

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

**DBN: (i.e. 01M001):**

**31R046**

**School Name:**

**THE ALBERT V. MANISCALCO SCHOOL**

**Principal:**

**ANDREA MAFFEO**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 31R046  
School Type: Public Grades Served: PreK-5  
School Address: 41 Reid Avenue Staten Island, New York 10305  
Phone Number: 718-987-5155 Fax: 718-987-1703  
School Contact Person: Andrea Maffeo Email Address: amaffeo@schools.nyc.gov  
Principal: Andrea Maffeo  
UFT Chapter Leader: Eileen Schmidt  
Parents' Association President: Kim Longo and Coleen DeRosa  
SLT Chairperson: Margaret Guzowski  
Student Representative(s): None

**District Information**

District: 31 Superintendent: Anthony Lodico  
Superintendent's Office Address: 715 Ocean Terrace Staten Island, New York 10301  
Superintendent's Email Address: ALodico@schools.nyc.gov  
Phone Number: 718-420-5667 Fax: 718-420-5677

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 604 Network Leader: Greg Bowen

## 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)
Andrea Maffeo	*Principal or Designee	
Susan Tasso	*UFT Chapter Leader or Designee	
Kim Longo	*PA/PTA President or Designated Co-President	
None	DC 37 Representative, if applicable	
None	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
None	CBO Representative, if applicable	
Grace Seddio-Dimaio	Member/ UFT	
Margaret Guzowski	Member/ UFT	
Jessica Occhipinti	Member/ UFT	
Laura Covell	Member/ PTA	
Cynthia Cuello	Member/ PTA	
Coleen DeRosa	Member/ PTA	
Amy Swanson	Member/ PTA	
	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:

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

PS 46 is a small Pre-Kindergarten through fifth grade Title I elementary school located in the South Beach section of Staten Island. The school serves a diverse population from low to middle income households. P.S. 46 has 9% English Language Learners, 30% students with special needs and 70% of the students are eligible for free lunch. The mission of P.S. 46 is that, in harmony with the home and community, all students will attain Common Core Standards in education that will provide them with the essential knowledge, creative abilities and social development to become productive citizens. The school is committed to being an open and accessible school creating an environment which provides rich experiences and a spirit of inquiry in all areas of academia. Students are engaged in developing community, societal responsibilities and philanthropic activities. Parents can easily meet with the principal, talk to the teachers, staff and counselors to discuss issues and concerns. The school works in tandem with parents to achieve high student success, meet the Common Core Standards and make sure students are college and career ready. Parents are involved in decision making policies, advocate for the school, and support activities, events and school programs.

The administration and teachers work to develop teaching strategies that motivate and keep children intellectually engaged and challenged. A solid foundation of knowledge in content areas is designed, based on the Common Core Standards. The teaching staff provides all students with classroom instruction which meets their learning needs and strengths. Professional development allows teachers to remain on the cutting edge of changes in education based on societal needs and projections. Highly qualified teachers are then able to bring to their students the skills and talents they need to become productive members of society.

Assessment is an integral component of the educational process used to guide and inform instruction. The school uses a variety of assessments, both formal and informal, to drive our educational process. Current practices and differentiated learning strategies are enhanced through an increase in assessment data.

The school offers services for students at risk of not meeting the Common Core Standards, ELL students, and Special Education students. P.S. 46 has a Title III After School Program to afford ELL students additional instruction in English Language Arts. PS 46 has a Saturday Program from January until April for students in grades 2-5 to provide additional instruction for students in ELA and Math.

PS 46 values the significant role the Arts provide in enhancing the educational achievement and emotional and social development of all students. As part of the school's core academic subjects, the teachers, in collaboration with the art teacher, parents, administration, and community agencies work to provide a sequential and comprehensive arts program. Councilman Matteo has provided P.S. 46 with an art grant which will provide an after school program with the Staten Island Children's Museum.

Students at P.S. 46 are engaged in community activism and philanthropic endeavors such as the American Cancer Society, March of Dimes, Cespino-Russo Post No. 1544, Staten Island Yankees, Bread of Life, and Penny Harvest. Through our work with these organizations we teach the children the meaning of philanthropy, altruism and community service.

The Albert V. Maniscalco School provides a strong foundation for learning, citizenship, and global participation. PS 46 stays informed of educational trends and types of educational programs and expertise that our students will need to be college and career ready.

P.S. 46 has many strengths to offer to the students. Although P.S. 46 is a small school, every child feels comfortable and

supported by the staff. The staff knows all of the students' needs and works to support them. As evidenced by the School Survey, all teachers feel that high expectations are set for students by administration and staff and the belief is that all students can learn. Teachers trust each other and administration to do what is best for the school. As evidenced by the Elementary School Quality Snapshot all students were reported as good on Student Progress on the State English Language Arts Test and Fair on the State Math Test. Also noted on the Quality Snapshot is that all student progress for English Language Arts and Math was reported as excellent for lowest performing students. Based on an analysis of the data one weakness is in relation to student achievement. Although students are making progress not enough are achieving a level 3 on English Language Arts and Math state tests.

After analyzing data in relation to moving students, the staff and the administration of P.S. 46, will focus on Universal Design for Learning to help students to achieve the Common Core Standards. The instructional focus is to engage in a school-wide initiative to increase growth in reading comprehension, by building a wide range of reading strategies to use across all content areas. The staff of P.S. 46 will work collaboratively to ensure that all students receive a high quality education that will set the student on the path to be college and career ready.

## 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.

The staff of P.S. 46 is diligently working to provide students with rigorous instruction aligned to the Common Core Standards. Teachers and staff continually analyze data to identify trends, strengths and weaknesses in instruction. In analyzing state testing data in both reading and math, students are making progress however the majority of the students are still not meeting the standard, 17% in ELA and 26% in Math. The Elementary School Quality Snapshot revealed that the lowest performing students in both ELA and Math are making the most progress.

P.S. 46 has many strengths, including an experienced staff that work together to review instruction and provide the best quality instruction for students. Ready Gen and Go Math are utilized to provide rigorous instruction while supplementing where necessary to meet student needs.

In reviewing Advance data, specifically observations, a priority need appears to be a need for more scaffolding and differentiated instruction to support the needs all students in meeting the standards.

### 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 of 2015, there will be a 10% increase in the number of students, including Special Education and English Language Learners, scoring a 3 on the State English Language Arts and Math tests as measured by the state achievement standard. During the 2014 – 2015 school year teachers of all grades and subjects will work collaboratively with administration, the staff developer and each other to improve learning in English Language Arts and Math for all students through the use of Universal Design for 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>
<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>			

<ul style="list-style-type: none"> <li>Teachers will be provided with professional development on incorporating Universal Design for Learning into the curriculum in ELA, Math and all content areas. Based on analysis of student data teachers will make necessary adjustments, during common planning and teacher team meetings, to current research based instructional programs Ready Gen and Go Math</li> </ul>	All teachers and paraprofessionals	Implementation will ongoing beginning in September 2014 and continuing until June 2015	Principal, ATR Assistant Principal, Staff Developer and SETSS/IEP Teacher
<ul style="list-style-type: none"> <li>Professional Development will be provided for staff on strategies to address the needs of students with disabilities and English language learners. Staff will be provided with differentiated methods of instruction to meet the needs of these students. The SETSS and ESL teachers will push in to model different methods for the classroom teachers. The service providers are also part of teacher teams that provide insight and support to the classroom teachers. The school has implemented a 20 minute period to provide targeted instruction to all students.</li> </ul>	All teachers and paraprofessionals	Implementation will ongoing beginning in September 2014 and continuing until June 2015	Principal, ATR Assistant Principal, Staff Developer and SETSS/IEP Teacher, ESL Teacher and service providers
<ul style="list-style-type: none"> <li>The Parent Coordinator and other school staff will attend regularly scheduled parent/guardian meetings to share information and respond to questions and inquiries. P.S. 46 will build the capacity for strong parent/guardian involvement through various Parent/Guardian Workshops, PTA meetings, Grade Specific Newsletters, after school parent engagement, literacy nights, social media and other educational functions.</li> </ul>	Parents and guardians	Implementation will ongoing beginning in September 2014 and continuing until June 2015	Principal, ATR Assistant Principal, Staff Developer, Parent Coordinator and SETSS/IEP Teacher,
<ul style="list-style-type: none"> <li>All staff will work toward the shared goal of improving student outcomes, preparing students for success in life. The staff will work collaboratively sharing ideas, analyzing student data and revising curriculum to meet student needs. Teacher team newsletters, parent/guardian newsletters, surveys and oral and written feedback will keep all constituencies informed as to strategies implemented to support student needs.</li> </ul>	All teachers, paraprofessionals, staff, students, parents, and school community	Implementation will ongoing beginning in September 2014 and continuing until June 2015	Principal, ATR Assistant Principal, Staff Developer, Parent Coordinator and SETSS/IEP Teacher

#### **Part 4 – Resources Needed**

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

The following resources will be used to implement this action plan:

##### Human Resources

- Principal
- Staff Developer
- ATR Assistant Principal
- Parent Coordinator
- SETSS/IEP Teacher
- All Teacher and staff
- CFN Liaisons
- Service Providers

Instructional Resources

- Ready Gen
- Go Math
- Science Curriculum
- Social Studies Curriculum
- Various web and print resources

Schedule Adjustments

- 20 minute enrichment period
- Common preps for planning
- Monday and Tuesday after school 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>	X	<b>Title I Basic</b>	X	<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.

**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 the end of February 2015 Advance teacher observations will be used to indicate school progress toward providing rigorous instruction aligned to the Common Core State Standards. In addition, by the end of March 2015 the Periodic Assessments in ELA and Math will be analyzed to measure student growth and assess areas of strengths and weaknesses to predict if the goal of a 10% increase in the number of students, including Special Education and English Language Learners, scoring a 3 on the State English Language Arts and Math tests as measured by the state achievement standard will be achieved.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		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?				
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## 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

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

P.S. 46 is a supportive community school as evidenced by parent and teacher responses on the 2013-2014 School Survey. The school scored a 98% in the category entitled instructional core, a 92% in the category systems for improvement and a 93% for school culture. The students and parent/guardians know who to go to for support or help. P.S. 46 is a small school and as a result, the staff is familiar with most of the students, and the students know who to go to for assistance. One of the weaknesses noted on the survey is the lack of extracurricular activities and academic intervention services for students. Another weakness is the lack of a full time guidance counselor. These weaknesses are due to budgetary constraints.

### Part 2 – Annual Goal

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

During the 2014-15 school year guidelines and procedures will be developed for a student government and peer mediation council. During the course of the school year the students will elect members to the council. The council will work with teachers, guidance counselor and supervisors to mediate and resolve school related issues. By June of 2015 there will a 10% decrease in the number of incidents involving student disciplinary action as measured by OORS reports.

### 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			
The teachers, staff and guidance counselor will research different models for student government and peer mediation councils. After careful consideration several protocols will be chosen. Students will then apply to be a part of the council and will be voted into service by their peers. When the council is elected the selected protocols will be introduced and the student council will choose the final protocol.	Students	January 2015- June 2015	All school staff, Principal, ATR Assistant Principal, Parent Coordinator, SETSS/IEP teacher
Teachers and staff involved in the peer council will employ methods so all students including students with disabilities and English language learners will be able to participate in this activity.	Students	January 2015- June 2015	All school staff, Principal, ATR Assistant Principal, Parent

			Coordinator, SETSS/IEP teacher
Parents/guardians will be informed about the creation of the student government/peer mediation council via PTA meetings, social media and notices. Parents will be involved by helping their children create campaign strategies and attending special assemblies.	Students	January 2015- June 2015	All school staff, Principal, ATR Assistant Principal, Parent Coordinator, SETSS/IEP teacher
All school staff, parents, students and administrators will work toward the shared goal of creating a student government and peer mediation council which will help students to deal with issues and prepare students for success in life. All involved will work collaboratively sharing ideas and feedback which will keep all constituencies informed as to strategies implemented to support students.	Students	January 2015- June 2015	All school staff, Principal, ATR Assistant Principal, Parent Coordinator, SETSS/IEP teacher

#### **Part 4 – Resources Needed**

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

The following resources will be used to implement this action plan:

##### Human Resources

- Principal
- ATR Assistant Principal
- Staff Developer
- Parent Coordinator
- SETSS/IEP Teacher
- All Teacher and staff

##### Instructional Resources

- Student Government guidelines
- Peer Mediations protocols

##### Schedule Adjustments

- Staff involved will volunteer during lunch

#### **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>	X	<b>Title I Basic</b>	X	<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:

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 end of January 2015 guidelines and protocols will be established for the student government and peer mediation council. By the end of February 2015 students will be elected to the council and the council will be in session.

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

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

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

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

### Part 1 – Needs Assessment

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

P.S. 46 is a collaborative community school as evidenced by teacher responses on the 2013-2014 School Survey. When analyzing the data from the School Survey 100% of the teachers are in agreement that there is open communication on important school issues, 100% feel supported by the principal and other teachers at the school, and 100% of the teachers trust each other. Although teachers work collaboratively on grade planning, teacher teams and the sharing of educational ideas which allow them to reflect on their teaching practice, the inter-visitiation process is still developing. We continue to grow in our sharing of ideas through the use of teacher inter-visitiation which will contribute to improved teacher practice.

### 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 of 2015 at least four teachers will have opened their classrooms to other teachers and staff to share best practices as measured by inter-visitiation protocols.

### 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			
The NYC Department of Education toolkit will be the guide for setting up structures for inter-visitiation. The first step to make teachers feel comfortable will be to visit other schools to observe highly effective practices in action. The teachers will share their experiences with their colleagues. In house inter-visits will start small with a pilot of interested teachers.	Teachers	December 2014-June 2015	All school staff, Principal, ATR Assistant Principal, Parent Coordinator, SETSS/IEP teacher
Teachers of self-contained special education classes, SETSS and ELL classes will also be involved in inter-visitiation to share methodologies to help address the needs of all students.	Teachers	December 2014-June 2015	All school staff, Principal, ATR Assistant Principal, Parent Coordinator,

			SETSS/IEP teacher
Parents/guardians will be kept informed via SLT meetings, PTA meetings and grade newsletters.	Teachers	December 2014-June 2015	All school staff, Principal, ATR Assistant Principal, Parent Coordinator, SETSS/IEP teacher
All school staff, parents, students and administrators will work toward the shared goal of inter-visitation in order to build a culture of respect and continuous improvement. All involved will work collaboratively sharing ideas and feedback which will keep all constituencies informed as to strategies implemented to support students.	Teachers	December 2014-June 2015	All school staff, Principal, ATR Assistant Principal, Parent Coordinator, SETSS/IEP teacher

#### **Part 4 – Resources Needed**

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

The following resources will be used to implement this action plan:

##### Human Resources

- Principal
- ATR Assistant Principal
- Staff Developer
- Parent Coordinator
- SETSS/IEP Teacher

##### Instructional Resources

- The NYC Department of Education Inter-visitation toolkit

##### Schedule Adjustments

- Prep changes and sub coverage to allow teacher to inter-visit

#### **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>	X	<b>Title I Basic</b>	X	<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.

#### **Part 6 – Progress Monitoring**

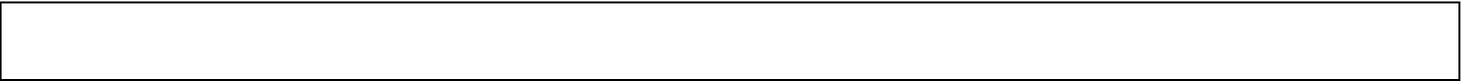
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

By February of 2015 at least two classrooms will have hosted teachers for inter-visitation.

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

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



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

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

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

P.S. 46 has effective school leadership as evidenced by parent and teacher responses on the 2013-2014 School Survey. When analyzing the data from the School Survey 100% of the teachers are in agreement that there is open communication on important school issues, 100% feel supported by the principal and other teachers at the school, and 100% of the teachers trust each other. Teachers and staff work collaboratively and are working on developing and facilitating their own professional learning.

### 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 of 2015 the administration will support teachers to engage in distributed leadership. Teacher and staff will work collaboratively to plan and administer professional learning. By June of 2015 at least 50% of the teachers will have conducted a professional learning activity as measured by agendas and attendance sheets from professional 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 administration will utilize the Handbook for Professional Learning – Research, Resources and Strategies for Implementation provided by the NYC Department of Education in order to support and nurture the professional growth of all teachers and staff.	All teachers and staff	September 2014- June 2015	Principal, ATR Assistant Principal, Staff Developer, Network Achievement Coaches
During each professional learning session strategies will be discussed concerning how to address the needs of students with disabilities, English language learners, and other high need student subgroups.	All teachers and staff	September 2014-June 2015	Principal, ATR Assistant Principal, Staff Developer, Network Achievement

			Coaches
Strategies discussed and learned during professional learning sessions will be shared at PTA meetings, parent workshops and through parent newsletters.	All teachers and staff	September 2014-June 2015	Principal, ATR Assistant Principal, Staff Developer, Network Achievement Coaches
All school staff, parents, students and administration will work toward the shared goal of distributed leadership and celebrating each other as a learning community. Across the school community, there will be respect. School staff, parents, students and administration will value each other.	<b>All teachers and staff</b>	September 2014-June 2015	Principal, ATR Assistant Principal, Staff Developer, Network Achievement Coaches

**Part 4 – Resources Needed**

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

The following resources will be used to implement this action plan:

Human Resources

- Principal
- ATR Assistant Principal
- Staff Developer
- Parent Coordinator
- SETSS/IEP Teacher

Instructional Resources

- A Handbook for Professional Learning - Research, Resources and Strategies for Implementation

Schedule Adjustments

Prep changes and sub coverage to allow teacher to inter-visit and sharing celebrations

**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>	X	<b>Title I Basic</b>	X	<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.

**Part 6 – Progress Monitoring**

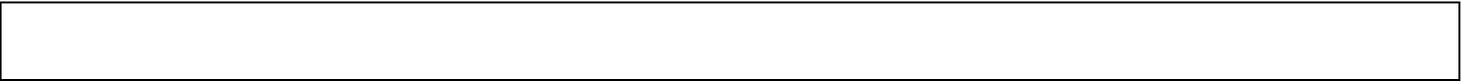
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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 of 2015 at least 25% of the teachers will have conducted a professional learning activity.

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

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



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

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

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

P.S. 46 creates a welcoming environment for families as evidenced by the parent responses on the 2013-2014 school survey. When analyzing the data from the school survey 97% feel they are kept informed about what their children are learning, 99% feel welcomed at school, 97% feel the school is responsive to parent feedback and 95% feel the school makes it easy for parents/guardians to attend meetings by holding them at different times. Parents and guardians know who to contact at school if they are in need of assistance or advice and they often attend fun family functions, PTA Meetings and other parent learning events.

### 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 of 2015 there will be a 20% increase in the number of parents attending PTA meetings and parent learning events as measured by attendance sheets at these functions.

### 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			
The Parent Coordinator Resource Guide and Toolkit will be our guide for engaging parents/guardians and getting them to attend more PTA meetings and learning opportunities. Incentives will be used, such as raffles, donations from local businesses, and food to help to entice parents to attend these functions. A needs assessment survey will be sent to families to see what topics would be of interest for future workshops. We will also have feedback sheets after every event to see if we met the parent/guardians’ needs.	Parents and Guardians	September 2014 – June 2015	Principal, ATR Assistant Principal, Staff Developer, Parent Coordinator, SETSS/IEP teacher, ESL teacher
SETSS/IEP teacher and ESL teacher will provide interest based workshops for families of students with disabilities or ESL needs.	Parents and Guardians	September 2014 – June 2015	Principal, ATR Assistant Principal, Staff Developer,

			Parent Coordinator, SETSS/IEP teacher, ESL teacher
Many strategies will be used to increase parent involvement and engagement including surveys, feedback sheets, incentives, workshops, and newsletters. Social media will also be used to keep parents informed and to encourage them to attend learning functions.	Parents and Guardians	September 2014 – June 2015	Principal, ATR Assistant Principal, Staff Developer, Parent Coordinator, SETSS/IEP teacher, ESL teacher
The parent/guardian surveys from their learning needs and feedback sheets from workshops will help to foster a feeling of trust and respect. Parents and guardians will know that their opinions are valued and taken into consideration when planning events.	Parents and Guardians	September 2014 – June 2015	Principal, ATR Assistant Principal, Staff Developer, Parent Coordinator, SETSS/IEP teacher, ESL teacher

**Part 4 – Resources Needed**

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

The following resources will be used to implement this action plan:

Human Resources

- Principal
- ATR Assistant Principal
- Staff Developer
- Parent Coordinator
- SETSS/IEP Teacher

Instructional Resources

- The Parent Coordinator Resource Guide and Toolkit

Schedule Adjustments

Events will be held at various times, during school, after school and in the evening.

**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>	X	<b>Title I Basic</b>	X	<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:

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 of 2015 there will be a 10% increase in the number of parent/guardians attending PTA meetings and learning opportunities as evidenced by attendance, sign in sheets and completed feedback sheets.

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

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

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<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>	<ul style="list-style-type: none"> <li>• Baseline test data from periodic assessments</li> <li>• Teacher observation</li> <li>• State test results</li> <li>• Ready Gen tests</li> </ul>	<ol style="list-style-type: none"> <li>1. Saturday Test Prep Program</li> <li>2. 20 minute daily enrichment period</li> </ol>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One to one</li> </ul>	<ol style="list-style-type: none"> <li>1. The service will be provided on Saturdays from January 2015 – April 2015 from 9AM-Noon.</li> <li>2. September 2014 to June 2015 daily from 1:06PM - 1:26PM.</li> </ol>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Baseline test data from periodic assessments</li> <li>• Teacher observation</li> <li>• State test results</li> <li>• Go Math tests</li> </ul>	<ol style="list-style-type: none"> <li>1. Saturday Test Prep Program</li> <li>2. 20 minute daily enrichment period</li> </ol>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• One to one</li> </ul>	<ol style="list-style-type: none"> <li>1. The service will be provided on Saturdays from January 2015 – April 2015 from 9AM-Noon.</li> <li>2. September 2014 to June 2015 daily from 1:06PM - 1:26PM.</li> </ol>
<b>Science</b>	Teacher observations and science tests	Classroom teacher provides small group targeted instruction	Small groups	Beginning in September 2014 and continuing to June 2015 during school based on need.
<b>Social Studies</b>	Teacher observations and social studies tests	Classroom teacher provides small group targeted instruction	Small groups	Beginning in September 2014 and continuing to June 2015 during school based on need.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Teacher and administrator’s Observations	At Risk Guidance and At Risk Counseling	Small group and one to one	Beginning in September 2014 and continuing to June 2015 during school based on need.

## 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>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.

All of the teachers at P.S. 46 are highly qualified teachers. Highly qualified teachers are essential to the academic success of students and also to their social and emotional development. In supporting and retaining highly qualified staff PS 46 cultivates a school climate that fosters open communication between staff and administration, shared decision making and distributed leadership. Teachers work collaboratively and are able to reflect on best practices. The school provides an atmosphere where teachers feel valued and are encouraged to implement and customize learning to meet their teaching style and the needs of their students.

**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).

PS 46 conducts high quality professional development provided by on site and off site staff developers, ATR Assistant Principal and SETSS/IEP teacher to ensure that the latest methodologies are explored. The administration, staff developer, ATR Assistant Principal and SETSS/IEP teacher offer support in implementation and understanding citywide instructional expectations, the Common Core Standards, and the Danielson Rubric for Teacher Evaluation. All staff is committed to working together to help all students meet the school's instructional goals. Professional development is interactive, allowing teachers to question and drive the conversations as well as take leadership roles in developing curriculum.

**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.).

The transition plans used to assist preschool children from early childhood programs to the elementary school program are coordinated by the school principal, kindergarten teachers and the parent coordinator. Pre K students from local CBOs visit the school to see the kindergarten classrooms before they officially enter the elementary school. Parent meetings are held for incoming kindergarten students in the spring to allow parents to meet the staff and learn about the school and allow the incoming students to see the school.

**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.

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 is an ongoing process. Teachers, staff developer and administration routinely review assessment options to make informed decisions regarding choice of assessments and the link to curriculum and instruction. Professional development is then conducted on the chosen assessments and how to analyze and use the data to inform instruction. Analysis of the results of the assessments are reviewed and discussed during professional development. Teachers are encouraged to share results and are also encouraged to make suggestions to drive professional development.

**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	\$157,854.00	X	Pages 8, 11, 14, 16,19
Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA

Title II, Part A	Federal	\$83,173.00	X	Pages 8, 11, 14, 16,19
Title III, Part A	Federal	NA	NA	NA
Title III, Immigrant	Federal	\$11,200.00	X	Pages 8, 11, 14, 16,19
Tax Levy (FSF)	Local	1,760386.00	X	Pages 8, 11, 14, 16,19

**<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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### **P.S. 46 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. The Albert V. Maniscalco School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Albert V. Maniscalco School will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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

**The Albert V. Maniscalco School**

**P.S. 46**

**School-Parent Compact (SPC)**

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

**I. School Responsibilities**

*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 promptly 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>31</b>	Borough <b>Staten Island</b>	School Number <b>046</b>
School Name <b>Albert V. Maniscalco</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>Andrea Maffeo</b>	Assistant Principal
Coach <b>Stacey Bowden</b>	Coach
ESL Teacher <b>Paola Guddemi</b>	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator <b>Sarah Cottone</b>
Related Service Provider <b>Joyce Coel</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>0</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>345</b>	Total number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>8.70%</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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	2	2	2	2	2	1								11
SELECT ONE														0
<b>Total</b>	2	2	2	2	2	1	0	0	0	0	0	0	0	11

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	25		9	5						30

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>	25	0	9	5	0	0	0	0	0	30
Number of ELLs who have an alternate placement paraprofessional: <u>2</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
SELECT ONE														0
SELECT ONE														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
SELECT ONE																			0	0
SELECT ONE																			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	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									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	4	3	2	1	1	1								12
Chinese	1	1	1	1										4
Russian		1	1	1										3
Bengali														0
Urdu		1	1											2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		1		1	2									4
Albanian			1	1										2
Other		1		1	1									3
<b>TOTAL</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>30</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)	3	2	0	2	1									8
Intermediate(I)		3	5	4	1	0								13
Advanced (A)	2	3	1	0	2	1								9
Total	<b>5</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>30</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	1	2			3
4	1				1
5	2	2			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.  
P.S.46 utilizes the following assessments tools to assess the early literacy of ELLs: running records, TCRWP for grades K-2, Performance Series Computerized Assessments in Reading. The data collected from the assessments aids in driving ESL instruction. After closely looking at data, it demonstrates that much more scaffolding and support is needed in order to provide ELLs with the proper

assistance. The ESL teacher and the classroom teacher work together to implement Reading and Literacy instruction using the Danielson Framework and research based intervention strategies focusing on specific learning targets.

According to TCRWP Assessment Pro as of November 2013, ELLs have reached Benchmark Reading Levels of 1 and 2 in grades K-2. Due to these findings, more emphasis will be placed on guided reading small group instruction during the extended day.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels and grades consistently show that ELLs struggle mostly in the area of writing on the NYSESLAT. Also apparent is that new admits and Kindergarten ELLs are beginners. Whereas, by first grade most ELLs are intermediate or advanced and have shown considerable progress.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

Patterns across modalities affect instructional choices. The ESL teacher bases her program on observing results from the NYSESLAT. P.S. 46 has looked at the data and noticed that 80% of ELLs have improved in all the four modalities of language. The information obtained from Annual Measurable Achievement Objectives drives ESL instruction and the 37 1/2 minutes of extra instructional time. The spring 2013 NYSESLAT results are not available on the RMSR at this time.

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?

Patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing. Due to these findings, English as a Second Language Instruction is designed to develop skills in comprehension, speaking, and writing in English through the integration of academic content appropriate for the students' age, level, and English skills. The ESL teacher and classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. In addition, the Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with on going opportunities to read, write, and speak in order to help them gain fluency. The ESL teacher carefully analyzes the data from the NYSESLAT and the ELL Periodic Assessment. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ESL teacher is able to drive instruction. She also articulates with the classroom teacher making her aware of what areas the student might have deficits. The school leadership and teachers have learned a great deal from reviewing the data from both the ELL Periodic Assessment and the NYSESLAT. Our findings are as follows: there needs to be an increment in teaching idiomatic expressions, increase in academic language, and an emphasis on non-fiction readings.

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](#).)

P.S. 46 uses data to guide instruction for ELLs within the Response to Intervention Framework. Universal screening is administered to all students. The information gathered from the Home Language Identification Survey informs both the ESL teacher and the classroom teacher of what factors influence the ELL learning process. The screening process assesses the child's literacy skills and competencies. In addition, it allows us to see whether or not ELLs are meeting grade level benchmarks.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
All Spanish speaking ELLs are administered the Spanish Lab. ELLs also have access to multilingual libraries and bilingual worksheets assisting them in comprehension. ELLs are encouraged to work in their native language initially with other students who speak their native language.
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?

At this time, P.S. 46 does not offer a dual language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
After looking at the most current NYSESLAT scores most ELLs have met annual yearly progress and have moved up in proficiency levels across all of the four modalities. Overall, after looking at all assessments given to ELLs ranging from NYSESLAT to State Exams, we have seen an improvement in reading and writing for ELLs. P.S. 46 evaluates the success of our programs by closely monitoring this progress made by ELLs.

## 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](#).)

P.S.46 adheres to strict guidelines involving the identification process of ELLs. Within the first ten days of enrollment, trained staff such as the Literacy Coach, Stacey Bowden, and the ESL teacher, Paola Guddemi, meet with parents to make an initial determination of the child's home language. It is primarily the ESL teacher, Paola Guddemi, who is involved in initial screening, and administered the HLIS. The initial process involves an oral interview conducted with the parents of child. The oral interview is conducted in both English and the parent's native language. Our ESL teacher speaks both Italian and Spanish. Thus interviewing the parents in those languages when the occasion arises. For all other languages, P.S. 46 utilizes other parents who speak other languages such as Chinese, Polish, and Russian. In addition, P.S. 46 provides a translator for the parents when necessary. The ESL teacher also interviews the child informally. This process is then formalized through a Home Language Identification Survey (HLIS). This survey is given to the parents in both English and their native language. The ESL teacher carefully reviews the Home Language Survey and chooses the OTELE code that best describes the child's native language. She then signs the survey and places the original in the student's cumulative folder and also maintains a copy for her records. Once the ESL teacher determines if there is another language other than English spoken at home; that child is then administered the LAB-R to determine the child's English proficiency level. If the child tests out, the appropriate letters in both English and the child's native language are sent home informing the parents of the outcome. If the child does not test out, the ESL teacher sends home the proper letters informing the parents of the student's test results. If the child is Spanish speaking, he or she is also administered the Spanish Lab by the ESL teacher. Each spring ELLs are administered the NYSESLAT to determine whether or not they are still eligible to receive ESL services. The following September the parents are notified of the results and program eligibility. Within the first ten days of enrollment, a child is administered the LAB-R and the parents are informed of their results.
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.

Within the first ten days of enrollment, the parents are invited to attend a parent orientation where they are made aware of their choices. ELL parents are given an opportunity to ask questions so they can make an informed placement selection. The parents are provided with information regarding core curriculum, learning standards, and assessments. The parent orientation meeting is conducted by the ESL teacher, Paola Guddemi, and the parent coordinator, Sarah Cottone. Translators are also made readily accessible to parents at these meetings. The school utilizes the translated brochures and the DVD provided by the office of ELLs to help parents better understand the programs available and to answer any questions they might have. The ESL teacher ensures that entitlement letters are sent home to the parents and one copy is made readily available on file. Parent Survey and Selection Forms are given to the parents both in English and their native language. Once they are signed and returned the original is placed in the student's cumulative folder and a copy is kept by the ESL teacher. After looking carefully at the Parent Survey and Program Selection Form, the child is then placed in the appropriate program model. In addition, the ESL teacher will inform parents via letters both in English and their native languages when and if a TBE/DL program becomes available at P.S. 46.
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 [\[see tool kit\]](#).)

In addition, P.S. 46 ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned and properly stored. One copy is kept in the office on file. Another is maintained by the ESL teacher. The original is placed in the child's cumulative folder. If forms are not returned, the ESL teacher then sends home a second request. If this request is not honored, a phone call is made. If this fails, the default program is Transitional Bilingual Education. The child is then placed in an ESL program.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Placement Letters are sent home, both in English and the child's native language, informing parents that their child was placed in an ESL program. A copy is kept by the ESL teacher and another is maintained on file in the main office. Parents are invited to attend a parent orientation. Translators are provided when necessary and the Parent Coordinator, Sarah Cottone, assists at these meetings

as well. A parent's choice is always honored. If a parent chooses a program other than ESL, the ESL teacher informs parents of other placement options. In addition, continued entitlement letters are sent home in both English and the child's native language. A copy of this is kept by the ESL teacher and another copy is kept on file in the main office. Within 20 days of a child's enrollment, the ELPC screen in ATS is updated with all necessary information. The ESL teacher keeps a copy of this and a copy is also kept on file 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.

The ESL teacher utilizes both the RLER and RLAT ATS reports to determine which children are eligible to take the NYSESLAT. Every spring, all eligible ELLs are administered the NYSESLAT. The NYSESLAT is programmed by the ESL teacher over a month period of time allowing ample time for make-ups. All English Language Learners are serviced by the ESL teacher. In turn, all serviced ELLs are administered the test. The ESL teacher follows all testing accommodations according to the child's IEP. The NYSESLAT is administered over a four day period. The students are first given the speaking component by the ESL teacher. The literacy coach grades the speaking component while the students are being tested. The listening, reading, and writing components are then administered on separate days. All students are grouped by grade. The ESL teacher also maintains a checklist/attendance records of all ELLs clearly listing all the components of the NYSESLAT with specific dates of administration. A copy of this is maintained by the ESL teacher and a copy is kept on file in the main office.

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. 

The Parent Survey and Selection Forms have demonstrated the trend in parent choices to be English as a Second Language Program. Some parents have chosen Transitional Bilingual programs as their first choice. P.S. 46 keeps a tally of how many have chosen TBE and informs those parents when and if their would be one offered at the school. They are also informed of transfer options. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey to monitor the trends of parental choice. Students are grouped heterogeneously for targeted area instruction according to the LAB-R and NYSESLAT scores. The program model at Public School 46 is aligned with parent requests. Documenting parent information, maintaining and storing it ensures that parental choice is being honored. It also ensures that parents are playing an active role in ELL program planning and design. P.S. 46 will open up a bilingual program when and if we have enough students in two consecutive grades thus allowing alignment between parent choice and program offering.

## 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](#))

- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- 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 teacher uses a pull-out model of instruction in order for ELLs to benefit from direct small group instruction. Each period is 45 minutes in duration. The groups are no larger than eight children. The English Language Learners are grouped heterogeneously. All advance ELLs receive 180 minutes of ESL instruction and 180 minutes of ELA instruction per week. They are pulled out of their classrooms and brought to the ESL classroom. All beginning and intermediate ELLs receive 360 minutes of ESL instruction per week. Public School 46 is currently working on implementing a push-in model of instruction.

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)?

- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

As per CR Part 154, all ELLs receive language arts instruction in English as a Second Language (ESL) and in English Language Arts (ELA). Content area instruction is provided in English supported by ESL methodologies. All beginning, and intermediate ELLs receive 2 ESL instructional components and all advanced ELLs receive 1 ESL and 1 ELA instructional components. P.S. 46 helps meet the needs of ELL-SWDs within the classroom by differentiating instruction. ELLs are given additional scaffolding support. Bilingual paras are also provided to assist ELLs-SWDs.

### SAMPLE SCHEDULE OF FIRST GRADE BEGINNING ELL:

Time:	8:12 1/2	9:03	9:51	10:39	11:27	12:30	1:33	2:21
	8:50	9:48	10:36	11:24	12:27	1:30	2:18	3:06
MON.	Guided Reading	Reading	ESL	Early Childhood	Lunch	ESL	GYM	Science
TUES.	Math	Word Study	ESL	ESL	Lunch	Math	Technology	Math
WED.	Guided Reading	Word Study	ESL	Math	Lunch	Math	ART	Technology
THURS.	Math	Writing	ESL	Social Studies	Lunch	Math	Math	Science
FRI.		Word Study	ESL	Math	Lunch	Math	GYM	ESL

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 ESL program is a pull-out program taught in English. It is aligned with Ready Gen, the Common Core State Standards, and the instructional shifts. More emphasis is placed on informational texts focused on Science and Social Studies. In addition, higher order thinking skills and academic vocabulary is being fostered. In order to improve ELL performance on content area examinations the ESL and classroom teachers scaffold academic language to support students' participation in content areas. Instruction is also aligned to common core state standards. The language of instruction is English throughout the content areas. Teachers provide comprehensible input and use instructional scaffolding strategies to assist learners to develop new understandings, concepts, abilities, and build upon prior knowledge. Teaching materials include a wide range of print, visuals, and manipulatives designed for increasing English Language Proficiency. The Cognitive Academic Language Learning Approach (CALLA) is implemented for meeting the academic needs of ELLs with its focus of instruction being content subjects. The SIOP Model (Sheltered Instruction Observation Protocol) is also used to shelter and support ELLs in grade-level content courses such as social studies, and science. Emphasis is placed on acquisition of academic language and skills while building on students' prior experiences. The SIOP Model of instruction makes content comprehensible for English Language Learners. The Balanced Literacy instructional approaches are implemented on a daily basis through the use of modeled writing, shared writing, guided reading, and independent reading. The Total Physical Response Approach is utilized with the beginning ELLs in order to teach language through physical, motor activity. The four skills of listening, speaking, reading, and writing are approached from a communicative perspective. Authentic, real life materials such as magazines, newspapers, graphs, and charts are used in the classrooms. Cooperative learning is also used in order to provide opportunities for second language acquisition through the use of interactive pair work and group activities. Instructional scaffolding, such as graphic organizers is used in the classroom providing temporary support structures that assist learners to develop new understandings, concepts and abilities. All the strategies implemented in the ESL program help ELLs meet grade level

standards. Throughout the academic year, students are offered additional classes as preparation for testing in grades third, fourth, and fifth. Rigby's On our Way to English and Scott Foresman ESL textbooks, workbooks, and charts help to support oral language development and literacy learning through the content area classes. In addition, the ESL teacher will meet once a month with the Literacy Coach and the Science teacher to work on implementing strategies that will help ELLs with specific Math and Science concepts and terminology.

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

P.S. 46 currently administered the Spanish Lab to all new Spanish speaking entrants.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

P.S. 46 ensures that all ELLs are appropriately evaluated in all four modalities throughout the year. The ESL teacher provides practice for ELLs in preparation for the NYSESLAT. In doing so, children are being evaluated both informally and formally throughout the school year. The focus of instruction is placed on oral language academic proficiency. It is also aligned with READY GEN Reading and Writing components.

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).

P.S 46 does not currently have any SIFE students. However, if in the future were to acquire SIFE students, P.S. 46 would implement a Saturday morning program, and an after school program.

Newcomer ELLs are given three periods of ESL a day for the first few months of the academic school year. In addition, they participate in the additional 37 1/2 minutes of instruction three times a week. They are also provided with bilingual dictionaries and peer tutoring in their native language.

ELLs receiving services for 4 to 6 years are provided with AIS services. These services are as follows: Saturday Test Prep Academy, 37 1/2 Minutes of targeted instruction, and small group instruction for grades 3-5 AIS.

Long-term ELLs have been provided (and will continue to be provided) with additional help as needed such as after school test prep programs. AIS services are given to help transition students reaching proficiency. Accelerated Math also provides teachers with continuous feedback to personalize instruction while enabling students to practice their math skills at their own individual levels. Everyday Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands on program develops concepts and skills through the use of concrete materials, and places a great emphasis on habits of communication.

The ESL teacher works closely with all Special Education teachers. Those ELLs who have been x-coded are serviced as per their IEP. The Special Education ELLs who are mandated to receive ESL services as per their IEP are serviced by the full time certified ESL teacher. They are all in a pull-out ESL program and receive services according to their NYSESLAT scores.

The ESL teacher provides continuing transitional support for ELLs reaching proficiency on the NYSESLAT. She carefully scaffolds instruction increasing academic language development through the content areas assisting them in grade level tasks. The ESL teacher provides rigorous learning opportunities for ELLs to foster higher order thinking skills. Former ELLs are given testing accommodations for up to two years after testing out of an ESL program.

ELL students reaching proficiency are provided AIS services and are also offered after school ESL program. The ELL after school program is used to strengthen Math and Literacy development using ESL methodologies. The program utilizes Phonics Builds Better Readers by Zaner-Bloser, which follows a balanced "whole-part-whole" instructional plan that makes phonics meaningful within the context of literacy development. It focuses on visual discrimination, oral language, and listening skills. The after school program is also a test prep program for the NYSESLAT. The teacher uses Getting Ready for the NYSESLAT and Beyond by Attanasio and Associates, Inc. The English Language Learners are provided with the skills to become familiar with the structure of the NYSESLAT and in their development of essential language proficiencies in listening, speaking, reading, and writing.

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?

The ESL teacher aligns her program to Ready Gen with all ELLs using the scaffolding strategies that are part of the Ready Gen program. In doing so, the students are being taught on grade level. Instructional strategies focus on academic vocabulary. P. S. 46 ensures ELL-SWDs receive all services mandated on their IEPs. During PPT meeting, the ESL teacher and the Related Service Provider work closely together to look at IEPs to ensure all ELLs are receiving all necessary services.

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?

P.S. 46 uses scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and to attain English proficiency. The ESL teacher and service providers work closely together to align scheduling and instruction for the child. The children are also provided with the additional 37 1/2 minutes of instruction 3 times per week. The focus during this time is on oral language development. P.S. 46 ensures that flexible programming is used to maximize time spent with non-disabled peers by closely looking at data regarding benchmarks being met by child. If a child meets a benchmark in a particular content area that child is then mainstreamed into a general education class for that particular content area class. ELL-SWDs are initially placed in the least restrictive class such as ICT. This allows the individual ELL not to be pulled out of class too frequently.

**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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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**

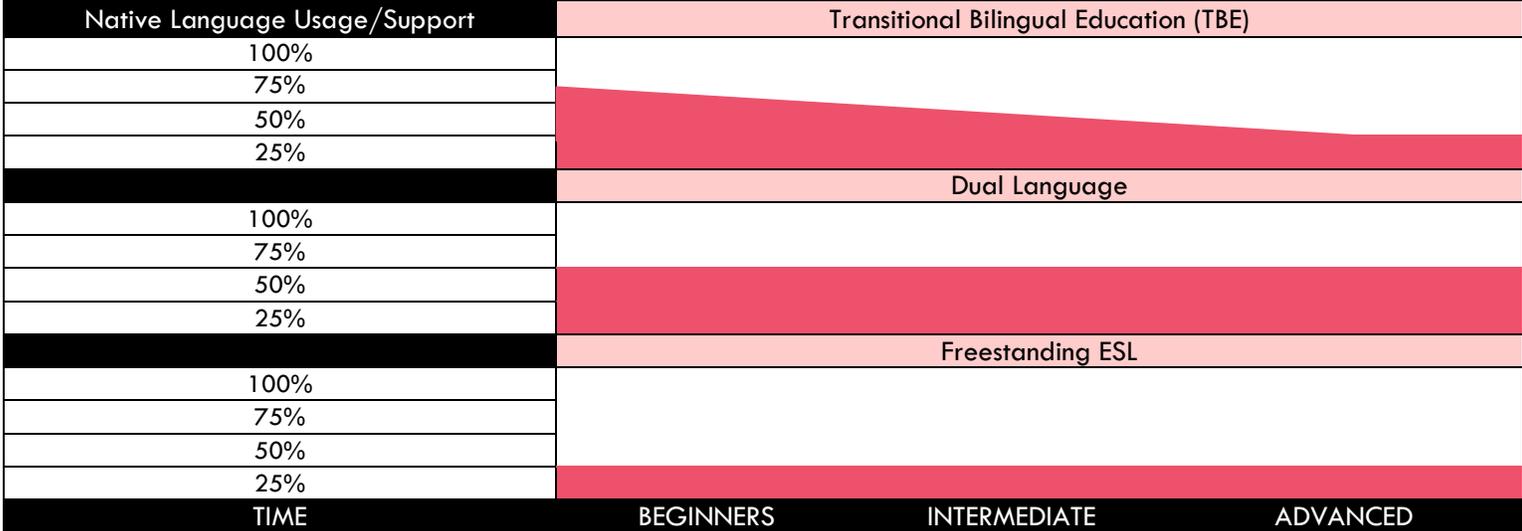
	Beginning	Intermediate	Advanced
ESL instruction for all ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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.
- Public School 46 utilizes Acuity, ARIS, Performance Series, TCRWP, Accelerated Math and Reading to analyze data to drive instruction and to assist in goal setting. The ESL teacher and the classroom teacher are able to identify problematic areas for ELLs. ELLs seem to be struggling most with higher order thinking skills.
- Patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing. Due to these findings, English as a Second Language Instruction is designed to develop skills in comprehension, speaking, and writing in English through the integration of academic content appropriate for the students' age, level, and English skills. The ESL teacher and classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. In addition, the Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with on-going opportunities to read, write, and speak in order to help them gain fluency. The ESL teacher carefully analyzes the data from the NYSESLAT and the ELL Periodic Assessment. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ESL teacher is able to drive instruction. She also articulates with the classroom teacher making her aware of what areas the student might have deficits. The school has learned a great deal from reviewing the data from both the ELL Periodic Assessment and the NYSESLAT. Our findings are as follows: there needs to be an increment in teaching idiomatic expressions, increase in academic language, and an emphasis on non-fiction readings.
- Public 46 utilizes Go Math in grades K-5. All teachers set goals for all students including ELLs based on data from pre-unit tests in Go Math. Grade level inquiry teams analyze and make recommendations for differentiated instruction within the classroom. In analyzing mathematics performances through formative and summative assessments in grades K-5 and on the Mathematics State testing data 3-5 more rigorous tasks aligned with Common Core State Standards are being implemented with ELLs, both in the classroom and in the pull-out ESL program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Overall, we have an improvement in our ESL program. On-going assessments are designed to collect further evidence of student learning or need for change that are systematically implemented across grades. Students are becoming English proficient more quickly and are scoring higher on both the ELA and the State Math Tests. At this current time no language electives are offered at P. S. 46.
11. What new programs or improvements will be considered for the upcoming school year?
- There will be a few changes made to the ESL program. It will become more aligned to Common Core State Standards. ELLs will be placed in the same classrooms on each grade. Thus allowing the ESL teacher the possibility of using a push-in model of instruction.
12. What programs/services for ELLs will be discontinued and why?
- There will not be any programs discontinued for ELLs.
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 all school programs. ELLs are invited to attend all after school and supplemental programs at P.S. 46. ELLs are also invited to attend Saturday Test Prep Programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The ESL teacher scaffolds instruction through modeling, questioning, feedback, and graphic organizers providing the necessary support for ELLs. The ELLs are also provided with English at Your command by Hampton-Brown. This is designed to build vocabulary skills in writing, grammar, mechanics and communication. They are also provided with Rigby Great Strides Critical Thinking Skills and Inferential Skills enabling students to understand cause and effect and reading between the lines in fiction. Lastly, Award Reading Program, a technology based literacy program, is used with all ELLs. This program assists ELLs with academic vocabulary and informational texts.
- The ESL teacher uses Lakeshore Science Kits with ELLs to promote academic vocabulary with ELLs. These science kits also provide ELLs with the necessary hands-on experience to master scientific concepts. In addition to this, the ESL teacher uses Clearly Social Studies by Frank Schaffer Publications, with all ELLs. Clearly Social Studies is aligned to state and national standards promoting academic vocabulary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

P.S. 46 offers native language support for all ELLs. Multicultural and bilingual books are made readily available in the ESI classroom. Bilingual glossaries and bilingual picture dictionaries are given to all ELLs. Peer tutoring is provided during lunch periods for ELLs.

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

The ESI program is aligned to the Common Core State Standards. The ESL program is designed to reinforce what the children are learning the classroom. It is aligned to REady Gen in grades K-5. An emphasis is placed on informational non-fiction reading and writing with all ELLs.

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.

At this time, we do not offer a summer program for newly admitted ELLs. However, pending funding, P.S. 46 will offer one the following year. New ELLs who are admitted throughout the school year are provided with three periods of ESL per day. In addition, during their lunch periods they are also assisted by peers who speak their native languages.

18. What language electives are offered to ELLs?

At this time, we do not offer this at P.S. 46.

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)?

At this time, we do not offer this at P.S. 46 .

### C. Professional Development and Support for School Staff

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

The staff will participate in on going professional development. P.S. 46 staff members receive professional development on a weekly basis for one hour. All topics covered have an ESL and technological component. The ESL teacher has attended and will continue to attend the ESL Apprenticeship Program. She has also participated in the Getting an Early Start in Science professional development workshop. The ESL teacher will be attending the professional development scheduled for 2013-14 regarding the Common Core State Standards aligned with Academic Literacy for ELLs.

All staff members have been informed of and are given the opportunity to attend the QTEL Workshop in the summer(2014). The are also informed of any workshops given throughout the academic school year in order for teachers to receive the 7.5 hours of ESL training for general education teachers and 10 hours of ESL training for special education teachers. Some of the professional development will include: Changes and Status of the Language Allocation Policy, Types of Instructional Scaffolding Strategies Used With ELLs, How to Develop Academic Language Content, and Second Language Acquisition Theories.

Professional Development as follows:

September 2013 Ready Gen and Scaffolding for ELLs

November 2013 Danielson Framework

December 2013 Universal Design for Learning

February 2014 Response to Intervention (RTI)

April 2014 Academic Vocabulary

June 2014 Balancing Informational Texts and Literary Texts

All teachers are provided with weekly PD focusing on grade approved citywide expectations and common core state standards.

ELLs and other students are provided with information regarding the transition from elemnatry school to middle school. Both the guidance counselor and the social worker at P.S. 46 speak to the fifth grade classes about this transition. The Parent Coordinator also sets up a meeting for parents informing them of this process. Translators are made readily available for parents of ELLs.

#### **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?

#### **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.

## Part VI: LAP Assurances

School Name: <u>Albert V. Maniscalco</u>		School DBN: <u>R31046</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea Maffeo	Principal		12/5/13
	Assistant Principal		1/1/01
Sarah Cottone	Parent Coordinator		12/5/13
Paola Guddemi	ESL Teacher		12/5/13
	Parent		1/1/01
Joyce Coel/Related Services	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		1/1/01
Stacey Bowden	Coach		12/5/13
	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: R31046

School Name: Andrea Maffeo

Cluster: 6

Network: 604

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

### **Part A: Needs Assessment Findings**

---

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

The Parent/Guardian in the Home Language Identification Survey (HLIS) demonstrates the parent's language choice. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey to see trends of parental choice. All home language responses are entered into ATS and lists are generated to ensure that proper language documents are sent home when available. In addition, the RAPL report is used to determine further the written and spoken language of parents.

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.

We are meeting the needs of our non-English speaking parents in written translation and oral interpretation. The results of our needs assessment is as follows: 26 parents require oral and written translation in Spanish, 9 parents require oral and written translation in Arabic, 12 parents require oral and written translation in Polish, 8 parents require oral and written translation in Chinese, 6 parents require oral and written translation in Russian, and 3 parents require oral and written translation in Albanian. Notifications are sent to parents in their native language when available. The Translation and Interpretation Unit of the DOE is available to provide assistance with conference calls and written communication. The findings are reported at faculty conferences, PTA meetings, Parent-Teacher Conferences and School Leadership Team meetings.

## 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.

Based on parent's needs, P.S. 46 will access written translation of the necessary documents within the time frame stipulated by the Translation and Interpretation Unit of the DOE. Based upon need and language we will provide translation services by both an outside vendor and in-house by school staff. All documents and plans are provided to parents of ELLs in their native language as per Chancellor's Regulations A-633 in a timely manner. All notices are sent home with the child and also made readily available in the main office.

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.

Based on the parent's needs P.S. 46 will provide oral interpretation services. For immediate situations, if the parent is Spanish speaking, with the approval of the parent, we will request the assistance of one of our Spanish speaking staff member. For all other languages we will request another parent or the child of the parent of the parent with permission from the parent or guardian. The Translation and Interpretation Unit of the DOE is available to provide assistance with conference calls and written communication. Interpreters are hired through DOE approved vendors for parent/teacher conferences and workshops.

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>.

P.S. 46 will strive to provide non-English speaking families with translation and interpretation services to foster parent involvement and eliminate any language barriers that might impede involvement in their child's education. The Language Allocation Policy Team will send home information in the language of the student and set up parent/teacher workshops offering the parent the opportunity to learn about educational approaches and to inform parents about the Language Allocation Policy. Our Parent Coordinator will act as a liaison to make the parents feel welcomed and a part of the school community.

The parent survey and program forms, and an analysis of the school demographics will serve as a basis for providing a cohesive system. Letters, forms, flyers, notices, permission slips and report cards will be translated in the language the parent chooses. A Department of

Education video addressing parent options will be shown in several languages at parent orientation meetings based on our assessment needs. Translators have been and will continue to be provided as requested, to ensure that parents have access to the information they need to be fully involved in the educational process of their child.

P.S. 46 will look to the Translation Unit of the DOE for direction and guidance in this matter.



**Department of English Language Learners and Student Support**

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

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

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

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

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

Part A: School Information	
Name of School: Albert V. Maniscalco	DBN: 31R046
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 25
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 1  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here: The total student enrollment at Public School 46 is currently 323 students in grades kindergarten through grade five of which 30 are English Language Learners. Supplemental instruction in the Title III program at Public School 46 will be provided in English. In addition, native language support will be provided through the implementation of bilingual books, picture dictionaries, and picture cards. The Title III program will be based on Reading A-Z Enhanced ELL Reading Solution. Funds from the Title III program will be used to purchase this program. The program cost is 54.10. In addition, Title III funds will be used to purchase a multilingual library (369.00), and NYSESLAT Test Prep materials including Language Skills Step by Step by Continental Press(1,462.90).

Supplemental instruction for English Language Learners is needed in order to improve overall student achievement to meet the Common Core Learning Standards. An analysis of running records, NYSESLAT scores, ELL Periodic assessment, and ELA exams have exhibited a need for supplemental instruction to increase the number of students reaching proficiency in English.

P.S. 46's plan will include an after school program for grades 1-5. The after school program will be on Wednesdays 2:25-3:55 (grades 1 and 2) and Thursdays 2:25-3:55( grades 3,4,and 5). The after school sessions will run from December 3 until June 25 for a total of 47 sessions (70.5 hours x 51.51 with fringe= 3,631.46). One certified ESL teacher will provide instruction to all beginning and intermediate ELLs. Students will be grouped by language proficiency levels and by grade. As new ELLs come into our school we will include them as participants into the Title III Supplemental program. The two target groups are being kept small in order to facilitate an increase in learning. The supervisor in charge of the program is the principal of P.S. 46, Andrea Maffeo. The supervisor will be responsible for any issues that arise during the program, for example behavior issues, sick child, observing teacher, etc. The supervisor's official work day is from 7:00-2:50. The supervisor's hours for the Title III program will be 2:55-4:10. The supervisor will be compensated using Title III funds (57.5 hours x 52.84 with fringe=3,038.30 +one hour 15 minutes 66.05=3,104.35). She will be responsible for staying with children after the official end time of the program and contacting the parents of children who are not picked up on time.

Reading A-Z Enhanced ELL Reading Solution, provides content-based and thematic based texts and visuals focused on developing speaking, listening, writing, and reading skills in both social and academic contexts. This program addresses the Common Core State Standards' goal to provide ELLs of all language proficiency levels the opportunity to gain content-area knowledge. Native language support in Spanish is provided. In addition, parents have access to student progress and can check their child's reading progress.

**Part C: Professional Development**

### Part C: Professional Development

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

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

Begin description here: Ongoing professional development is made available to all teachers and staff at P.S. 46. All staff members are given the opportunity to attend ongoing professional learning sessions offered through the Department of English Language Learners and Student Support (DELLSS). All the information regarding these professional development sessions will be provided to staff by the ESL teacher. These professional learning sessions provide teachers and staff the opportunities they need to grow as educators and to better understand the ever-changing needs of English Language Learners. These sessions will also provide a better understanding of language acquisition in the classroom and to how to assist ELLs in a common core classroom. All professional development is given by the ESL teacher during grade conferences. The focus of these professional learning sessions will be on the following topics:

September- NYSESLAT Data

November-Reading A-Z Enhanced ELL Reading Solution

January-Common Core and ELLs

March-RTI Interventions for ELLs

May-Video Library on English Language Learners (DOELL)

In addition, \$150.00 of the Title III funding will be used to provide a professional development webinar to all staff on Reading A-Z ELL Component.

### Part D: Parental Engagement Activities

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

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

Begin description here: A critical component of student success is parental involvement. Public School 46 will engage the parents of English Language Learners in order to foster higher achievement for ELLs and to create a culture of success within our school community. Parents are invited to attend PTA meetings. Translators and Translation Units are provided during such meetings. Parents of English Language Learners are also invited to attend the following school activities: Movie Night, Read for the Record Day, Literacy Pajama Night, Adopt a Soldier Packing Party, and Dance Festival. Invitation letters for all parent involvement activities are translated into the child's native language and sent home. All of the above mentioned activities will help foster a culture of success. ELL parental involvement in these activities will enhance the children's self-esteem, improve their academic achievement, improve parent-child relationships, help parents develop positive attitudes towards school, and a better understanding of the schooling process. This interactive time where children and their parents are fully engaged with

**Part D: Parental Engagement Activities**

one another can help parents learn more about their child's strengths and weaknesses in order to better guide them in all aspects of their lives.

Bilingual Family Literacy Tea will be hosted during the after school program for parents of ELLs by our Certified ESL Teacher. This is to provide parents with opportunities to read to their children in their native language. Adults and children are allowed time and space to read together. They will be able to create their own special bookmark as they enjoy some refreshments. These refreshments will be provided by the PTA. This event will offer parents the opportunity to meet other parents, show their children the importance of reading and learn how to support reading development at home. Additionally, parents of ELLs will be asked to attend a workshop on Reading A-Z, assisting parents with the program and how they could monitor their child's progress. During these workshops, translators will be provided through the Translation and Interpretation Unit.

**Part E: Budget**

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

Allocation Amount: \$0

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

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
<b>TOTAL</b>	_____	_____