



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

08X146

School Name:

P.S. 146 THE EDWARD J. COLLINS SCHOOL

Principal:

JANET-ANN SANDERSON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Edward J. Collins School School Number (DBN): 08X146
School Level: Elementary Grades Served: Pre-Kindergarten – Grade 5
School Address: 968 Cauldwell Avenue, Bronx, New York 10456
Phone Number: (718) 378-9664 Fax: (718) 328-5858
School Contact Person: Janet-Ann Sanderson Email Address: JSander@schools.nyc.gov
Principal: Janet-Ann Sanderson
UFT Chapter Leader: Chantal Repps-Heaney
Parents' Association President: Elsa Aguirre
School Leadership Team
Chairperson: Karen Miller
Student Representative(s): _____

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, New York 10462
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: (718) 828-6653 Fax: (718) 828-2760

Cluster and Network Information

Cluster Number: 05 Cluster Leader: Debra Maldonado
Network Number: 511 Network Leader: Jorge Izquierdo

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 School Comprehensive Educational Plan (SCEP) 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)
Janet-Ann Sanderson	*Principal or Designee	
Chantal Repps-Heaney	*UFT Chapter Leader or Designee	
Elsa Aguirre	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Karen Miller	Member/ Teacher	
Michael McNiff	Member/ Teacher	
Rebecca Beghin-Johnson	Member/Teacher	
Latasha Westcott	Member/ Parent	
Julissa Colon	Member/Parent	
Bethzeida Perez	Member/ Parent	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

We at the Edward J. Collins School, P.S. 146, expect our children to be successful and college and career-ready. According to the School Quality Guide for 2013 – 2014, our students exceeded the metric targets set in English Language Arts and Mathematics. The parents, school leaders, teachers, and external stakeholders of the P.S. 146 community must continue to work together to reach our common goal of student academic success.

P.S. 146 has chosen to focus on increasing the instructional reading levels of our students. We provide additional reading support for our struggling readers. The additional reading support program is administered by SmartStart Education, which is a company that provides Response to Intervention (RTI) services and supplemental literacy instruction.

P.S. 146 has formed a special partnership with Bronx International High School to offer additional support. The English Language Learners from Bronx International High School mentor English Language Learners from P.S. 146 on a weekly basis.

Elective programs play an essential role in providing a student with a well rounded education. We educate the whole child by incorporating the arts into the school day. The following elective programs will be in full effect for the 2014 – 2015 school year:

- Violin instruction
- Poetry Program
- Dance Program
- Technology instruction

Steps to Success is a program that consists of developing structures for teaching expected behaviors and social skills by rewarding positive behaviors. Classes are able to receive "Big Feet" in recognition of positive behaviors the class demonstrates on a whole. Individual students are able to receive "Gold Slips" for notable individual exhibited behaviors. However, students are issued "Pink Slips" for exhibited behaviors that are undesired or not positive.

Our mission is to create a safe learning environment that will maximize the potential of each student. We believe that all children can learn when they are provided with effective instruction for their learning style. The collaboration between parents, educators, school communities, and external stakeholders will ensure that our students are consistently ready for the next level making them college and career-ready.

08X146 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	455	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.5%	% Attendance Rate		90.1%	
% Free Lunch	94.4%	% Reduced Lunch		3.3%	
% Limited English Proficient	12.4%	% Students with Disabilities		20.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American		44.0%	
% Hispanic or Latino	52.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.4%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.1	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		11.42	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.6%	Mathematics Performance at levels 3 & 4		25.9%	
Science Performance at levels 3 & 4 (4th Grade)	64.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	455	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.5%	% Attendance Rate		90.1%	
% Free Lunch	94.4%	% Reduced Lunch		3.3%	
% Limited English Proficient	12.4%	% Students with Disabilities		20.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American		44.0%	
% Hispanic or Latino	52.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.4%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.1	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		11.42	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.6%	Mathematics Performance at levels 3 & 4		25.9%	
Science Performance at levels 3 & 4 (4th Grade)	64.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
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% Title I Population		92.5%	% Attendance Rate		90.1%
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Personnel (2013-14)					
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ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
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% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		NO			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- Robust Arts Program
- Team Meetings embedded in teachers schedule
- Talking about student data
- Looking at student work

Growth Areas

- Increasing the instructional reading levels of the students
- Increasing the effectiveness of data review to better make instructional adjustments to garner higher academic achievements from our students
- Ensuring the consistency of higher-order thinking, probing questions that deepens conceptual understanding

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

By June 2015, 80% of the current RTI student population will show progress from 6-12 months in reading as measured by AIMSweb, Fountas and Pinnell, and Voyager.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Educators will engage students in small group instruction for identified reading needs	<ul style="list-style-type: none"> • Current RTI students in Tier III • Students who are below level in Reading 	November 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • SmartStart Education
Educators will administer interim assessments in reading and analyze the data	<ul style="list-style-type: none"> • Current RTI students in Tier III Students who are below level in Reading	November 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers SmartStart Education
Educators will determine the skills that are lacking and embed these skills in upcoming lessons for reinforcement	<ul style="list-style-type: none"> • Current RTI students in Tier III Students who are below level in Reading	November 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers SmartStart Education
Weekly communication to parents in regard to the progress of their children	<ul style="list-style-type: none"> • Current RTI students in Tier III Students who are below level in Reading	November 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers

Part 4 – Resources Needed

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

- RTI providers SmartStart Education
- Teachers trained in administering Fountas and Pinnell
- Scheduling adjustments
- AIMSweb
- Voyager

- Foundations
- ReadyGEN

Part 5 – Budget and Resource Alignment

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

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

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

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

By February 2015, 80% of the RTI student population will show progress from 3 – 6 months in reading.

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

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 5 Statement of Practice (SOP) Addressed	HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- Steps to Success Program
- Partnership with local High School to support the development of our ELL population
- The School Implementation Team

Growth Areas

- Ensuring the consistency of the implementation of Steps to Success throughout the school
- Increasing the percent of school staff and faculty that effectively use the systems that are currently in place to document student behavior
- Utilizing key personnel to support classroom teachers in creating structures within their classrooms to support positive student behavior

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

By June 2015, the number of pink slips issued for student exhibited behaviors that are undesired or not positive will be decreased by 50%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Increase the number of Steps to Success Gold Slips Store Events from twice a year to four times a year.	<ul style="list-style-type: none"> • Students 	September 2014 – June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselor • Steps to Success Team • Parent Coordinator
Provide professional development and support to classroom teachers on management strategies especially for students who receive a high number of pink slips.	<ul style="list-style-type: none"> • Teachers 	September 2014 – June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselor • Steps to Success Team • Parent Coordinator
Professional development for classroom teachers on how to accurately document student behavior.	Teachers	November 2014 to June 2015	<ul style="list-style-type: none"> • Psychologist • Guidance counselor • School Implementation Team

Part 4 – Resources Needed

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

- Steps to Success materials that will be issued to teachers and staff
- Resources for the Store Events
- Time in the schedule for Steps to Success Planning Team to meet
- Scheduled time for the School Implementation team to meet

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By February 1, 2015, the number of pink slips issued for student exhibited behaviors that are undesired or not positive will be decreased by 25%.

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- The departmentalization of Grade 2 through Grade 5
- Teacher inter-visitation
- Subject planning meetings
- Uniformed curriculum maps
- The use of AIMSweb for progress monitoring
- Pre and post simulated assessments

Areas of Growth

- Using data from various sources to inform lesson planning in order to plan next steps for students
- Continuing professional development on questioning and discussion techniques, differentiation, and using assessment in instruction
- Using protocols to examine student work to promote individual academic success
- Increasing the number of inter-visitation in all subject areas

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

By June 2015, 70% of all instruction will incorporate differentiation as reflected in the presentation, process, and/or product, to meet the diverse needs of individual students as measured by the observations performed by the principal, and the assistant principals.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional development with a special focus on components 3B (questioning and discussion) and 3D (assessment in instruction) of the Danielson Framework	Teachers	September 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Coaches • Consultants • Network Instructional Team
Increasing the number of inter-visitation in all subject areas.	Teachers	September 2014 to June 2015	<ul style="list-style-type: none"> • Coaches • Consultants • F-staus personnel • Teacher Leaders
Increasing the use of protocols to examine student work	Teachers	September 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Coaches • Consultants • F-staus personnel • Teacher Leaders
Frequent Observations with targeted feedback and next steps	Teachers	September 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals

Part 4 – Resources Needed

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

- MOTP Score Tracker from ADVANCE
- Facilitators for Professional development
- Scheduling
- Talent Coach

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By March 2015, 40% of all instruction will incorporate differentiation strategies to meet the diverse needs of individual students as measured by the observations performed by the principal, and the assistant principals.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- Common Core Aligned resources for instructional use
- Access to technology
- SmartStart Education
- Partnership with High School in support of our Ell population

Growth Areas

- Implementation of instructional strategies presented at professional development

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

By June 2015, 80% of the students will show an increase of 5% growth on the New York State ELA Exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Professional development around the Common Core Instructional Shifts	Teachers	September 2014 to May 2015	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers • Coaches • SmartStart Education
After school extended day instructional time	<ul style="list-style-type: none"> • Grade 3-Grade 5 students 	December 2014 to April 2015	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers
SmartStart Education Providers	Students who receive RTI	October 2014 to June 2015	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers • Coaches • SmartStart Education

Part 4 – Resources Needed

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

- Professional development
- SmartStart Education
- EngageNY
- Achieve the Core
- Per Session for teachers
- Rally Test

Part 5 – Budget and Resource Alignment

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

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

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

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

Students will increase their Rally exam score by 50% by February 2015.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Strengths

- Partnership with NYJTL
- Partnerships with community organizations that support our parents and students
- Academic and Informational workshops
- Middle School visits
- Father and daughter functions
- Mother and son functions
- Partnership with High School in support of our ELL population
- Strong Arts program during the school day
- Communication with parents
- Family Day Carnival

Growth Areas

- Increasing the attendance to Parent Association meetings
- Increasing the attendance to Academic and Informational workshops

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

By June 2015, the attendance of the parents attending the Parent Association meetings will increase by 50% as measured by sign in sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 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 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Continue the collaboration with CBOs such as Bronx Works, Mercy Center, and Catholic Charities of New York, to provide a host of academic, social, emotional, vocational and civic learning opportunities</p>	<p>Parents</p>	<p>September 2014 to August 2015</p>	<ul style="list-style-type: none"> • Principal • Parent Coordinator • Parent Association President • Parent Association Members • Teachers
<p>Continue to conduct social functions such as, Father / Son Game Night”, and “ Mother / Daughter Craft Night” to foster student social emotional growth</p>	<p>Parents</p>	<p>September 2014 to June 2015</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Parent Coordinator • Parent Association President • Parent Association Members • Teachers
<p>Increase the use of the numerous methods of communication put in place by the Parent Coordinator and Parent Association</p>	<p>Parents</p>	<p>September 2014 to June 2015</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Parent Coordinator • Parent

			Association President • Parent Association Members • Teachers

Part 4 – Resources Needed

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

- Bronx Works
- Mercy Center
- Catholic Charities of New York
- Resources for workshops
- Scheduling
- Methods of communication with parents

Part 5 – Budget and Resource Alignment

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

	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

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

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

By March 2015, the attendance of the parents attending the Parent Association meetings will increase by 25% as measured by sign in sheets.

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

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

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> • AIMSweb • Fountas and Pinnell 	<ul style="list-style-type: none"> • SmartStart Education service providers • “Strategies for Writers” program • After school extended day instruction 	Small group	<ul style="list-style-type: none"> • During the school day • After school
Mathematics	<ul style="list-style-type: none"> • AIMSweb • Envision Benchmark Assessments 	<ul style="list-style-type: none"> • Differentiated groups • Modeling • Fluency practice • After school extended day instruction 	Small group	<ul style="list-style-type: none"> • During the school day • After school
Science	Instructional Reading Levels	SmartStart Education	Small group	During the school day
Social Studies	Instructional Reading Levels	SmartStart Education	Small group	During the school day
At-risk services <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> • Teacher referrals • Parent referrals 	<ul style="list-style-type: none"> • At risk counseling • Behavior modification plans 	<ul style="list-style-type: none"> • One-to-one • Small group 	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The strategies in place that ensures the staff is highly qualified are as follows:

- Weekly team meetings with coaches and consultants
- School leaders attend Network Team Institutes in Albany, New York presented by New York State Education Department
- Teachers and staff attend out of the building professional development opportunities during the school day and in the evenings
- Highly effective teachers serve as mentors for new teachers
- Teachers participate in inter-visitation cycles and receive feedback from their peers
- Departmentalization
- Partnerships with CBOs

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).

The strategies in place that enables all students to meet Common Core State Standards are as follows:

- School leaders attend Network Team Institutes in Albany, New York presented by New York State Education Department
- Principals, assistant principals, classroom teachers, speech teachers and paraprofessional, receive job embedded professional development and attend out of the building professional development opportunities
- Results from principal and assistant principal observations drive the professional learning topics
- The Professional Development committee meet to assess the learning needs of the teachers

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.).

In preparation to assist preschool children from early childhood programs to the elementary school we:

- Have informational sessions and workshops for the parents of preschool children
- Have both preschool teachers and elementary school teachers collaboratively work on curriculum maps for ELA and Mathematics to ensure vertical alignment and coherence
- Have joint professional developments with teachers of preschool children and elementary school teachers

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers meet with the principal, coaches, consultants and the members of the School Implementation Team, regarding the use of assessment results to improve instruction and to increase student achievement. Teachers also have horizontal and vertical team meetings to ensure alignment and coherence of instruction.

Teachers participate in data conversations after the administering of interim assessments such as AimsWeb, or Fountas and Pinnell, in order to make the necessary adjustments to the RTI program.

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

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

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

Title I Part A (Basic)	Federal	\$132,220 used to fund consultants, poetry program, dance program, music program, F-status support, coaches, guidance counselor, supplies,	X	Pages 11, 14, 16,18, 21,
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$82,962 used to fund teacher and supervisor per session for extended day instruction, educational software, parent engagement ,	X	Pages 14, 18, 21
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$24,246 used to support instruction	X	14, 16, 18

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 146X]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 08	Borough Bronx	School Number 146
School Name P.S. 146 Edward J. Collins		

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 Janet Ann Sanderson	Assistant Principal Leila Barnes
Coach Ellen Nelson (Math)	Coach type here
ESL Teacher Annie Arroyo	Guidance Counselor Jose Ortiz
Teacher/Subject Area Edwin Bueno/ Grade K	Parent type here
Teacher/Subject Area Rebecca Beghin-Johnson/Grade 5	Parent Coordinator Yvette Johnson
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	456	Total number of ELLs	53	ELLs as share of total student population (%)	11.62%
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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	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
Pull-out	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	40	ELL Students with Disabilities	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	41		1	11		8	1			53

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	41	0	1	11	0	8	1	0	0	53
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	8	6	2	2								29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1											2
Haitian														0
French	1		1											2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	5	5	2	4	3								20
TOTAL	9	10	15	8	6	5	0	53						

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)	5	2	2	4	0	0								13
Intermediate(I)	0	1	5	3	2	1								12
Advanced (A)	4	7	8	1	4	4								28
Total	9	10	15	8	6	5	0	0	0	0	0	0	0	53

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	1	1		7
4	8	2	1		11
5	10	1	1		12
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	4	1	2		1				8
4	10		1						11
5	10		3						13
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	3		2		5		1		11
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.
The early literacy skills of ELLs are assessed with LAB-R, NYSESLAT, and AIMSweb. ELLs in grades K-2 are also assessed, on a continual basis, with the computer-based program Waterford. Ongoing assessment is also part of the Reading A-Z program and Award Reading. ELLs are also assessed through the year in Fontas and Pinnell running records and progress is tracked through the

benchmarks of Rally and Reading For Real.

Assessments show that many of our K-1 ELLs struggle with phonemic awareness, and that it is helpful to provide explicit instruction in the sounds of English. Many ELLs master phonemic awareness skills within a year, but some students continue to struggle with phonemic awareness and phonics into 2nd or 3rd grade. Instruction strategies to address this deficit include the use of phonics-based texts in Award Reading, extra phonemic awareness and phonics instruction, reinforcement of phonemic awareness and phonics through songs, chants and games, and close monitoring of student progress with AIMSweb, Waterford and Fountas and Pinnell.

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

There are two patterns in our LAB-R and NYSESLAT data. First, students are making progress in English proficiency as they advance through the grades. The younger students cluster at lower proficiency levels, while upper-grade students ELLs have higher English proficiency. This can be seen in their overall performance when compared with the students scores in their LAB-Rs. The students initially are weak in their speaking skills when taking the LAB-Rs but improve when taking the NYSESLAT. The progression from Beginner in Kindergarten to Advanced or Proficient in the upper grades suggests that instruction of ELLs is effective, and our students are acquiring English.

The second pattern is that the NYSESLAT data shows that our ELLs are stronger in oral English than in written English. ELLs' relative weakness is in written English. The assessment data shows that ELLs need support in both language acquisition and mastery of content material. The continuing development of RTI, as well as efforts to align curricula and instruction to the Common Core Standards and to improve our ability to use data to guide instructional practices, will be aimed at increasing the achievement of our ELLs.

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

Patterns across NYSESLAT modalities show that our ELLs are stronger in oral language than in written language. As noted, many of the ELLs are proficient in oral English, but still struggle with reading and writing. Deficits in written English are not unique to our ELLs. Many of our native English-speaking students also perform below level in reading and writing, and the school has several programs in place to address these needs. ELLs receive the same curriculum as non ELLs, and are not segregated for instruction. Any instructional supports available to non-ELLs are also available to ELLs.

P.S. 146 is an RTI school. This means that we consider each child individually, provide evidence-based interventions, and closely monitor students' responses with ongoing assessments. All students, including ELLs, are provided with some level of Tier II interventions, in computer programs like Waterford, SuccessMaker, and Envision Math, which continually assess students and scale material up or down to meet individual needs. Differentiations and frequent assessment and regrouping of students is an integral part of the instructional process.

For our ELLs with strong oral English and poor written English, it is important to leverage their oral skills in support of reading and writing tasks. Encouraging students to speak (in a Think-Pair-Share or KWL or word bank activity) before they read will activate prior knowledge, including word knowledge, and provide a reading or writing scaffold. Similarly, graphic organizers, which allow for a quick and easy conversion from oral language to written language, exploit students' oral strengths. Comprehension Reading Strategies and SuccessMaker programs build in oral language scaffolds, and includes phonemic awareness and phonics activities to help build fluency, which is very helpful for many of our ELLs.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our school does not have any other program but ESL, so our students do not take Native Language Arts assessments. However, Newcomer ELLs in the testing grades are provided with Spanish translations of NYS Math, Science and Social Studies exams. For students with native language literacy, this is very beneficial. However, many Newcomers who are provided with this accommodation still do poorly on exams, because they are Newcomers and have not received enough of the content area to meet the standards. Teachers, administrators and other members of school leadership use the results of ELL Periodic Assessments to monitor ELL's progress in the acquisition of English and to identify areas of skills that need to be retaught or reinforced for particular students. However, the ELL Periodic Assessment are just one of many tools that we use to do that. Most of the literacy and math programs used in the school generate data about student progress, and these assessments are more frequent, and more fine-grained, than the Periodic Assessment results. Therefore, we consider the Periodic Assessments one of our tools, even if it is not our most useful tool for measuring ELLs' progress. The ELL Periodic Assessments are very valuable, however, in familiarizing ELLs with the format of the NYSESLAT exam, and give as a welcome opportunity to practice the test's directions and tasks.

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](#).)

RTI for ELL students is a program designed to add layers of support to the standard core curriculum. These layers of support increase over time as the students improve based on the students changing needs. The ELL students are given an AIMSweb assessment as a universal screening. This will give the teachers clear indicators of risk in specific domains through set benchmarks. Once the students are flagged as being at risk or below benchmark level, a plan of instructional support will be delivered to the students with language support services. There are two programs that are used for RTI. One program is called, Passport. This is a reading program that has an initial assessment that enable the teachers to break up the students into groups. The ELL students will be taught through small group instruction. This instructional plan will include an explanation of how instruction was differentiated to address native and second language concerns. An identification of specific skills and competencies that need more support. Through this program, the students are assessed every fifth lesson. Progress monitoring is done to see how the students respond to instruction. The other program that is being used for RTI is called, Ticket to Read. This program is computer based and has ongoing monitoring throughout. It will adjust itself based on the students needs. The plan will also include collaboration between the students and the teacher. This interaction through meaningful discussion between the teacher and the students will allow the students to develop their second language skills. It will also improve their comprehension of content area curriculum and reduce the rate of inappropriate referral rate.

6. How do you make sure that a child's second language development is considered in instructional decisions?
When planning instructional lessons, the teacher has to consider how to include several supports that will enhance and enable the ELL students second language development. This is done through the use of collaborate learning, vocabulary work before a reading, the use of pictures and real world items, songs, chants, and TPR. By using these ESL methods, the ELL students will be better able to comprehend the instruction that is being taught. The teachers that have ELL students in their classrooms incorporate these methods in their planning.. All other content area teachers use various forms of these methods in their teaching.
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?

P.S. 146 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The way in which we measure the success of our ESL program is in the NYSESLAT scores that are students have obtained. The 2013 NYSESLAT scores showed that the majority of our students moved up a level, while seven of our students tested out. We measure the success of our ESL program by the growth and achievements of our students. We also measure success as full integration of ELLs, with full access to all resources in the school. We measure success in our parent surveys, by the number of parents who choose to place their children in our ESL program, and by the lack of barriers to the school for immigrant parents. We measure success by the development of our teachers, and their growing confidence and expertise in teaching ELLs. Most importantly, we measure success by the progress we see in our students, as they work toward their short and long-term goals.

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](#).)
Potential ELLs are identified at registration. Every new registrant is met by the school's licensed ESL teacher, who assists with the completion of the Home Language Survey (HLIS) and conduct an initial assessment of the entering student. This system ensures that potential ELLs are identified quickly and accurately.
If the registering student is new to the NYC school system, the parent completes a HLIS, with the assistance of a licensed ESL teacher. The form is available in English, Spanish and French (to match our community's needs), and translations into other languages are downloaded from DOE website as needed. The ESL teacher assists the parent with the HLIS, and conducts a brief interview about the student's home language and previous schooling. Translation into Spanish or French is provided by the ESL teacher or other bilingual school staff. Translation into lower-incidence languages may be provided by parent volunteers, or if

necessary, school staff can contact the DOE Translation and Interpretation Unit for assistance. If the registering student is not new to the NYC school system, information about home language, previous assessments and service entitlement status is retrieved from previous school records and/or the ATS system. All entering students, including potential ELLs, are given an initial assessment to help guide class placement. The assessment is administered by the ESL teacher as part of the registration process. Tasks address all four language modalities: students are asked to describe a complex picture and answer questions about it, read aloud from leveled texts and answer comprehension questions, and provide a brief age-appropriate writing sample. If the HLIS indicates that the student's home language is other than English, the LAB-R is administered within 10 days of registration. These tests are hand-scored to determine eligibility for services, and submitted to the DOE on regularly scheduled dates. Students who qualify for language services by their home language and LAB-R score, are (subject to parental choice-see below) provided with ESL services, as described elsewhere in this document.

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.
Parents of ELLs who are newly identified by LAB-R are invited to the school to learn about their options for language services. Parent Orientation meetings are held in September and October, as soon as LAB-R testing is completed. The Orientation Meetings, which are conducted by the ESL teacher and the Parent Coordinator, are scheduled at various times of the day to accommodate parents' needs. Meetings take place in the ESL classroom, allowing parents to see some of the resources available to their children at our school. Parents are invited to the meetings by flyers and telephone calls. Information is posted at the entrance to the school and in the Main Office, and the meetings are advertised in the school's monthly calendar. The Orientation Meetings are aimed primarily at parents of newly-entitled ELLs, but are open to all parents of ELLs at our school, including those continuing in ESL from our school or another NYC school. At the Orientation Meetings, parents are informed about the ELL identification process and about their choices of language programs. Parents view the DOE video, in their choice of language, which describes the ESL, TBE, and Dual Language programs. They are also offered a DOE brochure about the programs, again in their choice of language. Parents are given ample opportunity to ask questions about the options. School staff provide information in English, Spanish or French. Translation into lower-incidence languages may be provided by parent volunteers.
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 [\[see tool kit\]](#).)
Entitlement letters and Parent Survey and Program Selection forms are generated and distributed by the ESL teacher. Entitlement letters and Parent Program and Selection forms are sent in the student's home language. After they have attended an Orientation Meeting or received information about program choices in an individual meeting with the ESL teacher, parents of newly-entitled ELLs are asked to complete a Parent Survey and Program Selection form. Parent Survey and Program Selection forms are kept on file at the school. Parents of ELLs with continuing entitlement to language services are sent a letter, in their home language, informing them of their child's continuing entitlement. Copies of the continuing entitlement letters are kept on file at the school. Other letters sent to parents are(I) a non-entitlement letter, which is sent to incoming students identified as potential ELLs who test out of services of the LAB-R,(II) a non-entitlement/transition letter, which is sent to parents of ELLs who achieve proficiency on the NYSESLAT, and(III) a placement letter, which is sent to parents of newly-entitled ELLs after they have completed the Parent Survey and Program Selection form. Each of these letters is sent in the parents' home language. Copies of all letters are kept on file at the school.
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.
ELLs are placed in an ESL program based on parent choice. After attending a Parent Orientation Meeting and receiving information about their options, parents complete a Parent Survey and Program Selection form. Nearly all parents opt for ESL (see 5 below). The few parents who express interest in TBE or Dual Language are provided with information about those programs in nearby schools, and assisted with setting up visits to those schools. Information and assistance with language program choice are provided by school staff in the parent's preferred language. The parents of students that are continuing in ESL are given a continued entitlement letter indicating that their child is still in need of services. The parents sign these letters and the letters are placed in a folder and filed in the ESL classroom.
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.
ELLs are assessed annually with the NYSESLAT in accordance with NYSED and NYC DOE guidelines. The ATS report that is used to determine the NYSESLAT eligibility of these students is the RLER report. The NYSESLAT is administered to students singly (for the Speaking tasks) or in small groups of 18 or fewer, by the ESL teacher and the team, in the ESL classroom. The ESL classroom is in testing condition, with charts and other materials covered and desks separated in rows. A "Testing Do Not Disturb" sign is posted on the door. All school staff are informed of the testing schedule by memo, and announcements are made requesting quiet around the ESL classroom during testing. All ELLs who fall within a NYSESLAT grade band may be grouped together for testing, including

newcomer, SIFE, and long-term ELLs and ELLS who are SWD. Testing is scheduled as early in the day as possible, and without disrupting students' regularly scheduled lunchtimes or dismissals. Testing materials are kept secure, and testing is conducted with strict adherence to the guidelines set out in NYSESLAT materials and memoranda.

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. 
- Parents of ELLs overwhelmingly choose ESL. In 2013-2014, we have 10 newly-entitled ELLs, and all parents have chosen an ESL program. In 2011-2012, we had 20 newly-entitled ELLs, all parents chose ESL. In 2010-2011, we had 6 newly-entitled ELLs, and all parents chose ESL. In 2009-2010, we had 13 newly-entitled ELLs, and all parents chose ESL. The parents say that they want their child to learn English in school, and that they will teach the home language at home.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
ESL instruction is delivered in pull out sessions. The ESL students are pulled out to the ESL classroom for supplemental instruction that addresses their particular needs. Grouping is heterogenous, mixing ELLs at all proficiency levels. ESL groups may combine adjacent grades, with K-1, 2-3, or 4-5 students grouped together. ESL groups are also mixed together with special education and general ed ELLs.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
P.S. 146 has one fully-certified, full-time ESL teacher serving 53 ELLs. Students at an Advanced proficiency levels on NYSESLAT receive four 50-minute periods (200 min.) per week of ESL instruction. Students at the Beginner or Intermediate levels receive eight 50-minute periods (400 min.) per week of ESL instruction. ESL is delivered in pull-out sessions that allow ESL instruction to

address the specific needs of ELLS, and to use supplemental materials and resources in the ESL classroom. Pull-out also allows the use of ESL teaching methods that might not be appropriate for the English proficient students, such as read-alouds, vocabulary study activities or songs and chants. These pull-out sessions also make it possible to meet the mandated instructional minutes for all ELLs, because students from different classes or grades can be grouped together for pull-out instruction. All students at P.S. 146 are programmed for ELA instruction for a minimum of 12-15 periods (of 50 minutes each) per week. Because Advanced ELLS receive 4 periods of ESL instruction (and not all of those are during ELA periods), it is clear that Advanced ELLs are receiving well more than the mandated 180 minutes/week of ELA instruction in addition to ESL, per CR Part 154. There is no instruction delivered in NLA because we only have any ESL program in our school.

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.

ESL instruction supports students in both English proficiency and content-area knowledge. ESL instruction is delivered in English, with native language supports appropriate to the student's age, native language literacy, and English proficiency level. ESL instruction makes content comprehensible by employing a variety of research-based teaching methods. ESL instruction makes extensive use of modeling, think-alouds and demonstrations. It provides scaffolding and bridging activities, such as KWL charts, word banks, Think-Pair-Share, brainstorming, graphic organizers and storymaps. It taps into peer support and interactive language development with partner and group work, and breaks down content into chunks with jigsaw activities. Technology, including interactive software, and listening centers, support language acquisition and content comprehension. Read alouds and shared reading promote oral language and ensure a common knowledge base. Content is presented in a variety of modalities, using visual aids, realia and manipulatives, and retention is reinforced with songs and chants, games, role-play and experiential and hands-on learning activities. Extended projects and an inquiry-based approach promote academic rigor and deep learning, and also ensure that students at all proficiency levels have a point of entry into content knowledge. ESL instruction addresses ELL-specific language needs, such as phonemic awareness, vocabulary development, grammar acquisition and first language support . At the same time, ESL instruction supports ELLs in learning the content that is expected of all students at their grade level.

ESL instruction is guided by data, which is drawn from ELL-specific assessments (LAB-R, NYSESLAT and periodic assessments) and from data collected for all students, including all formative and summative assessments and data derived from several literacy and math programs used in our school, including Waterford, AIMSweb, SuccessMaker, Reading A-Z, Reading For Real, and Envision Math. Classroom, ESL and AIS teachers review data on an ongoing basis to monitor student progress, and adjust instruction to develop strengths and address weaknesses. ELLs have been monitored as part of RTI Team work, and all teachers receive ongoing professional development in analyzing and applying student data to improve classroom instruction. For example, the data show that many of our ELLs have strong oral English and relatively poor written English. Therefore, ESL instruction emphasizes reading and writing. Students are taught comprehension strategies (e.g., identifying main idea and details, using context clues to understand new words, and making inferences) and exposed to a variety of fiction and nonfiction texts. Students plan, draft and edit a variety of writing projects, including informative reports, stories, memiors, letters, poems, and advertisements. Moreover, because the ELL data show high oral English proficiency, instruction exploits oral language to support written language tasks. Students prepare for reading and writing with oral activities like questioning, brainstorming, building word banks or Thin-Pair-Share, and leverage their oral proficiency to create KWL charts, outlines or other graphic organizers before they read or write. All of these activities not only help to foster the students learning of the content area, but also aligns with the Common Core Standards which states that the students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. The ELLs are further supported in their acquisition of content knowledge by the many resources available in their regular classrooms, and the school's computer labs, and by the wealth of of ELL-specific materials available in the ESL classroom. ELLs are also supported, as necessary, by the targeted intervention programs that are available to all students in the school. Spanish-speaking ELLs are provided with native language supports in several literacy and math programs used in the school. Finally, ELLs are supported by the professional development given to classroom and cluster teachers, and by collaboration between those teachers and the ESL teacher.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
ELLs with a Spanish language background are assessed with the LAB-R upon arrival in a NYC school. The LAB-R provides a formal measure of the student's Spanish literacy. For ELLs with non-Spanish backgrounds, teachers conduct informal assessments by asking students to read or write in their native language. Although we do not provide instruction in languages other than English, we understand that measuring a student's native language proficiency is important, because research shows that higher native language literacy supports success in second language acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The way to ensure that the ELLs are being appropriately evaluated in all four modalities is to have various activities throughout the classroom instruction. The use of Think-Pair-Share, partner and group work enable the ELL students to use their listening and speaking skills while providing a method of evaluation for the teacher. Other activities that can be used for assessment would be

shared reading and writing activities. These activities would provide the ELL students with a way to use their reading and writing skills while providing a method of evaluation for the teacher. The other ongoing assessments that the ELL students would have throughout the school year would include Waterford, SuccessMaker, AIMSweb, Read For Real, and Envision Math. These programs would provide the assessments that would be needed in order to appropriately evaluate the ELL students in listening, speaking, reading, and writing.

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).

Differentiating instruction for ELL Subgroups

a. SIFE students are identified at registration by the ESL teacher and members of the Response to Intervention team. SIFE students are placed in an age-appropriate class and given all appropriate intervention services. Subject to home language, LAB-R results and parent program choice, the student is given ESL support for a minimum of 360 minutes a week. SIFE ELLs receive pull-out instruction, where they are grouped with other Newcomer ELLs and given the basic English instruction and practice that they need. P.S. 146 currently has no SIFE students. However, two SIFE students graduated from our school, with NYS ELA scores at grade level in 2008.

b. P.S. 146 is an elementary school, and most of our Newcomer ELLs are in the lower grades K-2. Most of these students are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in a pull-out session. This ensures that the ESL instruction targets their particular needs. Newcomer ELLs in the lower grades who have had prior schooling, and have some literacy in their home language are grouped together with Newcomer ELLs in the upper grades who are within 2 years of arrival. This group is taught basic vocabulary and survival English, as well as academic English and given native language support for instruction in contents areas.

Materials in the ESL classroom include computer workstations and a multi-lingual library of fiction and non-fiction books, support Newcomer instruction. Newcomers may be asked to read or write in their home language or demonstrate understanding of material through a picture of a physical response. As their English develops, these students are provided with high-interest low-level materials to help them progress toward grade-level standards. Newcomer ELLs who have been in US schools for more than one year are required to take the NYS ELA exam in addition to the NYSESLAT. These students are given all possible supports. Because the ELLs are fully intergrated with English proficient students, they are provided with the same curricula, programs, intervention services, and supplemental instruction to prepare them for the ELA exam that all students receive. Of course, these ELLs also receive ESL support in their pull-out sessions as described above. ESL instruction that directly supports test-taking ELLs is scheduled during extended day (37.5 min./day, 4 days/week). In these sessions, small group instruction provided by the ESL teacher supports reading comprehension in ELA and Math. Extended day sessions also emphasize writing, since this is the area that holds our ELLs back from reaching English proficiency as measured by both ELA and the NYSESLAT. Also, throughout the year, ELLs are given the testing accommodations for diagnostic or formative assessments that they have for formal summative assessments (150% time, separate location and native language supports).

c. ELLs receiving service for 4-6 years are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in pull-out sessions, addresses all content areas, employs a variety of research-based teaching methods, and uses data to target instruction at students needs.

d. Long-term ELLs, who have completed 6 years of service, are very few at P.S.146. Because we are a K-5 school, and students are placed in a grade according to their age, long-term ELLs are 5th graders who have repeated a grade at some time in their schooling. Most of these students are Proficient in oral English, but not in written English, although they are typically at an Advanced proficiency in Reading/Writing on NYSESLAT. These students are given ESL support with other ELLs on their grade, and in pull-out sessions, and are provided with any interventions available in the school to address their identified needs. In 2013-14, we have one long-term ELL in 5th grade

e. ELLs who have tested Proficient in all four modalities are called Former ELLs. These students, if they are in the testing grades will continue to receive testing accommodations (150% time and separate location) for two years. They can also receive ESL support as needed.

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?

Students in self-contained Special Education classes, including ELL-SWDs, take part in the same curriculum as general education students, and are offered all of the same materials and programs that are offered to general education students. These materials are Rally, Read For Real, Envision Math, guided reading materials, and Strategies for Writers. Special Education classroom teachers and the ESL teacher of ELL-SWDs use instructional strategies (e.g., chunking content and scaffolding) to support mastery of content area knowledge. English language development is supported by ESL/SWD teaching methods, including building word banks, working with graphic organizers, and explicit study of English grammar and writing conventions.

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?

In order for our ELL-SWDs to achieve their IEP goals and attain their English proficiency, several instructional pieces are used. The first thing that is done in order for the students to achieve their goals is for the ESL teacher to not only read the ELL-SWDs IEP goals but to utilize the entire IEP. The IEP contains the strengths and weakness of each student, along with the type of learner that student maybe. With this in mind, the ESL teacher then begins to construct instructional plans that will help these students. These instructional plans include the use of small group instruction, guided reading, visual aids, Total Physical Response, graphic organizers, vocabulary development, re-wording of instructions and the use of audio visual aids. We also utilize many online programs such as Waterford, SuccessMaker, Reading A-Z, AIMSweb, and Award reading. Out of classroom personnel such as AIS teacher, SETTS for at risk students, RTI services for students struggling in math provide help for these students as well. Our ELL-SWDs in grades 3-5 are included in our academic after school academy which focuses on reading skills, writing skills, and mathematics. All of these things helps to ensure that our ELL-SWDs are able to achieve their IEP goals and attain their English proficiency.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

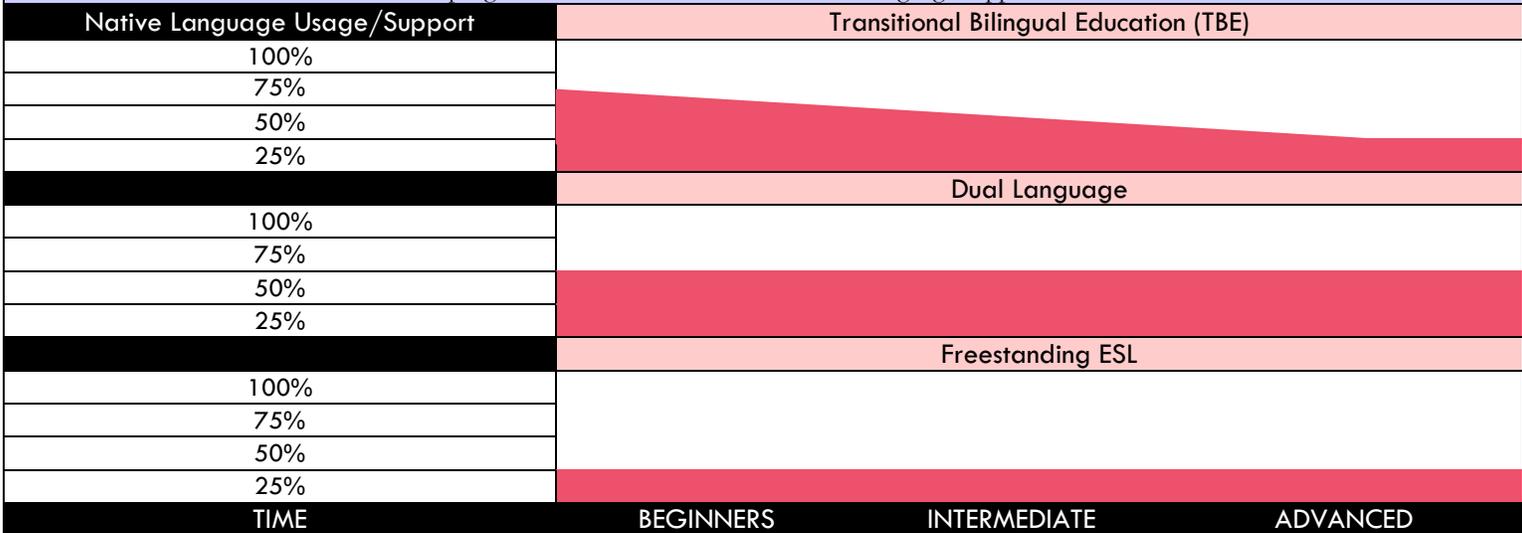
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs may participate in any appropriate targeted intervention program available to any other student at P.S. 146. In 2010-11, the school adopted the Response to Intervention (RTI) instructional framework, and began to provide academic interventions in this tiered model. In 2013-14, we will continue these efforts to provide interventions, and monitor students' responses to those interventions with the use of the Passport and Ticket to Read programs. The Envision math program has materials that are used to reteach and assess students to target any problem areas that need help. The Harcourt Science program has intervention and reteaching materials to assist the students in their learning. If the ELL students have difficulty in social Studies, the teacher will have small group instruction with the students using pictures, real world items, and Smart board activities. All students including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In our current program, the ELL students needs are being met by several different methods. As stated previously, students at the beginning and intermediate levels are receiving eight 50-minute periods of ESL per week. The students that are at the advanced level are receiving four 50-minute periods per week. Within these periods, the students are receiving various forms of ESL methodologies. The use of modeling, think-alouds, partner and group work, Think-Pair-Share, read alouds, and shared reading promote oral language and listening skills. While the use of brainstorming, graphic organizers, word banks, vocabulary work, Award reading on-line program and fiction and non-fiction writing helps to promote reading and writing skills. The use of vocabulary preview, pictures, real world item, peer partnering help the ELL students with Social Studies. Small group instruction and the use of manipulatives enhance the ELL students learning in math. Classroom teachers are given a list of their ELL students at the beginning of the year. Cluster teachers are also given a list of ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
- No new ELL-specific programs are planned for 2013-14. However, the school's continued development of its RTI model, and the enhancements to instruction using the Common Core Standards, should benefit all students, including ELLs.
12. What programs/services for ELLs will be discontinued and why?
- No programs or services for ELLs will be discontinued in 2013-14.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are placed in classes with English proficient students, and provided with pull-out ESL support. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs. ELLs have the same opportunities as English proficient students to participate in supplemental programs. Since 2008-09, the NY Junior Tennis League has offered an After School program to all students (K-5), including ELLs. In 2010-11, P.S. 146 offered an After School program and a Saturday Academy, to all students in grades 3-5, including ELLs. Instruction in After School and Saturday Academy focused on supporting students in ELA and Math. Due to budget cuts, these supplemental programs had to be cut back, and ran from February -April 2013. Budget constraints will also limit the supplemental opportunities in 2013-14. Current plans are to run the After School program and Saturday Academy starting December 2013.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- ELLs have the same curriculum as English proficient students (supplemented with pull-out ESL). Therefore, they are provided with all of the instructional materials that are given to English proficient students. P.S. 146 has adopted a number of instructional programs that include special supports for ELLs and were designed specifically to address ELLs needs. Envision Math (K-5) includes Spanish language materials that we use with Spanish-speaking Newcomer ELLs. SuccessMaker, a computer-based literacy and math program that all grade 2-5 students use, also had Spanish-language components to support Newcomer ELLs in learning content material. Reading for Real and Reading A-Z provides instructional strategies and activities to improve ELL's reading comprehension and to practice independent reading strategies. P.S.146 has invested heavily in technology to support instruction. Every classroom in grades K-5 is equipped with an interactive white board. The school also has two full-size Technology Labs. The lower-grade Technology Lab has 28 desktop workstations where Pre- K-1 students (including ELLs) work primarily with the Waterford literacy and math programs. The upper-grade Technology Lab has 32 workstations, where 2-5 students (including ELLs) work with SuccessMaker and various online tutoring and assessment tools. The students can access the internet for research and

projects. ELLs have full access to all technological equipment in the school. ELLs have extra resources in the ESL classroom. Since 2007, the ESL classroom has had a mini Technology Lab, with six desktop workstations. The one main program used on the ESL classroom computers is Award Reading. Award Reading is a highly engaging animated reading and writing program for ELLs. In 2007, P.S.146 was chosen to pilot Award Reading for grades K-1, which focuses on phonemic awareness, phonics and emergent reading skills. This program was highly successful with lower-grade ELLs and also with upper-grade Newcomers and struggling readers. In 2009, the school purchased Award Reading for Grade 2 and Grade 3, which expands on comprehension skills and introduces grammar and writing conventions. In addition to working with this program, ELLs use the ESL classroom computers to access the internet for research and to obtain materials in English and in their home languages. The ESL classroom provides many other resources for ELLs. These include a large leveled library of fiction and non-fiction trade books, including texts that address ELL needs, such as wordless books, repetitive and cumulative texts, and phonics readers. There are big books, reference books, and guided reading book sets. There is a listening center with a library of leveled fiction and non-fiction texts. There are bilingual and native language materials, including Spanish/English and French/English dictionaries and glossaries, and Spanish and French fiction and non-fiction trade books. In 2009-2010, Title III funding was used to purchase a library of Spanish-language Science and Social Studies trade books suitable for our upper-grade Newcomers. The ESL classroom also has a large collection of language learning tools and manipulatives, such as picture cards, letter stamps and tiles, word puzzles, language and math games, and realia like play food and money. The classroom is equipped with a globe, maps and atlases, a balance scale and graduated cylinders, and other tools to support content-area knowledge. ESL instruction provides as many material scaffolds as possible, and the school fully supports this with funding for teaching materials.

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

ESL instruction is in English. However, native language support is available. ELLs with native language literacy are provided with bilingual dictionaries (pre-literate ELLs are given picture dictionaries). ELLs also have the use of many Spanish language materials in the ESL classroom, including a large collection of fiction and non-fiction trade books. In 2009-10, Title III funds were used to purchase classroom libraries of Science and Social Studies materials to help upper-grade Newcomer ELLs learn content materials. Several of the literacy and math programs used in the school, including SuccessMaker and Envision Math, have Spanish-language components for Newcomers. Newcomer ELLs are provided with Spanish-language versions of practice and summative assessments in Math, Science, and Social Studies. Spanish-speaking Newcomers are also provided with Spanish-English glossaries to support them in ELA assessments. For Newcomers who have had prior schooling in French, oral translation of assessment materials is provided by a French speaking teacher. If no French-speaking teachers are available, assistance is requested from the DOE's Translation & Interpretation Unit. There are no TBE or Dual Language programs in our school.

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

P.S. 146 has a number of instructional programs that include special supports for ELLs that were designed specifically to address ELLs' needs. EnVision math (K-5), includes Spanish language materials that we use with Spanish-speaking Newcomer ELLs. SuccessMaker, a computer-based literacy and math program that all grade 2-5 students use, also has a Spanish-language components to support Newcomer ELLs in learning content material. Award Reading program (K-3), is a technology and print literacy program that uses animated stories and skills activities to support reading and comprehension. Reading for Real and Rally are other programs that provide instructional support and activities to improve ELLs reading.

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

We do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year. The students who enroll throughout the year participate in all the instructional programs that were listed previously (See question 14). In addition to this, ELLs have songs, chants, Total Physical Response, and phonemic awareness games, modeling, vocabulary work and pictures to enhance their comprehension.

18. What language electives are offered to ELLs?

Language electives are not offered at P.S. 146.

19. For schools with dual language programs:

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

P.S.146 has no dual language programs.

C. Professional Development and Support for School Staff

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

1. All teachers of ELLs are provided with professional development (PD) to support ELL instruction. Some PD takes place outside of the school, at meetings and workshops offered by OELL or Network staff or consultants. Other ELL PD is given inside our school by the certified ESL teach, Network staff or outside experts. All staff, including Assistant Principal, ESL teacher, Common Branch Teachers, Special Education Teachers, the Guidance Counsler and the Parent Coorinator, receive PD related to ELLs. Professional Development takes place in the school early September (before students arrive) and on designated days in November and June. PD is also given at monthly Faculty Conferences and Grade Meetings, and during the school day in weekly common planning periods. Our ELL PD's for the current year are as follows: Sept. 3, 2013, Oct. 4, 2013, Nov. 5, 2013, Dec. 6, 2013, Jan. 10, 2014, Feb. 7, 2014, March 7, 2014, April 4, 2014, May 3, 2014, June 9, 2014.

2. Professional development on the Common Core Learning Standards is offered to the teachers of ELLs by the Office of English Language Learners throughout the school year. PD about the Common Core Learning Standards is given through the school year at designated school days (September , November) and at faculty meetings.

3 .Staff are supported in assisting ELLs as they transition to middle school by school administrators, the ESL teacher, the Guidance Counselor, the Parent Coordinator and the Parent Association. Students and parents are provided with information about middle school applications, and information fairs. Parents with limited English proficiency are assisted by bilingual staff, including an ESL teacher and the Guidance Counselor.

4. P.S. 146 has little teacher turnover, and many teachers have already completed 7.5.hours of ELL training per Jose P. Any teacher who has done so will have ample opportunity to achieve those hours through the in-house PD provided by the ESL teacher, and at out-of school events offered by OELL The in-house PD has a sign in sheet that the teachers sign that show their attendance. For the OELL events, the teacher makes a copy of the agenda that is provided and the copy is filed in the ESL room..

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents, including parents of ELLs are active at P.S. 146. The Parent Coordinator is highly competent, and the Parent Association is an active presence in the school. Parents participate in many academic and social events throughout the year. Parents hold fund-raising campaigns, including monthly bake sales. Parents volunteer in classrooms on field trips, and provide homework help and educational fun in the NYJTL After School program. Parent Involvement is promoted in many different ways. The school communicates with parents frequently, through calendars of events, information flyers, and the weekly homework sheets provided for every child in the school. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit. The school acts as a resource for parents, providing information about services available outside the school. Information about DOE events, including all workshops aimed at parents of ELLs, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a Parent Room with a library of resources for parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges and CBOs. The school also promotes parent involvement through a number of social events and celebrations. There are annual events like the Father-Daughter and Mother-Son Dances, Father-Son game night, holiday parties, and the Family Day Carnival effectively draw parents into the school.
 2. Three CBO's that the school works with are Bronx Works, which provides adult ESL classes as well as immigration and refugee services, including translation and interpretation; Mercy Center, which offers programs for adults, such as computer training, and can also help with translation and interpretation, and the Catholic Charities of NY, which also offers immigration and refugee services. All of these CBOs also refer out to other organizations for needed services. Parents of ELLs can access any of these CBO's through the school's Parent Coordinator.
 3. The needs and wants of parents, including parents of ELLs, are assessed annually through a survey conducted by the Parent Coordinator and Parent Association (PA) President. The survey assesses parent satisfaction and levels of involvement, and tries to identify barriers to parent participation. The survey is distributed in English and Spanish, with oral translation in low-incidence languages provided by parent volunteers. In addition to the formal survey, parents are always invited to share their needs and wants through the PA, at monthly PA meetings, or with the Parent Coordinator. The principal also maintains an Open Door Policy and encourages parents to share their concerns with her. The ESL teacher focuses on parents of ELLs. Each year, every ELL parent is asked to come in to a Parent Orientation Meeting, to choose a program for a new student or acknowledge continuing services for their child. ESL teacher informally assesses the needs of parents of ELLs at these and other meetings throughout the year. ESL teachers also monitor the Parent Preferred Language codes collected from the Home Language Identification Survey (HLIS) and support efforts to facilitate communication between the school and parents of ELLs.
 4. Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door policy for all parents. Parents are directly surveyed about their needs, and teachers and administrators reach out to all parents in writing and in person for feedback about their child's education. As described above, we offer a variety of activities, opportunities and services to address the needs of parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: P.S. 146X Edward J Collins

School DBN: 08X146

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Janet Ann Sanderson	Principal		11/1/13
Leila Barnes	Assistant Principal		11/1/13
Yvette Johnson	Parent Coordinator		11/1/13
Annie Arroyo	ESL Teacher		11/1/13
	Parent		1/1/01
Edwin Bueno/ Grade K	Teacher/Subject Area		11/1/13
Rebecca Beghin-Johnson/Grade5	Teacher/Subject Area		11/1/13
Ellen Nelson (Math)	Coach		11/1/13
	Coach		1/1/01
Jose Ortiz	Guidance Counselor		11/1/13
Ben Waxman	Network Leader		11/1/13
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **08X146** School Name: **P.S. 146 Edward J. Collins**

Cluster: **5** Network: **534**

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.

Information about parents' preferred languages is collected on the Home Language Identification Survey, which is completed with an informal interview of the parent(s) and student. Parent preferred language is entered into ATS. Home language information is also collected on the Emergency Contact Blue Card. In addition, the Parent Association conducts an annual survey of parents that includes question about home languages.

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.

Approximately 20% of parents prefer to communicate with the school in Spanish. Smaller numbers of parents (less than 5% total) express a preference for communication in one of several West African languages represented in the school (e.g., Fulani, Twi, Mandingo) or in French. The remaining 75% of the parents prefer to communicate with the school in English. Information about students' home languages is collected and reported to the community in the Language Allocation Policy.

Part B: Strategies and Activities

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

All written materials that come from the Department of Education are provided in English, Spanish and French. These include registration forms, home language and ethnicity forms, health forms, emergency contact forms, report cards, promotion in doubt letters, lunch forms, language service entitlement letters, and middle school choice materials. The Bill of Parents and Responsibilities is distributed and also posted in the school in all three languages. All written communication from the school, including letters, notices and flyers, and the monthly calendar, are provided by school staff. When the school cannot provide a written translation of a document, we provide information about how to obtain translation services from Translation and Interpretation Unit of DOE.

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

Oral translation into Spanish or French is provided by school staff at registration, at meetings between parents and administrators, at parent-teacher conferences, at parent workshops, and whenever it is needed throughout the year. When Spanish or French translation cannot be provided by school staff, it is provided by parent volunteers. Translation into lower - incidence languages is provided by parent volunteers or, if necessary, by telephone communication with the Translation and Interpretation Unit of the DOE.

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>.

To fulfill Section VII of Chancellor's Regulations A-663, We will inform parents of their right to have translation and interpretation services at the school, and give them the information about how to get translation services. We will inform parents in a written communication (in English, Spanish and French), and also post the information in the school lobby, the Guidance Counselor's office, and the Main Office. Staff and Parent Association Officers will be informed about parents rights, and about available translation resources, so that parents are not prevented from communicating with the school's administration solely by language barriers.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
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 New York, New York 10007
 Phone: 212-374-6072

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

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

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

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

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

Part A: School Information	
Name of School: P.S. 146x Edward J. Collins	DBN: 08x146
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 <input type="checkbox"/> Other: During School
Total # of ELLs to be served: 24
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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The funds will be used to supplement an English Language enrichment program for the ELLs. This program will focus on the four modalities (reading, writing, listening, speaking), but with strong emphasis on writing. The program will provide extra support for the students to be able to receive a proficient rating on their NYSESLAT score. It will incorporate technology for the listening portion, classroom libraries, student presentations, and art (oral and written), parent involvement, and class trips. The class trips will include a visit to a library, museum, and show, which will provide the students with the opportunity to write informative and explanatory texts as stated in the ELA Common Core Standards for writing.

-The students that will be participating in this program will be our first and second grade students who are either at the intermediate or advanced levels.

-This program will be an after school program that will be given 2 times a week for three hours a day. It will start in December and end in April.

-The language of instruction will be English.

-There will be one teacher who has a ESL certification.

-There will be an art teacher intergrating art with writing to motivate the children to become better by having them draw pictures and expressing it in their words and giving them a voice.

-The materials used for this program will consist of classroom libraries, computers, smart board, picture cards, work books and art suplies.

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:

There will be 3 professional development sessions given to support the teachers that have ELL students as well as the other teachers. These sessions will include the use of the SIOP model (the use of sheltered instruction to make content understandable), differentiated instruction and ELLs, and instructional activities to support writing with ELLs.

The teachers that will receive this training will be the teachers that have ELL students in their classrooms and the other teachers so that all teachers will be able to support ELLs

1. The teachers will receive this training on three consecutive Mondays from 2:30pm-3:40pm.

2. Topics to be covered will be the use of the SIOP method, differentiated instruction, and writing activities for ELLs.

Part C: Professional Development

3. These workshops will be provided by the ESL teacher and an Assistant Principal.

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:

There will be three parent workshops to help parents breakdown language barriers. The workshops it make parent s to become comfortable with English by giving them access to supports.

1. Familiarize the parents with DOE website by having them navigate it. Also to find the translations of notices in their language
2. Literacy Skill - Use a picture in a book to demonstrate comprehension. Exploring dictionaries in other languages and using it for them to explore words.
3. Using the website by having them typing in their language and having it translated in English.
4. Peruse the internet in finding websites and programs that can assist them in their language and transition from the their language to English. Demonstrate the power of goggle and google chrome.

The three workshops will empower the parents by providing them with support to diminish language barriers by providing them literacy basic skills and increase their computer skills for language support.

The workshops will be held over the course of three weeks on three evenings.

1. Topics to be covered will be using pictures in a book to help with words, adult online resources for ELLs and perusing the DOE website and focussing on it support for ELLs parents.
2. The workshops will be led by the ESL teacher, and parent coordinator.
3. The parents will be notified by notices given to the students to take home. There will be several notices in the lobby for the parents to take home with them. There will also be a notice on the school easel that is in the front entrance of the school. These workshops will be highlighted on the school calendar.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$6,720	Enrichment after-school program for ELLS. Teacher salary per-session Teachers per-session for parent evening meetings.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$5000	PD provided by SIOP teachers that teach ELLS
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$1,120	Materials and supplies for the ELLs Enrichment Program.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	240 2,000	Supplies and refreshments for parent meetings Cultural Trips for the students
TOTAL	_____	_____