work" protocols

January 15 U.D.L. in the classroom

February 12 Promotional Criteria for total population

March 12 Strategies for addressing test-taking pitfalls for entire population

In order to help ELL students meet the requirements of the new Common Core Standards, ELL teachers are provided with multiple opportunities to engage in professional development that support these new changes. Such professional developments include but are not limited to, questioning and discussion techniques as outlined in Danielson, Depth of Knowledge, Universal Design for Learning, data analysis of the LAB-R and NYSESLAT to support ELL subgroups, and differentiation and scaffolding strategies that enhance ELL instruction.

To support our staff in assisting our ELLs in transitioning from elementary to middle school and from middle school to high school, we offer professional development on assessing students for R.T.I. on all grade levels, on the academic, social, and emotional growth differences between elementary and middle school students, as well as on ways to develop independency and responsibility in preparation for high school. Our advisory program benefits our students as well as our staff in learning and sharing about the challenges facing students in and outside of school at the middle school age level. Professional Development on the new Common Core Learning Standards also prepares our staff to best prepare our students for the transition to the next grade level. Guidance Counselors receive professional development via our CFN and our ESL Teacher regarding ELL transitions. Our upper grade guidance counselor meets individually with every senior student to address transition concerns including those of our ELL population.

We provide the minimum 7.5 hours of ELL training for all staff through our PD Plan throughout the year. Our Supervisors and ELL teacher provide this support which is research-based and incorporates strategies from our CFN PD, ARIS Learn, and NYCDOE Resources. Specific and differentiated learning strategies in ELA, Math, Social Studies and Science are presented via PD, Study Groups and Teacher Team collaborative meetings. All personnel also engage in PD that presents various strategies to aide in assisting ELL's in the mainstream classroom. Such PD's include, ReadyGen and CodeX training focusing on differentiation strategies, Depth of Knowledge, Questioning skills with special focus of component 3b in Danielson, Universal Design for Learning, and strategies provided by the ELL teacher to classroom teachers on effective methods to help ELL's succeed with the new Common Core Standards. Records of trainings are maintained the school's Professional Development Handbook.

## 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?

All parents and guardians are actively involved in our school via our School Leadership Team (SLT), Parent-Teacher Association (PTA), "Meet the Teacher Night", Parent-Conferences, liaison with our Parent Coordinator, Open School Week, school trips and family activities and monthly parent information sessions. Our DOE Web Site and independent school-run eCHALK Web Site supports our high level of parent involvement. As stated earlier, our website translates into 53 languages. Annual Learning Environment Survey data confirms that our parents are actively involved in all aspects of our school community. Parents and guardians of ELLs are involved in the above and an annual ELL Parent Outreach and Information session which is held in the fall of each year. Due to the importance of parent involvement, the Principal and Assistant Principals take an active role in planning and conducting activities. All parents, including those of our ELL population are invited to participate in all of our school activities such as "Daddy/Daughter Day", "Tea with the principal", "Parent Book Club", as well as PTA meetings, School leadership Team, and workshops held regarding Common Core Curriculum and other curricula trainings. Our school Parent Coordinator is the direct liaison to parents. Our Parent Coordinator arranges for translation services to be present on days such as "Meet the Teacher Night" and "Parent-Teacher conference" afternoon and night.

While we do have several partnerships with agencies and Community Based Organizations to support our overall school community and student achievement efforts, we do not currently have any such partnerships specifically devoted to providing workshops or services to ELL parents.

We build strong partnerships and open lines of communication and mutual respect and trust with our parents and actively seek their input on school matters through the SLT and the PTA to evaluate all parent needs. We conduct informal surveys during the year and we also analyze the results of our Annual Learning Environment Survey to determine the needs of the parents. After analyzing various parent inputs, we modify our methods and plans as needed. Parent Coordinator administers all informal surveys and outreach and assists with the Annual Learning Environment Survey. The Parent Coordinator uses DOE vendor "The Big Word" to procure translators for specific events and she also uses the DOE's Interpretation and Translation Unit at times.

Each of our parental involvement activities is an outgrowth of what we determine are the wants and needs of our parent community. Therefore, the activities are designed with the assistance of the PTA and School Leadership Team to meet those wants and needs. Our informational sessions always include a question and answer session and we elicit feedback via e-mail or telephone throughout the school year. Examples are Parent Orientation, "Meet The Teacher Night", Parent-Teacher Conferences, Open School Week, Spelling Bee and MATH Bee Assemblies, Book Club, PTA Meetings and monthly parent involvement meetings and seminars based on parent input and requests. Again, the parent Coordinator arranges for all Interpretation and translation Services for all events.

## 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: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary Keegan	Principal		1/1/01
Mitchell Katcher	Assistant Principal		1/1/01
Coleen Mainieri	Parent Coordinator		1/1/01
Jessica Guando	ESL Teacher		1/1/01
Romeyra Rodriguez	Parent		1/1/01
Wilma Rodriguez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 27Q146 School Name: PS 146

Cluster: 2 Network: 210

**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**

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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.

Initially, we refer to the Home Language Survey on which it states in which language the parents/guardians prefer to receive written and verbal communication. It is also entered into ATS for informational purposes. We also ask parents and guardians to answer that question on our school's Blue Emergency cards so that when any adult is contacting the home, they know which language is needed for communication. Our school's website containing all pertinent information translates into all the languages used by the families of our students. Additionally, school notices and documents are translated into appropriate languages and academic reports such as progress reports and academic/behavior monitoring sheets are also translated.

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.

Through the analysis of the Home Language Surveys and the Blue Emergency cards it was indicated that student's families on the 8<sup>th</sup> grade, 7<sup>th</sup> grade, 4<sup>th</sup> grade, 3<sup>rd</sup> grade and Kindergarten level require translation services. In the 8<sup>th</sup> grade we have one family that requires written translation services in Spanish. On the 7<sup>th</sup> grade level we also have one family that requires written translation services in Spanish. In the 4<sup>th</sup> grade we have three families that require translation services. One family only needs written translation services in Arabic, while the other two families require both oral and written translation services in Spanish. On the 3<sup>rd</sup> and kindergarten grade level we have siblings whose family requires both oral and written translation services in Spanish. As soon as the Home Language Surveys and Emergency Blue Cards were analyzed, the findings were shared with administration, the Parent Coordinator, and the ESL teacher, all of whom coordinate oral and written translation services for our students when needed. Additionally, these student's classroom teachers were notified of the translation needs of their students and work closely with the Parent Coordinator and ESL teacher to ensure that any translation service needs are communicated so that they can be properly scheduled or prepared.

## Part B: Strategies and Activities

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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.

In order to accommodate the written translation needs of the families at our school, school staff, including the Parent Coordinator, ESL teacher and classroom teachers, translate all written documents that are sent home. In order to translate these documents, our school uses a computer program that allows us to input documents and translate them into any language needed. In addition, our school's website containing all pertinent information, including dates of upcoming student and parent events, the school calendar, and important notices, easily translates into all the languages used by the families of our students. Academic reports such as progress reports, academic/behavior monitoring sheets, health and safety reports, and documents regarding entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program are also translated and distributed to families. To ensure that all of our families receive notices/reports in a timely fashion, they are translated ahead of time and are given to teachers along with the English documents to be distributed at the same time. Within our school building we also have important signs, including safety/emergency procedures posted in various languages, located in an area where they are clearly visible. In addition to our translation program used on the computer, we also have one teacher and one paraprofessional who can provide translation services for written communication when necessary.

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.

Currently we are utilizing a service called "The Big Word" to provide us with the necessary oral translation services for our families. The Parent Coordinator and ESL teacher identify any need for translation services prior to an event and arrange in advance for a translator to be available at the school during events such as parent teacher conferences, annual reviews, and back to school night. In the event that we need oral translation services quickly and without notice we have one teacher and one paraprofessional who we utilize to provide oral communication and interpretation services. Additionally, the telephone service provided by the NYCDOE Translation Service and Interpretation Unit is used for additional aide in oral translation services. The phone number for this unit is available to all staff, including school secretaries, the nurse, and school safety agents, to use in the event that immediate oral translation services are required. A Telephone Messenger to alert parents of upcoming school events and unexpected news is also used by our school and it is translated into necessary languages.

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>.

In order to fulfill Section VII of chancellor's Regulations A-663, our school's website containing all pertinent information translates into all the languages used by the families of our students. Additionally, school notices are translated into appropriate languages and academic reports such as progress reports and academic/behavior monitoring sheets are also translated. Our school maintains record of the translation needs of our parents in the main office where the Home Language Survey and Emergency Blue Cards are stored. Additionally, language preferences are recorded and updated in ATS. Signs located in the main lobby and office are posted in the most prominent covered languages in the school. The school utilizes the services provided by the DOE Translation and Interpretation Unit as well as DOE sponsored outside vendors such as "The Big Word" for any translations needs. Translation services are also provided by one teacher and one paraprofessional within the building when necessary.