

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

13K046

School Name:

P.S. 046 EDWARD C. BLUM

Principal:

KARYN NICHOLSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

P. S. 46, The Magnet School of Communications and Media Arts Through Applied Learning School Number (DBN): 13K046

School Name: _____

Grades Served: PK - 5

School Address: 100 Clermont Avenue

Phone Number: 718-834-7694 Fax: 718-243-0726

School Contact Person: Ms. Karyn Nicholson Email Address: Knicholson@schools.nyc.gov

Principal: Ms. Karyn Nicholson

UFT Chapter Leader: Ms. Medina Selmonovic

Parents' Association President: Ms. Altenisha Boone

SLT Chairperson: Ms. Karyn Nicholson

Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Altenisha Boone

Student Representative(s): N/A

District Information

District: 13 Superintendent: Ms. Barbara Freeman

Superintendent's Office Address: 355 Park Place, Room #116, Brooklyn, NY 11206

Superintendent's Email Address: bfreeman6@schools.nyc.gov

Phone Number: 718-636-3284 Fax: 718-6363266

Borough Field Support Center (BFSC)

BFSC: Br Director: Bernadette Fitzgerald

Director's Office Address: 131 Livingston Street, Brooklyn, NY

Director's Email Address: bfitzge2@schools.nyc.gov

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Ms. Karyn Nicholson	*Principal or Designee	
Ms. Medina Selmanovic	*UFT Chapter Leader or Designee	
Ms. Altenisha Boone	*PA/PTA President or Designated Co-President	
Ms. Ivy Slater	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Alex Braverman	Member/ Teacher, Special Education	
Ms. Beth Conard	Member/ Teacher, Upper/Cluster	
Mr. James Johnson	Member/ Teacher, Bilingual	
	Member/	
Ms. Jacqueline Johnson	Member/ Parent	
Ms. Tyeisha McNeil	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Ms. Corrine Diaz	Member/ Parent	
Mr. Randy Chambers	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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. Title I schools must also 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Magnet School of Communication and Media Arts through Applied Learning offers all students a rigorous academic experience across the content areas with an emphasis on 21st century communication skills, creative arts and media.

It is our mission to ensure that all PS 46 students receive a high quality, well-rounded education that will serve as a solid foundation for their future successes. The Magnet School of Communication and Media through Applied Learning incorporates project-based interdisciplinary activities into so that students are able to utilize 21st century skills through media, explore their wondering and share their learning.

We serve a population which includes 90% Eligible for Free Lunch, 20 % of students in temporary housing, 18% ELLs, 25% SWDs. Our student population is split about equally between Black and Hispanic students with 2% reported as "other". We provide a Spanish dual language program providing instruction in Spanish to all students. This strengthens our school as a whole as all students are exposed to a second language, not only the students in the dual language program. Our multicultural community is strengthened through this additional second language exposure.

Utilizing the SEM students' work individually and in cooperative teams as they take on leadership roles according to their unique skills and talents and explore topics and discover solutions to real world problems within units of study aligned to the Common Core Learning Standards.

Our communication and media arts focus ensures that all students are technologically and culturally literate while preparing to be able to compete in a global society. Students engage in digital learning communities as they apply their learning across the content areas. As part of this initiative students use Skype, Face Time, Renzulli Learning (a component of SEM), as well as other resources.

Teachers broaden their pedagogical skills through training in the School-Wide Enrichment Model (SEM) from experts at the University of Connecticut at Storrs. SEM is a research-supported model for total school improvement with the goal to provide and promote challenging high quality learning experiences for all students. Teachers are trained to develop the talents of students by assessing their strengths, identifying their interests and creating appropriate and engaging curricular activities to promote student growth and achievement. As life longer learners teachers continue to develop their skills and serve as models for their students.

Through the culminating effect of all of our most recent initiatives we have made great progress during the last school year in Framework for Great Schools Element Section – Collaborative Teachers . Building on our strengths we will strengthen and deepen the Framework for Great Schools Element – Rigorous Instruction. Our improvement plan works from a focal point of high expectations with work in refining our curriculum, deepening the practice of our teacher teams, leadership development implemented through teachers taking on leadership tasks and further refining our assessments.

13K046 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	399	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		86.0%	% Attendance Rate	88.3%
% Free Lunch		87.3%	% Reduced Lunch	5.0%
% Limited English Proficient		15.4%	% Students with Disabilities	22.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		1.0%	% Black or African American	49.2%
% Hispanic or Latino		46.5%	% Asian or Native Hawaiian/Pacific Islander	0.7%
% White		1.2%	% Multi-Racial	1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		5.8	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	7.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	8.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		14.5%	Mathematics Performance at levels 3 & 4	22.4%
Science Performance at levels 3 & 4 (4th Grade)		78.6%	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		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
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		YES		
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		YES		
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		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		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 – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

On our recent Quality Review we received a proficient in curriculum but based on our promotional criteria, many of our SWDs didn’t meet promotional criteria. Our assessment protocols, as examined in our latest Quality Review, shows limited ability to create the most rigorous assessments aligned to curricula.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will work collaboratively to refine the units of study to implement rigorous instruction as measured by the MASP grant. In support of assessment rigor continued tri-monthly PD will be provided in Webb’s DOK Questioning, used to ensure multiple points of entry for all students, including SWDS.

Part 3 – Action Plan

We are enhancing our Units of Study Work hands on with outside partnerships – side by side. Teacher team meetings. Peer to peer reviews with constructive fed back. Staff Developers will have the opportunity to work with our staff. Teachers will meet during the summer as well as throughout the school year to update and refine goals.

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).
- Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

Administration,

Magnet Specialist(s), Teacher Teams, Individual teachers as

Target Group(s)
Who will be targeted?

well as CBOs, Administration,

Out-of-Network Staff Developers including :

The Buck Institute

University of Connecticut

Cluster Support, ESL/Dual Language Coordinator,

Service Providers,:

- 5. SETTS
- 5. Speech
- 5. OT
- 5. PT

Partnership/Teacher collaborative planning at onset of residencies.

Partnership/Teacher collaborative post residency review at end of residencies.

Weekly TT Meetings

Outside Staff Development at least once a month

Various dates throughout Summer 2016

CBOs, Administration,

Magnet Specialist(s), Service Providers, In-network and Out-of-Network Staff Developers including :

5. The Buck Institute

5. University of Connecticut

Cluster Support, ESL/Dual Language Coordinator,

Teacher Teams,

Individual Teachers

Service Providers,:

5. SETTS

5. Speech

5. OT

5. PT

Magnet Resources allotted to summer planning

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).

o Exhibiting high quality work with rubrics.

SE, ELL and other high needs subgroups scoring at Levels 2 and below

Sept. '15 -
June '16

Administration,
Magnet Specialist(s), Service Providers, ESL/Dual Language Coordinator,

o Progress will be designed to support our Special Education population.			
o Rubrics will be utilized for checks and balances.			
o Applied learning strategies.			
Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.	Parent Coordinator, PTA, All School Community	Sept. 2015 until June 2014	Parent Coordinator, Administration, Teachers, PTA
o Inviting parents into the school for Curriculum Nights.			
o Inviting parents into the school for Daytime Celebrations.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teacher Teams • Title !!A Supplemental (\$119,165 total) • Central and Local Magnet Support Personnel <p>Rollover Magnet School(\$657,989 total)</p>											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administration of a mid year MOSL .
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our QR score of well developed, we will continue to deepen and strengthen our work in Teacher Teams.

Teachers will develop, grow, and learn from peers and experts.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

School leaders along with teachers analyze trends and patterns of data across grades based on school goals and instructional focus. By June 2016, school leadership will view and collect relevant data every two months to chart progress and areas for growth of all students with a special focus on ELLs and SWDs

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Administration will support and elevate teacher practice to push more teachers to receive a highly effective Danielson rating • Support and evaluate teacher practice • Sitting in Teacher Team Meetings <p>Setting up assessment binders</p>	<p>Teacher Teams, Administrators</p>	<p>Sept. 2015 until June 2014</p> <p>Monthly periodic administrative visitation</p> <p>Every two months from Sept '15 - June '14</p>	<p>Administration, Magnet Specialist(s), Teacher Teams, Administration, Individual Teachers</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student</p> <ul style="list-style-type: none"> o Creating action plans for ELLs and SWDs o Creating targeted after school programs o Conducting workshops for teachers in specific domains for improvement 	<p>SWD and ELL students and families</p>	<p>Sept. 2015 until June 2014</p>	<p>All teachers, SE and ELL teachers, administrators</p>
<p>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</p>	<p>Parent Coordinator, PTA, All School Community</p>	<p>Sept. 2015 until June 2014</p>	<p>Parent Coordinator, Administration, Teachers, PTA</p>

o Partnerships and CBOs work one on one with teachers targeting home-school connection skills.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teacher Teams
- Title !!A Supplemental (\$119,165 total)
- Central and Local Magnet Support Personnel

Rollover Magnet School (\$657,989 total)

Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our most recent Quality Review found that Students are exposed to demanding curricula that requires demonstration of higher order thinking skills and rigorous academic habits. We will continue to address student needs through customization of curriculum and motivating instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will meet and plan rigorous units of study that will improve student achievement as measure by the Framework for Great Schools.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>R esearch-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Meet in horizontal and vertical teacher teams • Work from data collected in the horizontal and vertical teams • Review student work with a protocol • Providing teachers with abundant Professional Development • Work with staff developers to strengthen the units of study. • DOE and non-DOE PD oportunities • Teachers encouraged to seek out their own PD to support their practice • Turn-keying of PD for staff <p>Summer PD to support curriculum</p>	<p>Teacher Teams, Administra- tors Individual Teachers</p>	<p>Sept. 2015 until June 2014 Monthly Outside PD Sep t '15 - June '14 Monthly Inhouse PD Sep t '15 - June '14 Summer 2016</p>	<p>Regional Support, CBOs, Outside Organizations,Cultural Partnerships Magnet Support, Magnet Specialist(s) Summer Magnet Insitutes: 5. Buck Institute University of Conneticut</p>
<p>Strategies to address the needs of students with disabilities, English language learners, and other</p>	<p>SWD and ELL teachers, service providers, all faculty</p>	<p>Sept. 2015 until</p>	<p>Horizontal and Vertical Teacher Teams</p>

high-need student subgroups (e.g., overage/under-credited, SIFE, STH).		June 2014	
o Develop action plans for individual students			
Strategies to promote teacher-parent collaborations to improve student achievement.	Parent Coordinator, PTA, All School Community, students and families	Sept. 2015 until June 2014	Parent Coordinator, Administration, Teachers, PTA
o Outreaching to parents by sending home progress reports			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Monthly meetings working from data collected in the horizontal and vertical teams.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

While our latest Progress Report shows student improvement in ELA and Mathematics exceeding not only peer schools but also city wide averages by 14 to 4 % respectively students still fall below our highest expectations. Based on our recent Quality Review we will deepen practices supporting student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leadership will view and collect relevant data every two months to chart programs and areas for growth of all students with a special focus on-ELLs and SWDs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> • Sitting in Teacher Team Meetings • Setting up assessment binders to be collected every two months • Viewed and evaluated by administration • Stakeholders will look at student work with a protocol Developing new and deepening existing 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). <p>5. Creating action plans for ELLs and SWDs</p>	<p>Teacher Teams, Administrations</p> <p>ELLs & SWDs</p> <p>overage/under-credited, SIFE, STH</p>	<p>Periodically from Sept. 2015 until June 2014</p> <p>Bimonthly</p> <p>Pre & Post planning sessions with outside agencies & CBOs</p>	<p>CBOs, Administration, Magnet Specialist(s),</p> <p>Service Providers, ESL/Dual Language Coordinator,</p> <p>Teacher Teams,</p> <p>Individual Teachers</p>
<p>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).</p> <p>o Creating action plans for ELLs and SWDs</p>	<p>AT Risks Students, SWDs and ELLs</p>	<p>Sept. 2015 until June 2014</p>	<p>Service Providers, SWD and ELL teachers, Vertical and Horizontal Teacher Teachers</p>

	Service Providers, teachers, Vertical and Horizontal Teacher Teachers		
Strategies to promote parent leadership and engagement as a key lever for school improvement. o Implementing targeted after school progress o Reaching out to parents by sending home progress reports	Parent Coordinator, PTA, All School Community At Risk including: STH	Sept. 2015 until June 2014	Parent Coordinator, Administration, Teachers, PTA

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Work from data collected every two months.											
<ul style="list-style-type: none"> • Teacher Teams • Title !!A Supplemental (\$119,165 total) • Central and Local Magnet Support Personnel 											
Rollover Magnet School (\$657,989 total)											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
In addition to the Danielson on going formal and informal observation cycles the MOSL will provide a mid point bench mark.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Even though we received a “well developed” score in the area of School Culture on our most recent Quality Review, some of our students are not meeting promotional criteria. Considering the Supportive Environment component of the FFGS, we see the necessity of more work around homework help and parent workshops deciphering the Common Core Standards.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, our new and existing partnerships through Magnet and CBOs will support our work in building stronger family community ties as measure by the MSAP grant specified goals.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>R research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <ul style="list-style-type: none"> o Partnerships will work with families to share best practices to use at home o Teachers will share with families best practices for use at home 	<p>Rotating groups of students and their families depending on grades working with various CBOs</p>	<p>Parent Teacher Night(s), Open School and Open House Events, Tuesday extended time devoted to Family Engagement, Sept. 2015 until June 2014</p>	<p>CBOs, Administration, Magnet Specialist(s), Service Providers, ESL/Dual Language Coordinator, Teacher Teams, Individual Teachers</p>
<p>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).</p> <ul style="list-style-type: none"> o Family worker will let families know of upcoming events 	<p>All school community with focus on ELLs, SWDs and early childhood</p>	<p>Sept. 2015 until June 2014</p>	<p>Family Worker, PK Social Worker</p>
<p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</p>	<p>Parent Coordinator, PTA, All School Community</p>	<p>Tuesday extended time devoted to Family Engagement, Sept. 2015 until June 2014</p>	<p>Parent Coordinator, Administration, Teachers, PTA</p>

o Staff members will continue to conduct workshops for families			
o Parent Coordinator will continue to support our families through Cookshop, various other workshops and individual meetings.			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Family outreach resources include 10% of our magnet resource as a set aside for parent and community involvement. In addition, weekly Tuesday Parent involvement set aside time offers a wide range of parent and parent/child academic specific workshops. Additionally, with 15% of our student population classified as STH, we have allocated all designated STH funding to strengthening family involvement for those students. In kind contributions include grant funding, in kind service provider contricutions, specific to ELL and SWD afterschool academic and enrichment opportunities.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Work from data collected every two months.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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 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)	Variable criteria but inclusive of all Levels 1 and 2, IEP mandated	Tiers 1 & 2 intervention within classrooms, Extended Day (2-5), Reduced Class Size (K-3), Wilson Reading, Differentiated Small Group, Enrichment Clubs	School-wide instruction, Small group (no more than 15), SETTS k-5 "At Risk" received 45 minutes from SE teacher in small group	Instruction infused throughout day Pull out/push in Embedded/infused
Mathematics	Variable criteria but inclusive of all Levels 1 and 2, IEP mandated	Tiers 1 & 2 intervention within classrooms, Extended Day (2-5), Reduced Class Size (K-3), Differentiated Small Group, Enrichment Clubs	School-wide instruction, Small group (no more than 15), SETTS k-5 "At Risk" received 45 minutes from SE teacher in small group	Instruction infused throughout day Pull out/push in Embedded/infused
Science	Variable criteria but inclusive of all Levels 1 and 2, IEP mandated	Students in Grade 4 receive an additional hour of science instruction and hands-on experimental work after school in small group settings (no more than 15 students) FOSS , Project Based Learning	School-wide instruction Small group (no more than 15)	Embedded/infused
Social Studies	Variable criteria but inclusive of all Levels 1 and 2, IEP mandated	Students in Grade 5 receive an additional hour of social studies after school in small group settings. o FOB	School-wide instruction Small group (no more than 15)	Embedded/infused

		o Project Based Learning		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and/or Parent requests, IEP mandates	Mandated Counseling: Students in Grades K-5 receive one on one and small group instruction.	Licensed guidance counselor for those mandated by the IEP and those deemed "at risk". Licensed Social Worker. Licensed School Psychologist.	Pull out 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 section where the response can be found [for example, Section 5A-Part 4].
- 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.
<ul style="list-style-type: none"> • Attendance at job fairs sponsored by district, region and city. • Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America • Collaborations with Saint Joseph's College and Brooklyn College Education Departments for referrals of recommendation for future applicants. <p>Applicants selected for personal interviews are required to demonstrate knowledge of Balanced Literacy and other city wide instructional strategies.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • The Network offers Professional Development • Magnet Support provides regular PD • Continued new teacher and special education mentorship, monthly LSO math services (all teachers) and weekly built in PD for new teachers. <p>Out of building PD for advanced PD opportunities, turn keying of those PDs to cohorts</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

PK transitions is enhanced through such activities as:

End of year all school activities including Field Day, when PK students participate with other early childhood students.

PS46 Cultural Arts Day during which PK student families transition and welcome new PK families to the community.

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.

Principal’s Consultation Committee bi-monthly meetings

MOSL Team

SLT Assessment Committee

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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> , section references where a related program activity has been described in this plan.
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		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal		305,098 Sequestered \$10,167	X X Page 12, Part 3
Title II, Part A	Federal	\$119,165 Sequestered \$13,638	X X	Page 14, Part 3
Title III, Part A	Federal	11,200.00		Page 18, Part 3
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,962,211.00		

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 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 an 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.
- **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:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) 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. PS46K, 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. PS46K 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, School Quality 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Edward C. Blum Elementary Scho</u>	DBN: <u>13K046</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>46</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <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: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Rationale: English Language Learners (ELLs) need extra support in the acquisition of English for academic purposes, especially with the added demands associated with the Common Core Curriculum. We have found through many years of experience that a focused supplementary after-school program with small groups can accelerate the development of English and Math skills.

This year we will use our Title III funds for direct supplemental instructional services which complement core bilingual and ESL services, as we have done in previous years. We will offer instruction as part of an after-school program.

Older students (Grades 3-5) will focus on the development of academic English and Math skills necessary for success in school and proficiency in the language. Students in Kindergarten through Second Grade and other Newcomers will concentrate on developing basic interpersonal communication skills along with cognitive academic English.

- Subgroups and grade levels: All subgroups of ELLs in the school will be included: Newcomers, 4-6 year ELLs, SIFE and Students with Disabilities. We don't have any Long-term ELLs, but if any arrive, they will be included as well. Students from Kindergarten through Fifth Grade will be invited to participate. The Title III Extended Day Program will include two classes of 12 children each in Kindergarten, First and Second Grades and two classes of 10 students each for Third, Fourth and Fifth Grade. Students will be grouped by English proficiency level as well as by grade.

- Schedule and Duration: The Extended Day Program will take place two days per week, on Wednesdays and Thursdays, for 1 1/2 hours from 2:30 p.m. to 4:00 p.m. for 11 weeks, starting in January, 2015 and ending in April, 2015.

- Language of instruction: will be predominantly English. There are currently no recently arrived Spanish-dominant students in Dual Language or other classes in grades Three through Five. Should some arrive, we would modify our instruction to accommodate them and prepare them for Science and Math assessments in their native language. All Spanish-speaking ELLs will receive practice using the NYC Math and Science bilingual glossaries.

- # and types of certified teachers: There will be four teachers, one for each group. All teachers will be certified Bilingual or ESL Teachers.

- Materials: Materials used will focus on English Language proficiency and the skills needed to succeed with the Core Curriculum. The basic texts for all classes will be the updated edition of Getting Ready for the NYSESLAT. Supplemental materials will include the Language Proficiency Intervention Kits for Grades K-5 and the Oxford Picture Dictionary for the Content Areas, bilingual edition. Math preparation for Grades 3-5 will be based on Test Ready Omni Mathematics, which is available in both English and Spanish.

-

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Part C: Professional Development

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

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

Begin description here: _

Rationale: Teachers who work collectively to review their instructional strategies in light of best practices drawn from professional literature enrich their classrooms and improve student outcomes. Ongoing, recurring professional development has been found to be most successful in improving classroom practice. In past years we have had useful study groups on implementing a Dual Language Program and improving Spanish instruction in the Dual Language Program.

- Teachers to receive training: Dual Language teachers will have priority, but other teachers will be invited to participate as well, as all teachers can be teachers of ELLs. Five teachers will participate along with a facilitator.

- Schedule and duration: The study group will meet for 1 1/2 hours per session in 5 group meetings. The sessions will take place once a month from January through May.

- Topics to be covered: This year, we will organize a study group on Connecting Content and Academic Language. Teachers will be able to share their practices while discussing the book Connecting Content and Academic Language for ELLs and Struggling Students by Ruth Swinney and Patricia Velasco. Topics will include language development, making the transition from social to academic language, balanced literacy and common core standards, and the language needed for specific content areas.

- Name of provider: No outside provider will be used. Mr. James Johnson, who is a trained and experienced ESL Teacher, will facilitate the sessions.

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: _

Rationale: Parents who receive guidance in how to help their children in developing literacy and learning a new language can contribute significantly to the success of their children. This can be done both by making high quality educational materials available in English and Spanish and by offering workshops where teachers can share successful home learning activities with parents and answer their questions.

- The Parent Coordinator, Ms. Cecelia Lopez, will work with the Dual Language Program Coordinator, Mr. Johnson, to support parents and their ability to assist their children's learning of Spanish and English. Educational software will be offered for learning to read in English and Spanish. Bilingual editions of children's books will be made available for parent read-alouds.

Part D: Parental Engagement Activities

Schedule and duration: Three workshops will be offered after school hours to parents of children in the Dual Language and English as a Second Language programs. These will be in addition to ELL parent orientations and workshops offered during Tuesday parent involvement sessions by school staff members. The workshops will be offered in January, February and March, 2015. Each will be 1 1/2 hours long.

- Topics to be covered:

How to support the development of oral language at home

Read-aloud techniques

Teaching Reading fundamentals in Spanish with the Estrellita program

Using online resources for language learning

- Names of providers: One Dual Language and one ESL Teacher, Ms. Pamela Klein and Mr. Johnson, respectively, will facilitate the workshops.

- How parents will be notified of these activities: The Parent Coordinator, Dual Language Coordinator and Family Assistant will send letters to all parents of ELLs and English Proficient (EP) students in Dual Language classes inviting them to each workshop session. In addition, flyers will be sent home and posted around the school as reminders, and phone calls will be made to parents before each session to remind them. Mass e-mails will be sent to those parents who provide the school with e-mail addresses. Workshops will be offered both during the Tuesday parent involvement periods as in the evening to accommodate the different schedules of parents.

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 13	Borough Brooklyn	School Number 046
School Name Magnet School of Communications		

B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal Karyn Nicholson	Assistant Principal Alice Clear
Coach Jill Figueroa	Coach Beth Conard
ENL (English as a New Language)/Bilingual Teacher James G. Johnson	School Counselor Tasheena Norfleet
Teacher/Subject Area Martha Jackson Dual Grade Two	Parent Corinne Diaz
Teacher/Subject Area Pamela Klein Dual Kindergarten	Parent Coordinator Cecelia Lopez
Related-Service Provider Placide Dubissette	Borough Field Support Center Staff Member type here
Superintendent Laura Freeman	Other (Name and Title) Kathleen Grosvenor Speech

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	8	Number of certified foreign language/world language arts teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	339	Total number of ELLs	53	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	1	1	1	1	1	1	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	16
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	29	0	3	4	0	1	0	0	0	0
ENL	11	0	4	9	0	7	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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	7	11	12	4	7	5	0	0	0	0	0	0	0	0
Arabic	2	2	0	0	0	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	1	1	0								0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	7	15	10	16	9	17	3	10	4	17	0	0							0	0
SELECT ONE									0										0	0
SELECT ONE									0										0	0
TOTAL	0																			

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): Number of students who speak three or more languages: 0

Freestanding English as a New 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	0	1	3	1	3	5	0	0	0	0	0	0	0	0
Chinese	0													0
Russian	0													0
Bengali	0													0
Urdu	0													0
Arabic	2	2	0	0	0	1								0
Haitian	0	0	0	1	1	0								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0	3	0	0	1	2	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	3	3	2	0	0	2	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	1	0	1	1	2	1	0	0	0	0	0	0	0	0
Expanding (Advanced)	4	6	6	4	4	1	0	0	0	0	0	0	0	0
Commanding (Proficient)	1	1	3	0	1	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	2	5	0	1	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	1	0	0	0
4	3	4	0	0	0
5	5	0	0	0	0
6					0
7					0
8					0
NYSAA	0	0	1	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	1	0	3	0	1	0	0	0	0
4	6	0	1	1	0	0	0	0	0
5	3	1	1	0	0	0	0	0	0
6									0
7									0
8									0
NYSAA	0	0	0	0	1	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	0	5	0	1	1	0	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	7	0	0	0	27	0	0	0
Chinese Reading Test	0							

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

We began using the DRA in the 2013-2014 school year and the EDL, its Spanish counterpart, in 2014. Based on our experience with Reading 3-D, we wanted to have assessments that could be easily compared between English and Spanish. The benchmarks in both languages are assessed three times a year, with progress monitored on an ongoing basis. Teachers use data from the DRA and EDL to group students for reading instruction. After each assessment, teachers consider rearranging reading groups to align instruction with student growth.

Following national trends, the data from these assessments indicate that there is a close relationship between overall verbal ability in one's native language language and the acquisition of literacy skills in either language. Students with strong verbal ability in Spanish tend to achieve literacy in that language first and transfer those skills to English. Higher scores on the DRA correlated with higher scores on EDL, except with students who arrived in the country during last year with a strong academic background in Spanish. Those students showed much higher literacy skills in Spanish than English. Past experience suggests students who become literate in Spanish achieve proficiency in English more quickly than other students.

An additional assessment for Dual Language students is the Estrellitas Benchmark assessment which allows teachers to assess the phonemic awareness of students in Spanish and guides grouping for instruction in grade k through 3. Students are assessed in the beginning of the year to establish what their phonemic awareness is. Then they are grouped for instruction and practice with the set of letters that corresponds to their current instructional level. The teacher periodically checks with all the students to see whether they have mastered that set; once they have, they move on to the next series of letters. After students master initial sounds, they progress to learning how to blend sounds to make syllables, then words and finally sentences.

As all of these assessments are administered over the course of the year, they are intended to guide teachers as they plan instruction and arrange grouping for differentiated attention to students' needs.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
1. Analysis of the students' performance on the NYSESLAT shows a change from the distribution of scores from 2013, when the last LAP was submitted. At that time Beginners comprised 16% of the ELLs, Intermediate students were 48% and Advanced were 36% of the population. That year, only 7% of the students scored Proficient and tested out. In 2015, 11% of the tested group scored at the Entering (Beginning) Level, 19% were at the Emerging (Low Intermediate) level, 11% were at the Transitioning (High Intermediate) level, 47% were Expanding (Advanced) and 11% were Commanding (Proficient). During the same period, the tested population declined from 62 to 53 students. (Actually, only 50 ELLs were tested in 2015. 3 of the Entering students in 2015 were transferred to our school the week after the NYSESLAT was administered, significantly reducing the proportion at that level of the students who spent the year in our school.)
 2. Unlike in 2013, when Advanced scores were concentrated in two grades, the distribution across the grades was fairly regular, except that 4 of the 6 Commanding (Proficient) students were in 1st or 2nd Grade. It is notable that Beginning and Intermediate (combining Emerging and Transitioning) scores declined significantly from two years previous and Expanding (Advanced) and Commanding (Proficient) scores increased significantly. Combined, the latter levels represented 58% of the population. Many – students – 55% of the total - moved to a higher proficiency level. This was true both in General Education and Special Education classes and in all grades.
 3. While we were encouraged by these strong results, we need to analyze the children who did not share in the rise in scores. Of the students who scored at the entering level, half had entered New York City schools during this school year, and 1 more had returned after spending four years in Yemen. Another had entered during the spring of 2014. The one Entering student who had been in our school longer appears to have learning disabilities and has been recommended for evaluation. A few other students were notable because their proficiency level stagnated or declined. We will be paying particular attention to those students in the coming year to ensure that they progress more consistently.
 4. In the 2013 LAP it was noted that that year's NYSESLAT was the first to be based on Common Core Standards, and was therefore much more challenging than earlier exams. More difficult items and new tasks had been added. The rubrics were more stringent as well. This year's NYSESLAT was even more difficult than that, yet the ELLs' performance was markedly better. How can we account for the difference?
 5. It must be said that one must be careful about drawing overly broad conclusions from any year's test performance in general. Student populations vary from year to year in terms of their proficiency at the beginning of the year, when they entered school and other characteristics. When such major changes have been incorporated in the test itself from one year to the next, we have to be even more guarded. However, since both the 2013 test and this year's test were based on the Common Core Standards, we can notice some important changes. The decline in Entering/Beginning and Emerging and Transitioning/ Intermediate scores suggests that we have made improvements in building a foundation for academic achievement with a rigorous Common Core-aligned curriculum. The rise in Expanding/Advanced and Commanding/Proficient scores points to the development of more sophisticated English language skills in all domains. The fact that these improvements occurred in all grades, both in Dual Language and among ELLs in the Free-standing ESL program is due to the close teamwork, rigor and attentiveness that characterize the school's teaching staff, as well as teachers' ability to address the needs of ELLs.
 6. We will continue to integrate Common Core tasks into all instruction throughout the school year, paying attention to scaffolding and differentiation for ELLs. As part of our Magnet Program, we will do this while infusing instruction with STEAM (STEM + Art) through our Project Based Learning Approach.
3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- As with all assessment data, information about Annual Measurable Achievement Objectives are used to assess what kind of instruction students need and group students for differentiated instruction. Previous to 2013, the AMAO contained a detailed analysis of student achievement in the different modalities. In 2014-2015, we found the AMAO to be of limited usefulness for this reason. The school leadership and the ENL Specialist will attend webinar training on how to use the updated AMAO more effectively.
4. For each program, answer the following:
- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 4 a. As noted above in the response to question # 2, the proficiency levels were distributed fairly evenly across the grades, although the Commanding scores were concentrated in the 1st and 2nd grades. In addition, the scores in Grade 5 were lower than other grades. There were 2 Entering/Beginning students in Grade 5 (1 just returned from 4 years abroad), 2 Emerging/Low Intermediate, 1 Transitioning/High Intermediate and 1 Expanding/Advanced student. This was the only grade in which the large majority of students scored in the intermediate range or below. Some factors influencing this pattern were that 4 out of the 6 are in Special Education programs, either full-time or part-time and that there was no Dual Language class in the grade because of insufficient enrollment. Two of the six were new to the country or recently returned from abroad.

In the Dual Language program, one can see a gradually increasing proficiency level among most students. In Kindergarten, 3 students were Emerging and 4 were Expanding. In Grade 1, one student was Entering, 2 Emerging, 6 Expanding and 1 Commanding. In Grade 2, 1 newly arrived student was Emerging, 5 were Expanding and 3 were Commanding. In the Grade 3 and 4 DL classes, the populations were much smaller, as many of the ELLs had already achieved proficiency in lower grades; of 3 ELLs in the DL 3rd Grade, 1 was Transitioning and 2 were Expanding, and in 4th Grade, 1 newcomer was Entering, 2 were Expanding and 1 was Commanding. In the Free-standing ESL program, scores were more evenly spread. One reason may be that a large number of the students - 11 of 20 - are in self-contained Special Education classes. There were also 3 out of the 20 who were newly enrolled or returning students this year. The most positive outcomes were in Kindergarten, Grade 3 and Grade 4. In Kindergarten 1 student was Transitioning and 1 was Commanding. In Grade 1, 1 student was Emerging and 2 were Entering. In Grade 2, 1 student was Emerging, 1 was Transitioning and 1 was Expanding. In Grade 3, both students were Expanding, and in Grade 4, half the students were Transitioning and the other half Expanding. The performance of Grade 5 has already been described above.

When ELLs' performance on standardized tests in English and their home language are compared, there is a modest trend towards higher scores where native language assessments are available. Although all Spanish-speaking ELLs were offered translated version of the Math and Science tests in Grade 3, 4 and 5, only those in the 3rd and 4th grade DL classes made use of the translations, along with one newer arrival in Grade 5. Even then, only the newer arrivals took the whole test in their native language. Other students used the translated tests as references to clarify their understanding of the questions. Students in the DL classes did better than ELLs in other classes on the Math test and about the same on the Science test. The ELLs in Grade 3 and Grade 4 generally did better on all their standardized tests than the Fifth Graders.

b. and c. The school did not use the ELL Periodic Assessment in the 2014-2015 year. We found that the ELL Interim Assessment offered limited and overly general information on the learning needs of ELLs. We also did not want to force the children to take yet another assessment just for the sake of saying we used it, as children are being assessed very often. We have been encouraged to use the Measures Of Student Learning, which align more closely with the Common Core Learning Standards. The MOSL produce information about student reading, writing and Math skill development that help to guide instruction for all students, including ELLs. However, in the 2015-2016 school year, we are once again administering the ELL Interim Assessment in the belief that, in conjunction with the MOSL, it can give us insight into ELLs' academic needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

We use the Response to Intervention (RtI) framework which provides for systematic work with all students in the classroom and an escalating process of interventions over a prescribed interval of time to determine if students are responding to the assistance they receive. We have established an RtI Team to plan and coordinate the use of RTI throughout the school and track student progress. The ESL Teacher is part of this team. Initially, students are offered Tier I interventions in the classroom as the teachers differentiate their lessons and customize instruction to student needs. The data from Running Records, DRA, EDL, Measures of Student Learning (MOSL) and other assessments are used to set up the groups and measure progress. Based on progress data, students who are unsuccessful in the core curriculum over a period of 6 weeks are provided with supplemental, research-based interventions matched to their needs for the next six weeks at Tier II. Students who still lag behind in Tier II are moved to Tier III, where they receive more intensive interventions. After 6 weeks, children who continue to show limited progress may be considered for further evaluation by the School Assessment Team and additional services.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Second language development is discussed by Dual Language teachers at their team meetings twice a month. The ENL Teacher works with the DL Teachers to ensure that this occurs as an integral part of lesson planning. As well, the ENL Teacher works with monolingual teachers to make sure that each child's language development is taken into account as instructional units are developed and implemented. Depending on the child's level, the kind of content, and the language demands, different kinds of scaffolding may be needed, and the ENL Specialist may recommend use of visuals, simplified vocabulary, Total Physical Response, or other aids to make the instruction accessible to the child.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

a. English Proficient students (EPs) have been assessed with the same Spanish instruments used for all students in the Dual Language (DL) program. That means the Spanish EDL Reading Assessment for all grades. EPs, along with all other students in the DL Program are also given the ELE Spanish Reading test starting in Third Grade. The Dual Language staff has been conscious of the need to evaluate students' writing, oral and aural competency as well, and we have discussed some options, but we have yet to implement such an assessment that would parallel the NYSESLAT.

b. EPs, like the ELLs, are developing Spanish language proficiency at different rates, because differences in length of time in the program, the amount of exposure outside school and personality characteristics. Some EPs in all grades come from Spanish-speaking families and either enter the program as bilinguals or achieve a high level of Spanish proficiency in their first years in the program. Others

have developed more slowly. In Pre-Kindergarten and Kindergarten, most students are in pre-production or early production stages. By second grade, a growing number of EPs are in early production and intermediate fluency. By the Third and Fourth Grades EPs show a greater command of Spanish. In general, the first skill that becomes developed is aural comprehension. This pattern is consistent with the research reported by Howard and Sugarman in *Realizing the Vision of Two-Way Immersion*. DL teachers are very conscious of the need to stress more oral language and are stepping up their use of songs and poems.

c. The Dual Language classes have just been maturing into the grades that take the statewide assessments in significant numbers in the last two years. Since no data is available yet for the 2014-2015 exams, we will wait to get the data from these exams before answering this question in depth.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We judge the success of our programs for ELLs by several criteria: the rich, interactive classroom environments of the DL classes, the performance of students on formal and informal assessments throughout the school year, performance of ELLs on the NYSESLAT, ELA, Math and ELE exams, the enthusiasm of the students in our DL classes and the satisfaction of the parents of our students. In particular we look at the rate at which ELLs move from one proficiency level to the next and the rate at which they reach the Proficient level and test out of ENL. We also consider the scores that ELLs receive on the New York State Language Arts, Science and Math exams, and whether the ELLs meet the goals for Adequate Yearly Progress.

Over the years we have found many parents who bring every child of theirs to enroll in our programs; many parents endure long travel times for extended periods to keep their children in our school even after leaving the neighborhood. We also are finding that many of the children applying for our Dual Language program, including the EPs, are themselves the children of former students in the longstanding TBE program in our school.

In the 2013-2014 school year we participated in a Two-Way Immersion (Dual Language) Program Self-Assessment led by Rita Sugarman from the Center for Applied Linguistics (CAL). There were several workshops in which representatives of our program met with staff members from other TWI/DL programs and followed a process for identifying strengths and weaknesses in our programs. Then we came back to our school to broaden the discussion by making it the focus of discussion in our Dual Language Teacher Team. We also incorporated the discussion into our Title III study group for the year. We developed a set of recommendations to guide the improvement of our program, both in working with ELLs and with EPs. We will review and update this Action Plan during the next year.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Part IV: ELL Identification Process

PS 46 adheres to the procedures recommended by the NY State Education Department to ensure that entering students are properly screened to determine their language proficiency on first enrolling. The Pupil Accounting Secretary, the Family Assistant and the Parent Coordinator register new entrants. The Family Assistant speaks Spanish fluently and has many years of experience in the registration process; the Parent Coordinator also speaks Spanish and has a number of years of experience as well. The ENL/Dual Language Coordinator supervises the collection of information from the HLIS and verifies it with parents and children in an oral interview. He also informally assesses the children during registration. He has a Master's Degree in TESOL and has been a New York State-certified ESL teacher in the New York City schools for more than 24 years. He speaks Spanish and French as well.

It is essential that the oral interview segment be conducted by a trained pedagogue. The Principal, the Assistant Principal, a Dual Language Teacher and the Technology Teacher, who has a Bilingual license, have been trained to conduct the interviews if the ENL Coordinator is unavailable. This year we will train other teachers who could be called on if necessary. The Parent Coordinator or the Family Assistant can assist pedagogues who cannot speak Spanish.

In case a parent speaks a different language, other than Spanish, we seek assistance from family or other community members as translators, or call on the Department of Education's Translation and Interpretation Unit.

Students whose HLIS and interview show sufficient exposure to another language, as defined by New York State and City regulations, are tested with the NYSITELL by The ENL Coordinator within ten days of their enrollment. Those who fall below the cutoff Commanding

proficiency level set by the New York State Education Department are identified as ELLs. If they speak Spanish, they are then tested with the Spanish LAB by the ENL Coordinator or a Dual Language Teacher.

This process begins whenever students arrive during the course of the year; the completed test grids are scanned in the school right away. Students falling below the cutoff on the NYSITELL are immediately added to the list of entitled students, and their parents are informed of the results of their child's tests.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with Interrupted/Inconsistent Formal Education are defined as students who have attended school in the United States for less than twelve months and who first entered a US school in the Third through Ninth Grade who meet certain other criteria. Those criteria are that they are:

- Newly identified ELLs
- Two or more years below grade level in literacy in their home language and/or mathematics due to interrupted or inconsistent schooling in their native country
- At the entering or emerging levels of English proficiency as determinate by the NYSITELL.

Initial identification of SIFE students begins during the registration process as a parent completes the HLIS and they are asked to indicate prior schooling. The Enrollment Team is alert to indications of interrupted schooling. Parents are routinely asked for evidence of their child's schooling in their home country. As with any other potential ELL, if the initial interview and review of the HLIS indicates it is warranted, the child is given the NYSITELL. If the child scores at the Entering or Emerging proficiency level, the parent will be asked more in-depth questions about the child's schooling.

Beginning in the 2015-2016 academic year, those students who have a home language of Arabic, Bengali, Chinese, Haitian or Spanish are given the Literacy Evaluation for Newcomer SIFE (LENS)

To further determine literacy in their native language. In addition, the English as a New Language Coordinator will ask for copies of schoolwork from the home country.

Students who are identified through this process will then be entered in the DOE's data collection system within 30 days of initial enrollment.

We have yet to identify a SIFE in our school, so we have not implemented this process yet. The ENL Coordinator will meet with other members of the Enrollment Team to outline the steps to follow. In addition, he will enroll in a LENS training session to prepare and request LENS materials for the school.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

In keeping with the new CR Part 154.2/CR Part 154.3, we will be forming a Language Proficiency Team to determine if children who have been identified with special needs prior to enrolling in (or re-entering after two years' absence) a New York City public school should be considered possible ELLs and given the NYSITELL. This addresses a need that is long-standing, as students with special needs may not do well on a language proficiency test because of their disability rather than first language interference. (Often such students also do poorly on exams in their home language.)

The Language Proficiency Team (LPT) will be composed of at least four people: a Dual Language or ENL Teacher, an Administrator, the IEP/SETSS Teacher and the parent. The child's classroom teacher may also participate, as well as an interpreter if the parent needs one and no team member can play that role. We have no director of Special Education in our building, so the substitution of the IEP/SETSS teacher would facilitate the timely completion of the process.

Although this is a new process, we will closely follow the procedure outlined in the English Language Learner Policy and Reference Guide 2015-2016. The LPT will meet to determine whether the child should take the NYSITELL. Evidence including the HLIS process, the student's history of language use (which should be reflected in the HLIS process), results of assessments in the student's home language and information from the Committee on Special Education's evaluation process about whether the student's disability is the determining factor in his or her ability to demonstrate proficiency in English.

The LPT will then decide whether the student could need assistance in language acquisition. If so, the student must take the NYSITELL to determine his or her English proficiency level and possible ENL entitlement. If the LPT recommends that the child not take the NYSITELL because the child does not have English language acquisition needs, the principal and district superintendent will review the recommendation for final approval.

Because this process is much more complicated than a regular admission, there is a longer timetable for compliance. We will adhere to all requirements of the law and place the final Language Proficiency Team NYSITELL Determination Form in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After children's language proficiency has been determined by the NYSITELL and their exam papers are scanned, their parents are informed about the results of the NYSITELL by city-mandated entitlement and non-entitlement letters which are sent home with the children and by mail within five school days of the scanning of the exams. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been.

The letters are available in all the most commonly used languages in the city, so bilingual editions are sent home to all parents in their preferred language of written communication and English.

Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. They may, however, opt to keep their children in Dual Language classes if they had enrolled them, just as other parents of English Proficient (EP) children can.

Parents whose children are entitled to services as ELLs receive entitlement letters in their preferred language of written communication and are invited to orientation sessions at the school, along with Parent Survey and Program Selection Forms . The orientations are scheduled in the morning at the beginning of the school day and in the afternoon. Flyers for the orientation sessions are sent home and posted around the school. Classroom teachers follow up with reminders to the parents.

A checklist of parents who are to be invited is made and checked against the attendance lists for the orientation meetings. Before additional orientations are scheduled for parents who miss the initial sessions, a letter is sent home asking the parents about the most convenient times for them; to the extent possible, school staff members make themselves available at those times. Follow-up telephone calls are made to parents who still have not come in.

A copy of the entitlement or non-entitlement letter is placed in each child's cumulative record folder and kept in the ENL Teacher's files for ease of reference.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-2016 school year, CR Part 154.2 requires that parents be informed that they can opt to appeal the ELL status of their child. We will attach a letter to that effect to all NYSITELL entitlement/non-entitlement letters that we distribute. As with all correspondence, we will take care to send parents letters in their preferred language, as indicated in their HLIS.

Presumably, standard wording will be provided to us to use. We will not write our own letter unless none is forthcoming from the DELSS. As with all communication with parents, we will send home notices in children's book bags and follow up with a mailing. In addition, the ENL/Dual Language Coordinator will explain the option in parent orientations and Dual Language parent meetings.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

When parents are interviewed orally during the completion of the HLIS, they are informed that their children will be tested for proficiency in English and that their children may be entitled to extra academic support as English Language Learners. Spanish-speaking parents are given the option at that time to enroll their children in Dual Language classes pending the results of the NYSITELL. They are given brochures explaining the school's Dual Language program and are invited to apply for places in that program.

After children's language proficiency has been determined by the NYSITELL, their parents are informed about the results of that exam with city-mandated entitlement and non-entitlement letters which are sent home with the children and by mail within five days of administration and scanning of the exam. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. They may, however, opt to keep their children in Dual Language classes. Parents whose children are entitled to services as ELLs receive entitlement letters and are invited to orientation sessions at the school. They also receive Parent Survey and Program Selection Forms.

Orientations

Orientations are offered in June for parents pre-registering for Kindergarten and First Grade. The first orientations of each school year are held within the first ten days of school in September. Subsequent orientations are arranged until all the parents have made their program selections. The same procedure is followed as new children enter the school throughout the year. All parents are offered an opportunity to attend an orientation session within ten school days of their child's registration.

At the orientation the ENL/Dual Language Coordinator and Parent Coordinator or Family Assistant present the DOE's Orientation vimeo, which is available in the most common home languages in the city's schools. In addition, the ENL Teacher makes a short

presentation on the options currently available in the school and how to complete the Parent Survey form and make choices. Parents receive the DOE brochure explaining the three available programs as well. Parents who are unable to attend the group orientations are offered individual orientations. If they cannot come into the school, the ENL Teacher follows up with a telephone conference. The Family Assistant, who speaks Spanish fluently, helps with follow-up explanations.

Up until now, nearly 90% of our ELL parents speak Spanish and have been well served by this support. Speakers of other languages can view the orientation vimeo in their own language, if it is available. We also can call on the Translation and Interpretation Unit if necessary, or ask family or community members who are bilingual in the relevant language to help interpret.

At the end of the orientation, the ENL Teacher explains the purpose of the Parent Survey and Program Selection Form. This is necessary because many parents are confused by the wording of the survey, even in their own language. The ENL Teacher goes through each question and clarifies all the questions so that parents can make informed choices.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

School staff members strive to get all parents to come to the orientations, as described above, as parents often have questions about the surveys and need assistance completing them. The Family Assistant helps the ENL Teacher call parents to invite them to orientations or individual meetings, and she frequently answers questions about the survey over the telephone. The ENL Teacher and the Family Assistant keep lists of parents with newly enrolled and identified ELLs and check them off as they are completed and returned. They collaborate closely throughout the process. In this way we have achieved a very high completion rate in recent years.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teacher reviews responses on the Parent Surveys as they come in to make sure that parent preferences have been accommodated and students have been appropriately placed. In addition, we want to ensure that parents feel fully informed about the process.

Students are placed according to parent preferences to the extent possible. If the school does not offer the option a parent chooses, school staff members inform the parent that the program is currently unavailable in the school and the parent is offered placement in an existing program in the school. In practice, this means that Spanish-speaking parents who choose TBE are informed that there is no Spanish TBE program in the building or in any nearby school. In our experience, such parents have been content to enroll their children in our Dual Language Program.

If parents choose a Dual Language or TBE program in another language, we will ask if they want to transfer their child to one where such a program exists. If they choose to explore that possibility, our school will contact the Department of English Language Learners and Student Support to coordinate the transfer. Pending a transfer the child will be placed temporarily in the ENL program in the school.

If no Parent Survey has been received, a child is placed in the Dual Language Program if he or she speaks Spanish or an ENL class until a Parent Survey is received.

As Parent Surveys are received, the choices are recorded on the ELPC screen. If a Parent Survey still hasn't been received 18 school days after enrollment, the school can select "parent did not return the survey."

A copy of the Parent Survey is placed in each child's cumulative record folder and kept in the ENL Teacher's files for ease of reference. The ENL Teacher maintains a file of Parent Surveys going back over a number of years. He monitors any parental requests for a new bilingual program, including preference for TBE among Spanish-speaking parents so that if a threshold of 15 students in two contiguous grades speaking a language is approached, the school can prepare to offer such a program. (Although if a large number of parents were to prefer TBE over DL we would have to examine our DL program and engage parents in a process to address whatever deficiencies parents had found in it.)

9. Describe how your school ensures that placement parent notification letters are distributed. As with other parent notifications, placement letters are returned to parents in their children's book bags and are sent by mail. The letters are available in all the most commonly used languages in the city, so bilingual editions are sent home to all parents in their preferred language of written communication and English. Copies of the placement letters are placed in each child's cumulative record folder and kept in the ENL Teacher's files for ease of reference.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

As mandated by the new CR Part 154.2 and 154.3, copies of completed Parent Surveys, entitlement, non-entitlement and continuation letters and other relevant ELL documentation are placed in each child's cumulative record folder.

Copies of all entitlement and non-entitlement, continuation and transition letters are also maintained by the ENL Teacher in his files, along with copies of flyers for Orientation Meetings, attendance lists from those meetings and the completed Parent Surveys and Program Selection forms.

11. 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.

Continuing entitlement to ELL services is determined by the students' performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in April and May each year. All students who are entitled based on their scores on the NYSITELL and/or previous NYSESLAT exams are administered the NYSESLAT. The entire school staff assists with this evaluation, as the Test Coordinator and the ELL Coordinator arrange for the Bilingual and Dual Language teachers and out-of-classroom pedagogues to administer the NYSESLAT. Students are usually tested by their grades; students with IEPs prescribing test modifications are tested in separate locations according to those specified test conditions. The test has levels that correspond to grade bands; as PS 46 is a K-5 elementary school, students are given either the Kindergarten, 1-2, 3-4 or 5-6 band test, depending on their current grade level.

The NYSESLAT has four parts, corresponding to the four modes of language use: Speaking, Listening, Reading and Writing. The Speaking test is a constructed response assessment administered by a team of pedagogues trained by Mr. Johnson, rated according to a rubric. No teacher rates the test of any student to whom he or she teaches ESL or ELA. The Listening and Reading tests are multiple choice instruments administered to groups of students and scored by machine. The Writing test is a constructed response test scored by trained and coordinated by Mr. Johnson based on rubrics and anchor papers approved by the State Education Department. As with the Speaking subtest, teachers do not rate the writing of students that they provide ESL or ELA instruction to. Records of test administration along with Speaking and Writing scoring sheets are maintained in the school for two years after the tests are submitted.

Students who score at the Proficient/Commanding level on the NYSESLAT continue to receive transitional support including ENL service according to the CR Part 154 guidelines and ELL test modifications for the next two years. Those who are in DL classes can continue as former ELLs. Students who score at the Entering, Emerging/ Low Intermediate, Transitioning/Intermediate and Expanding/Advanced levels continue to be entitled to ELL services, appropriate to their proficiency level

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Each spring, all ELLs take the NYSESLAT to monitor their progress in acquiring English and determine the degree of service they need. When the results are available in September, Continued Entitlement Letters are issued and sent to the parents in their children's book bags when school opens and no later than September 15. If student miss the first week of school, copies of the letters are sent home by mail.

Transition letters have been sent at the same time to parents of children who have achieved the Proficient level, explaining that they are still entitled to transitional support and ELL test accommodations for two years. Beginning in 2015-2016, the parents of students who score Proficient/Commanding will receive Transitional Support letters, explaining the new policy of providing a mandated level of ENL to those students for two years.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The trend in program choices from 2013 to the present continues to for Spanish-speaking parents to choose a bilingual program, either Dual Language (DL) or Transitional Bilingual Education (TBE). Parents of newly enrolled speakers of other languages have chosen English as a Second Language, now English as a New Language (ENL), reflecting the small numbers of those students.

In 2013-2104, the parents of the one Arabic-speaking admit chose ESL/ENL. In 2014-2015, there were two ELLs whose home language was Arabic. Again, their parents selected ESL/ENL.

In 2013-2014, there were 16 children from Spanish-speaking homes who entered the school system and completed Parent Surveys. Eleven chose DL, four chose TBE and one, a child with an IEP in 12:1:1 class, chose ESL/ENL. All the parents who had preferred TBE accepted placement in a Dual Language class, with the exception of one student in a grade without either a DL or a TBE class.

In 2014-2015, there were 13 newly enrolled ELLs. Two were from Arabic-speaking homes, and their parents chose ESL/ENL. The other 11 were from Spanish-speaking homes. Nine chose Dual Language, one chose TBE, and one did not complete a Parent Survey,

despite repeated attempts to reach her. The child's mother had, however, completed an application for the Dual Language Program at registration, and she seemed happy to have her child continue in the program. Since the child entered Kindergarten with an IEP, there was no option to record his program choice on the ELPC. The mother who had chosen TBE was happy to have her child enrolled in a DL class.

In most cases parents who had selected TBE first put DL second. In general, parents in the orientations were anxious to make sure that their children would receive ESL/ENL support, and they were assured that they would, no matter which program they chose.

So far, in the 2015-2016 school year, 13 new students have enrolled who have been identified as ELLs. One transferred NYSESLAT scores from another New York State school and was placed in Second Grade. 11 others are in Kindergarten and one is in Fifth Grade. All are Spanish-speaking. The parents of all of the newly enrolled ELLs, with the exception of one Kindergarten student, selected the Dual Language Program as their first choice. Only one parent chose Free-standing ENL. In fact, the parents of all students who were classified as having a home language of Spanish requested placement in the Dual Language Program before their children were tested for language proficiency, with that one exception. Since the DL Program is open to all students, all of those children were enrolled in DL classes on first entering school.

Analysis of program choices suggest that Spanish-speaking parents have been very satisfied with the Bilingual program, and picked the type that was in the school, not wanting to contemplate a transfer to another school. When the only choice in the school was TBE, parents chose it overwhelmingly. However, we did note growing interest in DL starting in 2007, which contributed to our decision to launch the DL program here in 2009-2010. Among the speakers of other languages, the parents usually choose ESL, perhaps because no TBE or DL programs in their languages were in this or any nearby school, although occasionally we see some interest in DL among parents who speak Arabic. (So far the enrollment of Arabic-speaking students has not exceeded 3 per grade, even including non-ELLs, so there is no immediate prospect of initiating a TBE or DL in this school or any other nearby.)

Another factor in our decision to start the Dual Language program was the large number of parents of former ELLs and English Proficient children from Spanish-speaking households who had continued to request the option of placing or maintaining their children in TBE classes. We had also begun to get requests from parents interested in enrolling their children in our Bilingual program to learn Spanish. This trend has continued, so that the DL Program has a mix of students from Spanish-speaking, Spanish-heritage but English Proficient and solely English-speaking backgrounds.

We believe that our program models are aligned with parent choices, as demonstrated above. The Dual Language program is popular among Spanish-speaking and non-Spanish-speaking parents. In 2013-2014, nearly 70% of Spanish-speaking parents chose DL, and three out of four others chose TBE with DL as their second choice. In 2014-2015, more than 80% of the Spanish-speaking parents chose DL first, and both of the others applied for their child to be placed in a Dual Language class. The one who completed a survey opted for DL as second choice. All the Arabic-speaking parents seemed satisfied with having their children in ESL/ENL class.

As described in our School Narrative, our DL/ESL programs are well structured and presented by a qualified and dedicated staff which is certified and experienced. Some of the parents of our present day students were former students themselves. The children of former ELLs and/or younger brothers and sisters of ELLs, are coming to school well prepared and test-out as early as Kindergarten, but their parents have opted to keep them in Dual Language classes because they are quite satisfied with our program.

Most parents of Spanish-speaking ELLs request DL classes at registration before their child has been assessed for language needs and indicate that on the Program Selection Forms that they complete after Orientations. By maintaining our TBE program over a number of years and making a transition to a Dual Language model starting in 2009, PS 46 has aligned its program with parent choices. At the same time, we have accorded parents who prefer an ESL-only model easy access to their preference for their child. We do not, however, have sufficient ELLs to have a parallel TBE program, so children whose parents choose that option in grades where there is a DL class are placed in that class.

We will continue to monitor parental choices to make sure that our programs meet the needs of ELLs in our community and the requests of their parents.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

a. Freestanding ENL program.

1.a. ENL instruction for ELLs follows several different models in PS 46, depending on the student's needs and classroom environment. Some ELLs in monolingual classes are served partly with a push-in model and partly pull-out Stand-alone ENL program. Others are served only on a pull-out model. Because of time constraints and the dispersal of ELLs outside the Dual Language program, it is not possible for the ENL Teacher to see students the mandated time exclusively with the push-in model.

Stand-alone ENL groups are usually heterogeneous, including students at the Beginning/Entering, Emerging, Transitioning/Intermediate and Expanding/Advanced levels, although there is one homogeneous Newcomers group where all the students are at the Entering level. Students in pull-out groups are from one or two contiguous grades, e.g. Kindergarten and First, Fourth and Fifth.

A new model specified in the CR Part 154.2 is Integrated ENL, which is delivered to Former ELLs for two years after they score Proficient (in 2014) or Commanding (in 2015). Integrated ENL is delivered in the students' classrooms, and the ENL Teacher co-teaches with the classroom teacher. This model requires a high degree of coordinated planning between the classroom teacher and the ENL teacher to be successful.

b. TBE program. *If applicable.*

b. We no longer have a TBE program, due to a change in population and parent choice, as described in Part IV, question number 13.

c. DL program. *If applicable.*

c. The majority of ELLs are in Dual Language classes. They follow the block model. They receive their ESL service as part of the classroom teacher's instructional differentiation plan. A few with the greatest need for assistance are included in the ENL Teacher's pull-out groups.

Students in Dual Language classes are grouped within their classrooms according to their needs, but tend to be heterogeneous as no class contains only students of one proficiency level. The classroom teacher groups the students in flexible groups, sometimes homogeneous to focus on particular needs and sometimes heterogeneously to foster peer to peer learning. Former ELLs in Dual Language classes receive their Integrated ENL from their Dual Language classroom Teacher.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Dual Language

ELLs receive ENL as part of the 50% of instructional time devoted to English instruction. The language-rich environment of the classes includes a substantial population of students who are already proficient in English, and who serve as models for the ELLs. The DL teachers differentiate instruction while the EPs receive English Language Arts. Students at the Entering, Emerging and Transitioning levels receive 360 minutes of ESL per week, while students at the Expanding level receive 180 minutes of ESL per week and 180 minutes of ELA. Starting in 2015-2016, students at the Proficient/Commanding level will receive 90 minutes of ENL within the ELA period. Materials used include the AWARD Reading program, Ready Gen and Storytown. In addition, the ENL Teacher may pull out ELLs at the Entering level who need extra help.

Home Language Arts (HLA) instruction takes place during the Spanish half of the week. Students receive at least 5 periods of Spanish HLA a week. Home Language Arts Materials used include Villacuentos, the Storytown Program in Spanish, classroom libraries, AWARD Reading in Spanish and Estrellitas from Kindergarten to Second Grade.

ENL

English as a New Language

The English as a New Language (ENL) Program is a Push In-Pull Out model that is aligned with the latest comprehensive core curriculum and methods conforming with the guidelines provided by the No Child Left Behind (NCLB) Act. The mandated instructional time blocks of ENL/ELA will be adhered to as described in Table 11 CR Part 154.2 English Language Arts Requirement Guide. Students who have

scored at the Entering/Beginning and Emerging and Transitioning/Intermediate levels on the NYSITELL and the NYSESLAT receive 360 minutes of ESL instruction a week. Students who scored at the Expanding/Advanced Level receive 180 minutes of ESL instruction a week. Students who score at the Commanding/Proficient level on the NYSESLAT receive 90 minutes of Integrated ENL.

Intensive intervention services for ELLs are provided by a qualified, licensed and certified ENL teacher. Although the ENL Teacher is responsible for coordinating all ELL services for entitled children, his main instructional focus is on ELLs who are not in DL classes. Where possible, he gives extra support to ELLs at the lowest proficiency levels in DL classes, in collaboration with their classroom teachers. The ENL Teacher articulates with the classroom teachers to ensure congruence between the ENL and Reading and Writing curricula. Instruction is differentiated according to the grade, level and needs of the students.

In 2015-2016 the CR Part 154.2 requires that a specified amount of ENL instruction be integrated within the students' classrooms. The ENL Teacher will collaborate with the classroom teachers to make this a reality. The same time constraints that have limited push-in instruction in the past apply. The ENL Teacher will look forward to professional development in how to achieve this mandate and guidance from District ELL Specialists in how to schedule it successfully.

3. Describe how core content is delivered in each program model. 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.

In the Dual Language Program content area instruction is given in both languages. Math is primarily taught in English, with support from realia and hands-on math materials, but the students are also taught in Spanish with the Spanish version of Go Math and Everyday Math (used where there are not enough Go Math materials). Science and Social Studies are taught in both languages, using realia, pictures and experiential activities such as hands-on science activities, as well as Spanish text and trade books.

In Freestanding ENL, similar methods are used as content area subject matter is included in instruction. ELLs in monolingual classes are provided with Bilingual Glossaries for Math, Social Studies and Math and have access to Spanish language Math books.

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

Evaluating ELLs in their native languages: Almost all of the ELLs in PS 46 are Spanish-speaking, so the only native language assessments available to us are in Spanish. Once a child has registered, a formal initial evaluation is given by the Spanish LAB, administered after the NYSITELL determines ELL status. This gives us an idea of the children's oral ability in Spanish, and, for children entering in the First Grade and above, their abilities in Reading. Subsequently, phonemic awareness in Spanish is measured with the Estellitas Benchmark Assessment at the beginning and end of the year, and regular assessment of student progress is structured into the program. Students in Kindergarten through Fifth Grade DL classes are tested periodically with the EDL, the Spanish version of the DRA. The Examen de Lectura en Espanol (ELE) is given to all DL students starting in Third Grade. In addition, teachers use teacher made assessments on a regular basis.

DL classroom teachers have developed some math assessments in Spanish. Where available, MOSL and Benchmark Math assessments are given to Spanish dominant students.

In Freestanding ENL class, we make little use of Spanish assessments, since the instruction is in English. However, Spanish-speaking students are offered Spanish versions of Benchmark Math assessments, if they are available, and they can take the statewide Math test in Spanish.

Since there are very few ELLs from other language backgrounds, and we have no staff qualified to design or rate assessments in their languages, we have not at this time administered such assessments. Should our population change, and significant numbers of students enroll speaking another language, we would seek out assistance in seeking or devising and using the most appropriate instruments.

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

Proper evaluation of the linguistic ability of ELLs in the four modalities of Listening, Speaking, Reading and Writing is essential to planning instruction so they can achieve balanced proficiency. Thus far, the only rounded instrument for measuring the children's level of Listening and Speaking proficiency in English has been the NYSESLAT. One of the innovations of the Common Core Standards is that they specify goals for oral proficiency for each grade level. We are just beginning to apply that to our classroom practice.

Classroom teachers are familiar with designing classroom assessments of student learning of Reading and Writing. We have to extend that competency to oral language. Teachers of ELLs will use tasks modeled on those in the NYSESLAT both to gauge ELLs' current ability and to familiarize them with assessments that they will be facing. Some examples are dictation tasks for early literacy, note-taking on lectures for Listening, and reporting tasks for Social Studies or Science content, graded according to rubrics similar to those on the NYSESLAT for Speaking. Developing such assessments will be one of the goals of professional development

for teachers of ELLs this year. Such assessments could be used throughout the school year.

Teachers already use both standardized and classroom assessments of Reading and Writing throughout the year for all students, including ELLs. As noted elsewhere, these include the DRA for Reading, administered periodically and the Measures of Student Learning (MOSL) and Benchmarks in ELA and Math for grades 3-5. Classroom writing assessments should include some constructed response tasks such as writing a descriptive paragraph and an academic essay, scored with a rubric similar to the NYSESLAT.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

Instruction should be differentiated so that students receive the appropriate level, kind and quality of instruction to meet their needs. Teachers' use assessment data to analyze student needs, implement targeted instruction, and measure progress for the next round of intervention. In relation to ELLs, we differentiate both by age, so that children are grouped with those of similar developmental stages, and by membership in various subgroups: Students with Interrupted Formal Education (SIFE), Newcomers, and ELLs with 4 to 6 years service, Long-Term ELLs, Former ELLs and ELLs with Special Needs. Each group will be discussed separately.

One form of differentiation has already been mentioned: students at different English proficiency levels receive different amounts of ENL and ELA instruction. Students at the Entering, Emerging and Transitioning levels receive 360 minutes of ENL instruction, while those at the Expanding level receive 180 minutes of ESL and 180 minutes of ELA instruction and students who have passed the NYSESLAT with a Commanding score receive 90 minutes of ENL instruction for two years..

Subgroups of ELLs

a. Students with Interrupted Formal Education (SIFE)

At this time, no ELL in our school has been identified as a SIFE. We will be applying for training for the ESL Teacher in the use of the SIFE Diagnostic instrument and secure a SIFE test kit for the school so that we can be prepared to identify SIFE students. Reading instruction in English for all SIFE would have to be structured around their need to build literacy concepts, and would include use of the AWARD Reading program, and vocabulary development with Words Their Way.

b. Newcomers

When students first enter an English language school system, they must rapidly begin to acquire the medium of instruction (English) as well as the content of instruction. Students who speak Spanish can continue to receive extensive academic support in their native language in the DL classes, allowing them to both develop literacy in Spanish and grasp the fundamentals of the content areas. These skills can then be transferred to English as they develop a better grasp of the language. In the case of students who speak other languages, the ENL teacher works with the classroom teacher to develop a plan to make content areas as accessible as possible while accelerating the acquisition of English. If appropriate literature and content area materials are available in their language, we will try to secure them to help the student. Newcomers are grouped together across several grades in their first year for additional attention by the ENL teacher.

Newcomers particularly benefit from introduction to an expanding vocabulary through use of the Oxford Picture Dictionary for Kids and, for older children, the Oxford Picture Dictionary in the Content Areas. Words Their Way is a program that both enhances vocabulary development and literacy development. Listening comprehension and Reading comprehension are fostered by books on tape and CD. The AWARD Reading program offers a particularly attractive combination of guided reading texts, books on CD and interactive software. AWARD materials are available in the school for Kindergarten to Third Grade levels, and can thus be used for a wide range of Newcomers.

Newcomers are also:

- Included in Title III ENL Extended Day after-school program
- Included in ELL/SWD after-school program for Arts, Reading and Math skills development

c. ELLs Receiving Service for Four to Six Years

After three years of ELL services, it is not unusual for many ELLs to continue to need services. At this point, however, we can usually identify specific language modalities that need strengthening by analyzing the students' performance on the subtests of the NYSESLAT. Depending on the strand that is weakest, we differentiate with an emphasis on those skills.

ELLs who have not met the performance standard in listening may need to use books and on tape and CD in the Listening Center and be given dictation and note-taking practice.

ELLs who have not met the performance standard in reading should participate in read-aloud and Shared Reading activities, work in small Guided Reading groups and work on vocabulary development with Words Their Way.

ELLs who have not met the performance standard in writing could benefit from developing vocabulary to sharpen their writing, focus on improving use of grammar and syntax and develop portfolios with regular conferencing.

All ELLs in this group should be:

- Included in Title III ENL Extended Day after-school program
- Included in Extended Day after-school program for Reading and Math skills development
- given opportunities to work with AWARD Reading program with multi-media support.

d. Long Term ELLs

At this time, there are no Long Term ELLs in PS 46. Long Term ELLs are those students who have completed six years of ENL service and still have not been able to achieve proficiency on the NYSESLAT. Although studies have shown that normal ELLs can take from three to seven years to reach a par with native English speakers, it is a matter of concern when students who have received six years have not reached the standard of proficiency. The strategies listed above would be used with them, but the child's instructors would have to consider if an underlying learning disability needs to be addressed as well. A discussion in the RTI Team, guided by an examination of the child's assessment data would be warranted to develop an additional strategy of intervention.

e. Former ELLs:

Students who achieve proficiency (Commanding level) as measured by the NYSESLAT in the Spring are continue to get support within the Dual Language (DL) and ENL programs for two years afterwards. Such Former ELLs can continue in DL classes. One of the reasons that we decided to make a transition to a Dual Language model was precisely to provide a consistent medium of support for these students. In addition, these students receive extended time on tests and are tested in separate locations along with ELLs. The ELL Coordinator works with classroom teachers, especially of those former ELLs who are not in DL classes, to ensure that those students continue to progress. Beginning in 2015-2015, these former ELLs will receive Integrated ENL instruction in their classes, focussing on vocabulary development and ongoing coaching as they pursue the challenging Common Core curriculum.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Beginning in 2015-2016, our school will follow the newly mandated procedures for appealing ELL status. Parents will be able to challenge their child's classification as either an ELL or a non-ELL. The most important consideration is the child's best interest and what will best promote the child's academic success and social integration in the school.

Within 6 – 12 months of a child having his or her ELL status changed, the principal must review the child's progress to make sure that the child has suffered no adverse effects. During that period, the ENL Teacher will consult with the child's classroom teacher and any other pedagogical personnel who work with the child to monitor the child's progress. Evidence considered will include scores on ELA and Math MOSLs and reading levels as determined by the DRA. In addition, class work and classroom participation will be checked. If it seems that the child is struggling, the ENL Teacher will work with the Principal and the classroom Teacher to find strategies and materials that can help the child. The ENL Teacher and the classroom teacher will collaborate on a report to the principal at the end of the designated review period.

If the Principal determines at the end of this period that the child's status needs to be reversed in the child's best interests, she will consult with the District Superintendent or her designee.

8. 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?

All children with special needs are served according to goals set forth in their IEPs. Depending on the child's particular needs, he or she may be assigned to part-time special education in the Resource Room (SETSS) or Speech class, or full-time placement in a self-contained special education class. Some students also receive occupational or physical therapy.

The ENL Teacher articulates with the SETSS, Speech and Special Education classroom Teachers, as well as other classroom teachers to set and adjust the instructional program. Data from the students' performance on the NYSESLAT is used to determine skills that need strengthening. Special needs children are included in groups with children from general education classes for ENL service. Some students who receive Resource Room or Speech services continue to be served as ELLs in Dual Language (DL) classes. Such students:

- Are targeted for inclusion in academic intervention groups

- Are included in the Title III after-school program
- Are included in the ELL/SWD after-school program in Reading, Math and the Arts
- Develop Reading skills using the Wilson program, where needed
- Use AWARD Reading program materials.

Speech/Language Instruction/Intervention

PS 46 provides Speech and Language services to children who have been diagnosed as having communication deficits in their first language and English.

The Speech-Language Teacher/Therapist, along with the Speech Supervisor, is sensitive to the cultural and linguistic differences that affect the identification, assessment, treatment and management of communication disorders/differences of our students.

The mono-lingual therapist at PS 46 has had extensive training in multicultural issues and second language acquisition. Students identified as dominant in their first language are provided service from a certified bilingual speech-language pathologist on a contractual basis.

Small group and individual therapy is provided to students who are in the DL program as well as those in monolingual classes from Kindergarten to Grade Five. Written reports are prepared incorporating information about the students' cultural and linguistic influences. Therapy is provided for simultaneous language learners, using current research and best practices in the treatment/management of articulation, phonological, language disorders/delays, including various delivery models and options for intervention.

Differentiation of Instruction in the Resource Room

As a Special Education Teacher, the SETSS Teacher differentiates instruction by content, process and product. When students come to him, they are assessed in order to determine their readiness, interests and learning styles. Students who have decoding and encoding problems are introduced to the Wilson Reading System, which is a multisensory, step-by-step, structured, sequential language program designed to help struggling readers.

Lessons in the Wilson Reading System are divided into three blocks: Word Study, Spelling and Listening Comprehension.

The lessons in the Wilson Readers are graded to suit each student needs. There are twelve readers in the series. Every student begins from Student Reader One. Wilson Reading uses tapping in order to decode words. The Wilson program includes phonics, phonemic awareness, vocabulary, fluency and comprehension. Formative assessments are done to determine if a student should continue to the next sub-step. A summative assessment is done at the end of each student reader. Students work in small groups of four or five or individually based on the students' readiness interests and learning profile.

Students are taught Mathematics using concrete materials and visual aids. The Over –head Projector as well as the Smart Board is used to demonstrate lessons. Lessons are taught using a thematic approach that is related to real life situations. Instruction is more of an investigative nature that allows for group sharing. There is accountable talk in which the teacher allows for a variety of responses.

Students' interests and strengths are considered when assigning work. Students are given extended time to complete assignments or fewer problems based on their strengths or weaknesses. Assignments contain directions that are clear and direct enough for students to understand. Directions are read and re-read aloud based on students needs.

Self-contained Special Education

Students who are in self-contained classes receive ENL instruction according to their IEP. The Special Education teachers have received training so that they can use appropriate scaffolding for ELLs. The ENL teacher collaborates with the self-contained classroom teachers to make sure that the ELL instruction is congruent with their educational plan. As much as possible, these students are included in ENL groups with students from mainstream classes.

ELLs in self-contained special education classes, like those in Resource Room and Speech,

- are included in Title III ENL After-school program
- are included in the After-school program for ELLs/SWDs in Reading, Math and Arts
- develop skills using Wilson program, where needed.

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

ELL-SWDs in our school receive both related services and self-contained instruction. Students receiving related services are given support so that they can remain and be successful in regular education classes. Service providers, including the ESL teacher work with the classroom teachers to maximize the support they can receive in their regular classroom by pushing in wherever possible. ELLs in self-contained SE classes are usually pulled out for ESL service with ELLs from the mainstream to

Chart

meet their needs in the least restrictive environment possible. The ESL Teacher, like the Related Service Providers and the Special Education classroom teachers, provides additional scaffolds to make the Common Core curriculum accessible to ELLs with Learning Disabilities. While flexibility is exercised in scheduling to balance the ELL SWDs' academic needs as articulated in their Individual Education Plans with the goals of integrating them in the least restrictive environment and attaining proficiency in English.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

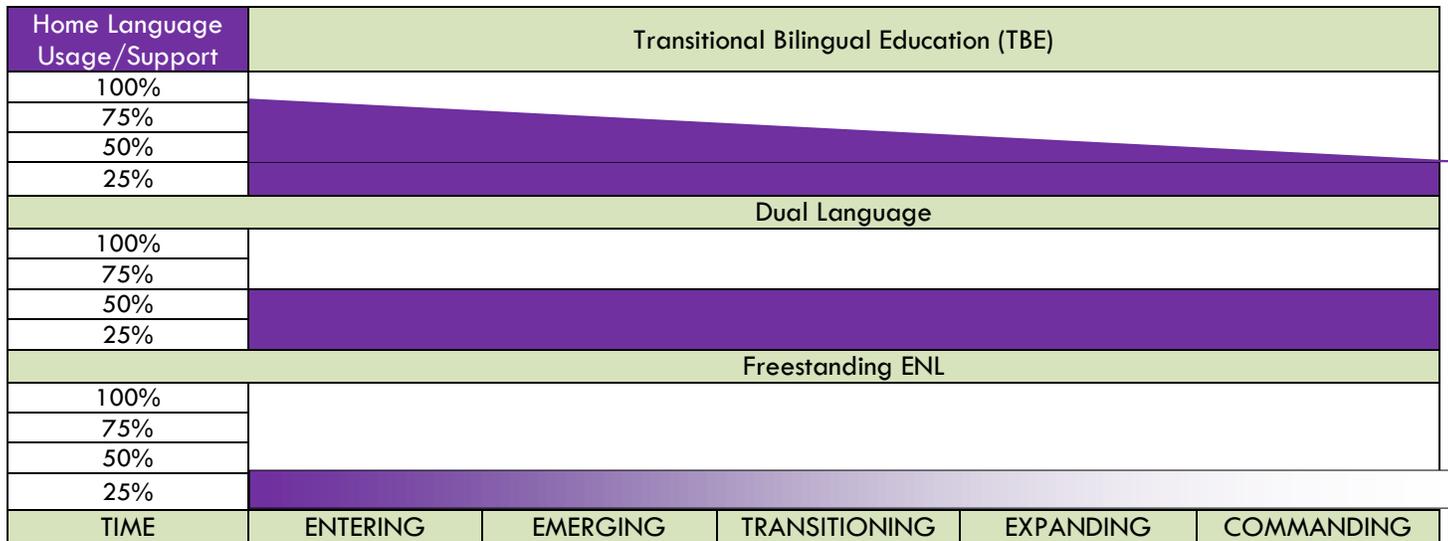


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
1. The school has adopted the Ready Gen program for English Language Arts and Go Math for Mathematics. Ready Gen has materials to help ELLs and students with special needs to access the program. Go Math has Spanish language books that parallel the English edition. Dual Language classes will use texts in both languages to aid Spanish-speaking ELLs in learning Math. We are continuing to use the Spanish edition of Everyday Mathematics, Matemáticas Diarias, our previous core Math text, to give more support to Spanish-speaking ELLs. Spanish Language Arts materials include the Estrellitas Program for phonemic awareness for Pre-Kindergarten through Second Grade, the Villacuentos Reading Program for Kindergarten through Second Grade, AWARD Reading On-line Spanish and Descubre for Kindergarten through Grade Supplemental classroom instructional materials and resources include, but are not limited to: Big Books in English and Spanish, leveled and genre libraries in both languages, books on tape/CD in both languages and reference and project materials. These materials are aligned with the Common Core Curriculum, featuring a balance of fiction and non-fiction. Several educational software programs are available not only in the classrooms, but also, through licensing agreements, for use at home. AWARD Reading is especially important for language learners because it is available in English and Spanish editions. Dual Language classes have sets of AWARD Reading books, audio CDs and CD Roms for their grade level from Kindergarten to Third Grade. In addition, the school has purchased on-line licenses for the English levels from Pre-Kindergarten through Third Grade and for Spanish for Kindergarten, First and Second Grade levels that can be accessed in class or at home. Smart boards are available for most classrooms, and the school has a plan to equip every classroom with its own Smartboard over the next three years.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our DL and ENL programs have been effective in developing English proficiency of ELLs, as measured by the fact that we have reached our AYP goals for ELLs every year in recent years on the New York State exams. Typically, ELLs performance would improve each year of their enrollment from Third Grade to Fifth Grade, but we are challenged to raise their achievement by the more rigorous standards of the Common Core. Another indication that our program is effective is that most ELLs have progressed in recent years from Beginning to Advanced proficiency levels, with rising scale scores. About 10 to 12 percent had been reaching the Proficient level in English as measured by the NYSESLAT each year, about the NYS goal until Spring 2013. This year we returned to that rate of achieving proficiency. However, we are challenged to raise the achievement of ELLs dramatically to meet the more rigorous standards of the Common Core Curriculum and the accompanying state exams. Our goal is to equip the ELLs the academic vocabulary and skills to move up a level this year. As for the NYSESLAT, we will aim to move students up toward proficiency more rapidly.
12. What new programs or improvements will be considered for the upcoming school year?
- In the course of the coming years we intend to expand and refine our use of Project Based Learning enhanced by the resources of the Magnet Program. Teachers collaborate across the grade to plan integrated thematic units that include different content areas. We especially want to increase projects in STEM and infuse them with the arts.
- A role for the ENL Teacher and Dual Language Teachers in the planning will be to outline the language objectives of each project: the oral and written language that students need to develop to accomplish the goals of the unit. The ENL Teacher will focus on language needed to develop English proficiency among ELLs, along with the Dual Language teachers, who will plan also to develop Spanish proficiency of students approaching these tasks.
- Dual Language teachers will also focus on fostering more oral/aural use of Spanish in their classes.
13. What programs/services for ELLs will be discontinued and why?
- There are no programs or services for ELLs that we are currently planning to discontinue.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are included in all programs that the school organizes, including after-school and extra-curricular activities. ELLs are provided equal access to all school programs, in keeping with state law. PS46 provides an enriched instructional focus for monolingual and dual language pupils. Our project-based instructional approach integrates a broad range of specialty classes and is adaptable to multiple intelligences. This inclusive approach is evident from the first days of school when we prepare for Hispanic Heritage Month. Hispanic Heritage Month culminates in an all-school celebration where the families of all students come together, and students from all classes share what they have learned about Hispanic culture and history through art, music and writing.
- Our state of the art Robin Hood Library offers books and media in English, Spanish and Arabic. The foreign language library holdings foster understanding of American as well as foreign cultures. All students are provided with opportunities to use materials from the library. Students can choose books in English or in their native language. A substantial quantity of Spanish and Bilingual English/Spanish books are included in the library's collection. In addition, all parents can borrow books for their children. The

Librarian has received special training in making the Library accessible to the whole school community.

Our award-winning Arts program includes a visual arts teacher who not only links the arts with Science and Math but Social Studies as well. The program emphasizes diversity and multicultural contributions to historical and contemporary arts and culture. Highlights include the use of Hispanic artworks as mentor pieces for student projects, and the use of African motifs in art for Black History Month. The Arts Program fosters language growth through non-verbal expression, and contributes to a vibrant visual environment for the students. The Art teacher has long experience dealing with a multi-linguistic population, is sensitive to the needs of ELLs and is adept at using demonstration and the language resources of more proficient speakers of other languages to help less proficient students understand their tasks.

ELLs participate along with their classmates in Music class. Our new Music Teacher is developing instrumental and choral music programs on a regular basis. In addition, we have an outside partnership to further provide children opportunities to develop a musical awareness. ELLs learn to play recorders along with their classmates in grades 3 and 4 in a program taught by teaching artists from the New York Philharmonic. An awareness and appreciation of different traditions of music is fostered school-wide during Hispanic Heritage and African-American History Months. Students learn songs in English and Spanish.

The Town Hall Residency

PS46 is in our fifth year of performing arts residencies with The Town Hall. Town Hall teaching artists, in collaboration with classroom teachers, plan and coordinate residencies to strengthen the curriculum connections to the Common Core State Standards. Student learning is advanced through arts based curriculum both incorporated into classroom and as discreet instructional practices. Culminating performances showcase students' skills to their families.

Enrichment from The Town Hall partnership strengthens sophisticated language development of speaking, reading and writing through grade peer interaction and through specialized activities including theater, stagecraft, dance and music.

Behind the Book (BtB)

The BtB Program is in the fifth year of residency at PS46. Every year many of the DL classes participate. BtB engages young readers by connecting them to contemporary writers and illustrators with classroom visits. BtB collaborates with classroom teachers selecting books to investigate and developing a customized writing curriculum. The author of the selected book teaches a workshop to inspire students. The culmination is publication of a writing project or illustrated book. The BtB Program increases students' engagement in reading and improves literacy, and incorporates student artwork.

The program has these goals:

- Engage students with reading and writing, increasing literacy skills.
- Support a culture of reading in the classroom. Sustain engagement in reading and writing.
- Empower students learning through the creation and sharing of their original work.

The BtB Curriculum meets the Common Core Standards.

Physical Education is currently offered by classroom teachers who bring their students to the school's gymnasium according to a regular weekly schedule. The Assistant Principal offers professional development to teachers so that they can enhance this essential component of children's education. Besides its necessity for healthy development, Physical Education affords ELLs rich opportunities to learn language in action. The Town Hall Creative Movement dance class along with Tap Dance and African Dance in different grades offer students special opportunities to integrate physical activity and cognitive development.

PS 46 currently sponsors after-school programs to enhance student skills and understanding of test tasks in Reading and Mathematics. ELLs are included along with other students. In 2014-2015 we received a grant from Arts for ELLs and Students With Disabilities that was targeted to integrating the performing arts with enrichment in Reading and Mathematics. Although ELLs and SWDs were the intended beneficiaries, on-grade level EPs were included to prevent the isolation of the participants. Based on the success of the program last year, we have secured the ELL/SWD grant again this year and will begin implementing it again this fall.

Extra-Curricular Activities

ELLs are encouraged to participate in all extra-curricular activities at PS 46. They are full participants in a number of school programs. Currently, these include:

- The Color Guard, which presents the American and New York State flags at assemblies, and leads the Pledge of Allegiance. ELLs

and TBE students are members.

- The Literacy Pajama Party is an after-school event in which parents and children join staff members for read-aloud activities modeled on bedtime story reading.
- The Oratory Contest in which students practice first as a group, coached by the Speech teacher and then compete to represent the school in a district-wide competition.
- The Library Squad, in which ELLs and other students assist in reshelving books and maintaining our excellent Robin Hood Library
- Family Arts Day, our annual celebration of the arts held on the block in front of the school in the spring
- The Hispanic Heritage and Black History celebrations, which include art, music and dance reflective of our multicultural heritage
- Movie Night: An evening program once a month sponsored by the Parent Teacher Association.
- January School Spirit: Students and staff participate together in group activities to break out of routine and create an air of excitement during the coldest part of the year. Once a week there is a special theme, including Crazy Hat Day, Crazy Hair Day, Crazy Sock Day and Blast from the Past Day, in which we wear outfits from our favorite decade.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

There are several targeted intervention programs that are used. The most important are those that are tied to the Core Curricula in Reading and Math. ReadyGen has prepared a series of suggestions for supplemental instruction for struggling learners, including ELLs, the Scaffolded Strategies Handbook, which corresponds to the materials for each grade in the Ready Gen Language Arts program. The primary Math intervention for Go Math is the Strategic Intervention Teacher Activity Guide, which includes activities for Tier II and Tier III groups for each grade, reinforcing the sequence of the main text, and providing activities to build the students foundations in Math.

On-line resources, such as AWARD Reading, which entails an interactive resource with a number of levels of difficulty from basic phonemic awareness to nonfiction and fiction readings geared to the highest Third Grade level are available for intensive interventions for individual students.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Dual Language Program:

Native Language Arts (NLA) instruction takes place during the Spanish half of the week. Students receive at least 5 periods of Spanish NLA a week. Native Language Arts Materials used include the Villacuentos(Storytown Program in Spanish), Estrellitas, classroom libraries and Learning Village. The classroom teacher provides instruction in Spanish Language Arts as well as content area instruction - Math, Social Studies and Science - in Spanish. Students are immersed in Spanish during that part of the week. Spanish is not only the subject of instruction, it is the medium of instruction. For Spanish-speaking ELLs, this supports their development of content area knowledge along with developing their literacy in the framework of their native language. It also allows them to become the language experts in the class in relation to their English Proficient classmates. The classroom environment is print-rich, with a Spanish Word Wall and charts and labelled pictures to provide extensive exposure to written Spanish. The classroom libraries contain a wide selection of fiction and non-fiction books at different degrees of reading difficulty.

Transitional Bilingual Education:

There no longer is a TBE program in our school. It was replaced by the Dual Language model.

Stand-alone English as a New Language:

The medium of instruction in ENL class is English, with support available in the Home

Language where possible and appropriate. The use of Home Languages is encouraged among students

where it enhances learning, especially in cooperative groups where at least one member is at the Newcomer or Beginning/Entering level. The home language is accepted as an oral or written response, although the teacher responds in English and rephrases the response in English (if the student speaks a language that the ENL teacher understands). There is no instruction in the HLA in ENL class. The ENL Teacher's role is to provide a good model for English while showing respect for the Home Languages of the students. Students are encouraged to continue to develop their literacy in their home language. Books in the students' Home Languages are available in the school library, the ENL classroom and classroom libraries, to the extent possible. Students are provided with Bilingual dictionaries, where they are available; students in grades 3, 4 and 5 are provided with Math and Science Glossaries in their home language, if they are available. Parents are encouraged to read to their children in their home language. Books in the school library and the ENL Teacher's library are available for parents to borrow in Spanish and Arabic. In meetings with parents of ELLs, the ENL Teacher encourages to use their native language as much as possible with their children to foster rich language development. One specific avenue that is stressed is reading aloud and story-telling to their children in the NL.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

ELLs in the DL program are grouped by their language proficiency but remain with their classmates, so they learn at an age appropriate level. They benefit from the consistency of instruction and the ability to develop content knowledge in their native language while they develop competency in English. ELLs in the ENL program are grouped with students who are close to their ages, though not necessarily of the same grades because of scheduling constraints. In this way the instruction and materials used can be adapted to the cognitive abilities of their age range. As per the requirements of the CR Part 154.2, combined grade level groups are restricted to two contiguous grades.

The ENL service helps ELLs by scaffolding their learning and supplementing their exposure to the Core Curriculum with a rich mixture of language approaches. ELLs typically need to build up background in an expanded vocabulary, relying initially on visual images and physical objects to make their vocabulary comprehensible. Then they need guidance on developing the command of syntax that will help them interpret what they read and encode it for their own writing.

The appropriate materials and methods depend both on the English proficiency level of the ELLs as well as their ages. Typically new arrivals need a large amount of visual support and frequent repetition of the most common patterns to gain a foothold in English. Intermediate/Transitioning and Advanced/Expanding students also benefit from visual referents for their language but are ready for more abstract uses of language. They benefit especially from the use of graphic organizers, the use of sentence stems and frameworks and instruction that highlights connecting words and the most widely useful new vocabulary.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Students and parents are invited to pre-Kindergarten and Kindergarten Open Houses in the Winter and Spring as pre-registration begins. During the pre-registration process the ENL/Dual Language Coordinator checks the HLIS and interviews parents of children with other language exposure to see if they may be in need of testing. Spanish-speaking parents are encouraged to enroll their children in the Dual Language Program, as we feel it provides the best environment for their children's language development. Parents with children in pre-Kindergarten are included in orientations for parents of ELLs prior to moving their children into Kindergarten. Parent orientations are offered for parents both of newly enrolling Kindergarten students and pre-Kindergarten students entering Kindergarten who may be identified as English Language Learners.

In June 2015 we began testing students moving from pre-Kindergarten to Kindergarten to determine which ones are entitled to services as ELLs. We will do the same in future years if the Kindergarten testing window is extended that far again.

Newcomers during the school year are first assessed with the NYSITELL and Spanish LAB (if they speak Spanish and score below the Commanding level on the NYSITELL) to determine whether they need ENL service within their first ten days in the school. Spanish-speaking Newcomers are integrated in Dual Language classes immediately if their parents agree. Once they are identified as entitled to services, Newcomers are quickly placed in the appropriate services.

19. What language electives are offered to ELLs?

At this time, the only language other than English used for instruction in the school is Spanish in the Dual Language Program. ELLs who speak other languages could be considered for places in the DL program, if their parents requested it. So far, we have recommended that parents of ELLs who speak languages other than Spanish enroll in monolingual classes to minimize the language learning burden for the students. That could change, depending on the child and the parents.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

a. The DL classes are self-contained and heterogeneously grouped. Some ELLs at the Beginning/Entering or Intermediate/Emerging proficiency levels may receive extra support from the ENL Teacher. Other than that time, the EP and ELL students are integrated throughout the school day. All subject areas are taught together, with the exception noted above for some students for ENL.

b. Language Arts, Science, Social Studies and Mathematics are taught in both languages, but separated by time. English is the primary means of presenting Mathematics, as most students will take the New York State tests in English.

c. It is essential for the DL program that the two languages are clearly distinguished, so students can develop coherent and consistent models of their different structures and lexicons. One key dimension in which language is separated is time. Our model has changed over the course of the six years that we have been implementing the program according to the experience of the teachers and the needs of the students. Initially, we used the rollercoaster model for distinguishing the languages, alternating half day segments of each language. In the second year of the program, teachers suggested that the alternate day model might allow for more consistency in the use of Spanish, so we shifted to that model. Over the last few years we have had further discussions as new teachers have joined the staff, new classes have been added and a new curriculum has been implemented. Currently the Pre-Kindergarten class is using the rollercoaster model, while Kindergarten through Second Grade classes continue with the alternate day model, which teachers have found successful. However, teachers of Third and

Fourth Grade have been concerned about meeting the requirements of Ready Gen, so they are using the rollercoaster model, as they feel that it is more conducive to consistency in the Common Core for their level. We will continue to monitor the success of this arrangement. We are mindful of the advantages of consistency across the grades for a program like ours, but we also respect the teachers' professional judgements about the needs of the children in their classes.

Language is also differentiated spatially. There are separate bulletin boards for Spanish and English, and charts are arranged to enhance the distinctions between the languages. Color coding helps make the visual separation of the languages clear. Spanish writing is in red and English is blue. As well, the classroom library is divided so the separation of the languages is clear.

d. Our Dual Language Program follows the self-contained model. The same teacher teaches all subjects in both languages, separating and alternating the languages according to the plan for that grade. There has been one DL class in Pre-Kindergarten, two in Kindergarten, two in First Grade, and one each in Second, Third and Fourth Grade. In 2015-2016, smaller enrollment in First Grade has forced us to consolidate into one class. At the same time, this will be the first year that we have a DL Fifth Grade class. In the grades with one more than one class, the teachers work very closely together on planning and implementing instruction, and often co-teach. DL teachers also collaborate across the grades.

e. Emergent literacy is taught simultaneously, so students learn print concepts in both languages, although they may be expected to be grouped according to their ability in the target language and English. We find that many students, including EPs, catch basic phonetic concepts more quickly in Spanish, especially with the Estrellita phonemics program. They then successfully transfer those skills to reading in English.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

All Teachers are teachers of ELLs, either because they currently have ELLs or they will have ELLs at some point in the future. Therefore the entire professional development plan for the school is relevant to teachers of ELLs, and all teachers need to be conscious of best practices for supporting ELLs.

The school's professional development plan is focused on implementing the Common Core Curriculum Standards in all content areas. It aims to enhance teachers' skills in specific realms, such as developing more sophisticated questioning techniques and applying the CCLS to all curricular areas. Major focuses under the Magnet grant have been how to improve Project Based Learning to integrate skill development with content learning and how to use the power of hands on learning. Other topics are enhancing instruction in STEM and more use of technology.

Teachers are encouraged to present what they have learned at workshops outside the school to the broader school community. The administration prepares a schedule of Lunch and Learns, regular presentations of turnkey training.

Professional Learning Calendar

Date	Topic
9-21-15	Sharing CEP Goals and School Data in the Framework for Great Schools
9-28-15	Introduction to websites to promote rigor in your classroom
10-05-15	Refining Magnet units of study for rest of the year
10-19-15	How can I infuse rigor in my units of study part 1
10-26-15	Using Math Exemplars to increase rigor in math instruction
11-02-15	New State mandates for ELLs, Language Allocation Policy and Translation and Interpretation
11-09-15	Strategies from the Magnet Education Conference
11-16-15	Rigor and Relevance (part 2)
11-23-15	IIM Method (part 2)
11-30-15	Strategies to enhance literacy development among ELLs
12-07-15	Using Math Exemplars to develop critical thinking in math
12-14-15	IIM Method Part 3
12-21-15	Literacy Engagement strategies for ELLs
1-04-16	Reflecting on work and analyzing Progress in the middle of the year
1-11-16	IIM Method (Part 4)
1-25-16	Scaffolding Instruction for ELLs and students with disabilities
2-01-16	Sharing Best Writing Practices
2-22-16	How to teach history with Children's books
2-29-16	IIM (Part 5)
3-07-16	IIM Method (Part 6)
3-14-16	Using Math Exemplars to develop mathematical reasoning
3-21-16	Increasing the level of engagement in the math classroom
3-28-16	Differentiated vocabulary instruction for ELLs
4-04-16	Skill development for the NYSESLAT
4-11-16	Updating and creating Math Standards
4-18-16	Use of home languages in the classroom
5-02-16	Project Based Learning (Part 1)
5-09-16	Project Based Learning (Part 2)
5-16-16	Project Based Learning and Magnet Units
5-23-16	June Planning (Part 1)
6-06-16	June Planning (Part 2)
6-13-16	June Planning (Part 3)
6-20-16	June Planning (Part 4)

There is additional professional development in Math instruction during which the trainer meets with grade level groups of teachers and presents model lessons, followed by detailed discussion of the techniques used. Similarly, workshops are presented to teachers by guest organizations that are brought in through the magnet program to work with the children in music, dance, theater, storytelling, engineering and technology. Teachers become familiar with the resources and methods to be used in their classes. Teachers also attend workshops in hand-on Science presented by other outside partners like Cookshop and the Brooklyn Botanic Garden.

The workshops are structured in a variety of formats, from presentation to cooperative learning groups. The leaders of discussion can be outside experts and/or teacher and administrator practitioners from the ranks of our school staff.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

As part of its general program of Professional Development, the school includes topics specific to the needs of ELLs for all teachers. Upcoming topics will be the Requirements of the CR Part 154.2, a Report on the NYSESLAT and NYSITELL Assessments of ELLs in PS 46, Scaffolding Techniques for CC Instruction, Appropriate Assessment for ELLs, Vocabulary Development for ELLs, How to Develop Integrated Instruction for ELLs and Preparing ELLs for the NYSESLAT.

Some PD will be more specific to the needs of Dual Language Teachers. Some topics will include Use of the Estrellita Spanish phonics program and ongoing monitoring of Estrellita instruction. We will send some teachers to attend Estrellita refresher courses. There is also a need for training in using the EDL Spanish Reading Assessment. We will explore the possibility of bringing in an outside trainer in techniques for increasing oral/aural language use in DL classes.

The Dual Language Teacher Team meets at least twice a month to discuss instruction for ELLs and EPs in English and Spanish. This includes assessments, using data to drive instruction, individual student issues, materials and pedagogy.

As in previous years, we expect to organize an ELL Issues Study Group after school with funds from Title III for Professional Development. The focus will be on how to develop language objectives for magnet units of study and a strategy for language acquisition.

The ELL Coordinator works with the administration to identify professional development opportunities offered by the NYC Department of Education's Office of English Language Learners that would benefit Dual Language teachers, so that their attendance can be arranged.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ELL Coordinator meets with the Guidance Counselor, Ms. Tasheena Norfleet to plan for the transition of ELLs and former ELLs to middle school. We ensure that middle school materials are available in the native language of the parents to the extent that translations have been made, and that interpretation is given for parents with questions about the process. Classroom teachers are consulted as we strive to help parents and students find the most suitable programs for their needs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Most of the teachers in the building have completed the previously mandated José P. training. The ENL Teacher works with newer teachers to make sure that they have completed an introductory course in working with ELLs. As they complete the required minimum hours, the ENL teacher keeps a record of their completion.

Beginning in the 2015-2016 school year, CR Part 154.2 requires an expanded commitment to ELL-specific training. To comply with the requirement that 15% of the total hours for all teachers in topics of second language education, and 50% for Bilingual/Dual Language and ENL teachers, we will have to increase the amount of PD offered in the school, and send more teachers to ELL-oriented PD outside the school. There will be a burden on the DELSS and the Borough Field Support Center to provide more high quality PD programs than they have up to now. It will also be necessary to keep better records of PD sessions as teachers attend them, so they can be monitored.

The administration keeps a record of all Professional Development offered in the school, and all PD that teachers attend outside the building. Agendas for in-house training and attendance sheets are kept, along with an accounting of the amount of time devoted to each topic. Agendas are also collected for all training sessions outside the building. The ENL Teacher will work with the administration to monitor those records and ensure that the CR Part 154.2 targets are met.

The Dual Language Teacher Team meets regularly to discuss how best to foster ELLs' language development and how to develop Spanish skills among EPs. The ENL/Dual Language Coordinator keeps agendas and minutes for all those twice monthly meetings.

The Speech Therapist regularly receives ELL training in the course of professional development provided by her supervisor. The ENL Teacher will meet with her to check on the areas covered.

Other staff members also need to be included in the effort to raise the profile of ELL education. Regular collaboration takes place between the ELL/Dual Language Coordinator and the Pupil Accounting Secretary, Parent Coordinator and Family Assistant to plan for the registration of new students, providing opportunities for the exchange of views and information. Mr. Johnson provides these staff members with training on the intake procedures specified in Part IV of this LAP. The Pupil Accounting Secretary is made aware of training opportunities offered by the DOE on the needs of ELLs and their families. The Parent Coordinator receives training on issues

related to ELLs as well.

The ELL/DL Coordinator also meets periodically with the School Assessment Team (SAT) to present data from the NYSITELL, Spanish LAB and NYSESLAT and to help them interpret those scores. The ESL Teacher is also responsible for making sure that members of the SAT are aware of new developments in relation to ELLs and the intervention and evaluation process, such as the new ELAND protocol for determining whether children with learning disabilities are also English Language Learners.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Beginning in 2015-2016, we will be implementing the requirements of the CR Part 154.2 to meet individually with all the parents of ELLs to discuss their children's language proficiency progress as measured by the NYSESLAT and what they need to develop further. These meetings are in addition to the parent orientations that we provide to parents of newly enrolled ELLs, annual meetings with groups of parents of ELLs and the meetings we have always had several times each year for parents in the Dual Language Program.

The ENL Teacher will coordinate the organization of these newly mandated meetings with the help of the Parent Coordinator and Bilingual Family Assistant, as well as the Dual Language Teachers. We will send out letters with a coupon for return in students' book bags to invite parents to make appointments at their convenience. We will follow up with phone calls and e-mails for parents who do not respond to the letters. The ENL Teacher will maintain a checklist to make sure appointments have been made and that they have taken place. A good time for parents to come in would be during the Tuesday afternoon Parent Engagement period. If parents can not come in we will attempt to schedule telephone conferences.

We intend to have the ENL Teacher meet with all parents of ELLs in these individual meetings. Dual Language Teachers will participate in meetings with parents of children in their classes along with the ENL Teacher. Where appropriate, other classroom teachers may be included in meetings with parents of children who are not in Dual Language classes. Dual Language Teachers will be able to handle interpretation and translation with Spanish-speaking parents (the ENL Teacher also speaks Spanish). If interpretation and translation are needed for other languages we will seek help from community members and the Translation and Interpretation Unit.

The ENL Teacher will be responsible for maintaining a record of these meetings with parents as part of the Parent Contact Log that he maintains.

Note: Question 2 has been answered in Question 1, as the LAP form does not currently accommodate answers for the second, related question.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. PS 46 has a parent coordinator, Ms. Cecelia Lopez, who communicates with the parents and the community. The Parent Coordinator's role in the building is to help maintain a welcoming atmosphere for all parents and provide services based on the school community's parental needs. This is tailored with the support of volunteers and parent members of the School Leadership Team.

As well, the Parent Coordinator maintains a continual flow of ongoing supports to parents and keeps parents aware of the services that exist throughout the city that are geared toward ELLs and their needs. The parent coordinator has organized English Language Tutoring for parents who do not speak English and provides referrals to ESL/ENL classes for adults such as the Good Will Beacon program available in the community. Finally, she helps communicate parent concerns to the school administration.

Parent Workshops

In order for parents to assist their children academically and socially, the school offers parents various opportunities for growth and development. Workshops on curriculum, health, school rules, regulations, policy and services are conducted by the parent coordinator and community-based organizations affiliated with the school. Examples are:

- Parent Workshops on the Core Curricular Standards, ARIS, Parent Compact, SLT, Title 1, and Parent Involvement are given in Spanish and English.

Other workshops include:

- Getting off to a good start (parents learn who's who in the building) in September.
- How to set up a homework work station .

Parents are invited to contribute from their cultural background during the school's major cultural celebrations such as Hispanic Heritage Month and Black History Month.

The Parent Coordinator has worked with Teachers to offer family workshops during the regular Parent Engagement Period on Tuesday afternoons. Teachers have led workshops during this time on using art and music with children to foster creativity and enjoyable learning. Other topics have included presenting the expectations and content of the Core Curriculum to parents; one

teacher has had a regular workshop for parents every week on topics from his grade curriculum. In addition, meetings are scheduled on a regular basis for all parents of children in the Dual Language and Bilingual programs.

Parent Communication

All parent school information is offered in English and Spanish at the present time. Phone messages, fliers and notices are sent out in Spanish and English. An in-house translator translates letters, documents, and flyers into Spanish, the native language of most of the English Language Learners in the school. The school arranges for the translation and distribution of information in other languages as needed. (See Translation and Interpretation Policy, Appendix III.) When parents have meetings in the school concerning their children, interpretation is provided.

The ESL/Dual Language Coordinator meets with the parents of newly enrolled ELLs to orient them to programs available to help their children, and organizes periodic meetings with parents of ELLs throughout the year to report on the programs for ELLs and to discuss their concerns. In addition, meetings are scheduled on a regular basis for all parents of children in the Dual Language programs.

Participation

Parents of ELL/LEP students are integral members of the school community, participating in all school activities including:

- Parent Teacher Association: Some past officers of the PTA have children in the Dual Language Program and can translate for Spanish-speaking parents at meetings.
- Learning Leaders Program
- Parent /Teacher Conferences
- Assemblies and Curriculum Celebrations
- Some Title I Committee members are parents of ELLs.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The Parent Coordinator also collaborates with Community Based Organizations like Fort Greene S.N.A.P. which supports the community by bringing services for our Grandparents into the school in Spanish. We participate in Learning Leaders, which has someone who speaks Spanish fluently who can assist in translation. Ms. Council, a Family Assistant for Students in Temporary Housing (STH) has an office in a nearby shelter and works with all parents, including those whose children are ELLs, who are in temporary housing, to ensure that their children have the resources and support that they need to succeed in school. This year we have begun work with a new community support service, Virginia's House of Hope, which has undertaken to provide needy families with food, supplies and board games for children.

In addition, we are distributing free tickets provided by Long Island University to their basketball team's games, as well as tickets from the Shadow Box Theater for its holiday shows.

We work with several community groups that have after-school programs that give support to the children that they pick up. In particular, Sacred Heart gives homework help to the students from our school that it serves; a large part of its population is composed of ELLs.

5. How do you evaluate the needs of the parents?

The parents are given surveys at the beginning of the year and asked to select their interests, strengths, hobbies, and skills. There is also room for them to tell us what they need assistance in.

As they register their children, parents are encouraged to articulate what kinds of support their children need. ELL Parent Orientations, PTA meetings, Parent Workshops and Dual Language Parent Meetings are all forums in which parents are solicited to express their suggestions, needs and questions. Classroom teachers are sensitive to parent concerns and pass them on to Ms. Lopez, Mr. Johnson and the administration. The Parent Coordinator, Family Assistant, and ELL/Bilingual Coordinator are available to parents and maintain regular communication concerning parent needs.

6. How do your parental involvement activities address the needs of the parents?

As outlined above, our school offers a range of activities to involve parents and meet their needs. We see our relationship with the parents of our students as a keystone of the success of our educational mission. We address their needs by:

- Offering them opportunities to communicate in their native languages, especially Spanish, the language of most of our ELLs' families
- Providing a Dual Language Program in Spanish and English for parents who select that option
- Making sure that parents are aware of their options in choosing the best program for their children
- Encouraging them to participate in all school programs, including the PTA and Learning Leaders
- Organizing workshops to offer parents information on how to help their children succeed in school along with information that can help them ensure a healthy home life for their children
- Listening to and addressing their questions and suggestions.

D. Additional Information

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

Technology and Dual Language Program

The Technology Teacher is a licensed Bilingual teacher who was, for a number of years, a Bilingual classroom teacher and more recently, a Dual Language Teacher. She brings the ability to teach both in English and Spanish to her instruction. All the Dual Language classes from Kindergarten up have one period of Technology with her each week.

- Technology is being used as a vehicle for enriching the Dual Language program, as well as ELLs who are in monolingual classes, to assist students with other visual and alternate strategies for learning. Technology is integrated into all curriculum areas.
- The Dual Language program is being enhanced through the use of Word, Excel, Powerpoint, Inspiration, Kid Pix, AWARD Reading and Internet research, including the making of books and publishing to enhance student celebration of literacy skills in both English and Spanish. Teachers use Smartboards regularly in DL classes.
- Students engage in research programs to enhance inquiry-based learning.

- The school has an active computer laboratory with Internet access and a multitude of software programs which enrich students' computer skills. Every classroom in the school from Pre K through grade 5 has computers (2 – 4) and a printer in the classroom. Smartboards are available for use by all teachers. The school has been fully wired with LAN access in every classroom and cable TV access in specified rooms on each floor.

Students, staff and parents have multiple opportunities to use technology to demonstrate support of their learning.

Sustainability and School Garden

PS 46 was recognized for our unique all school effort which included across the grades repurposing of trash into utilitarian and beautiful objects such as jewelry fashioned from discarded water bottles and Do It Yourself low cost non toxic cleaning wipes. DL classes are integrated across the board in these efforts and in some cases led the various projects. Our school has won several awards for these projects, including the Golden Apple Award in 2013.

Using some of the prize funds we rolled out a small school garden during the spring of 2014. We were able to continue it into 2015 with a grant from City Growers. We envision a pocket garden of flowers, herbs and vegetables being grown by PK, K and 1st grades, including the DL classes of those grades. We have worked with the Brooklyn Botanic Garden to obtain curricular materials in Spanish to deepen the children's hands on Science learning in both languages. Schoolyards that feature natural areas foster increased knowledge retention, creativity and academic achievement in youth. As with our other enrichment and specialty offerings speaking, reading and writing for ELLs is broadened and deepened through authentic engaging activities.

Magnet Programs Integrating Arts and STEM

Students in PS 46, including ELLs, are fortunate to be part of the school's magnet program. Some of our outside partnerships were mentioned earlier in V.A. #14, Access to school programs. Other outside partners that have collaborated with our classes, including Dual Language classes are the Salvadori Center, Marquis Studios, Cookshop and Flowcabulary. Some of these providers have come during the regular school day and others have led after-school activities.

The Salvadori Center has brought engineering, architecture and design projects into classrooms. Students have learned how to design buildings, bridges and skate parks. Marquis Studios has engaged students at different grade levels in puppetry, storytelling drama and even an African marketplace. Through Cookshop, students have been part of hands-on explorations of fresh fruits and vegetables. Flowcabulary organized a Big Idea Week for the Fourth Grade in which several Brooklyn Inventors and Entrepreneurs explained their work process to students and then coached groups of students as they developed their own ideas for products, made prototypes and gave presentations demonstrating their products. The DL class did some of its work in Spanish and a Newcomer from the class gave a presentation in Spanish to an assembly of the Inventor/Coaches and the whole Fourth Grade.

In this environment ELLs have had ample opportunities for language development and higher order thinking.-

School Name: Edward C. Blum Elementary		School DBN: 13K046	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Karyn Nicholson	Principal		10/30/15
Alice Clear	Assistant Principal		10/30/15
Cecelia Lopez	Parent Coordinator		10/30/15
James G. Johnson	ENL/Bilingual Teacher		10/30/15
Corinne Diaz	Parent		10/30/15
Martha Jackson/ DL 2 nd Grade	Teacher/Subject Area		10/30/15
Pamela Klein/ DL Kindergarten	Teacher/Subject Area		10/30/15
Jill Figueroa-Magnet	Coach		10/30/15
	Coach		10/30/15
Tasheena Norfleet	School Counselor		10/30/15
Laura Freeman	Superintendent		10/30/15
	Borough Field Support Center Staff Member		10/30/15
Placide Dubissette	Other <u>SETSS Teacher</u>		10/30/15
Kathleen Grosvenor	Other <u>Speech</u>		10/30/15
Beth Conard	Other <u>Art</u>		10/30/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 13k046 **School Name: Magnet School of Communications**
Superintendent: Laura Freeman

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnedoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use every available means to determine the language background and needs of parents as they enter the school. As Spanish has historically, over a period of several decades, been the major second language in our neighborhood, Spanish-speaking staff members are assigned to assist every parent enrolling a child. The Language Access Coordinator participates in the major re-registration period during September to ensure that all families speaking other languages are properly identified. Other pedagogues also assist parents during the registration process, as every parent must be interviewed to determine the Home Language.

Analysis of Home Language Information Surveys (HLIS): The Language Access Coordinator (LAC) works with the Pupil Accounting Secretary to process all the HLIS of incoming students to identify the home language of each child and the language preferences of all of the parents. As parents are asked to indicate the language in which they would like to receive oral and written information from the school, the Pupil Accounting Secretary records the information and enters it into the school's data system. Subsequently, the LAC can note which families need to receive translations and in which languages. The LAC works with the Parent Coordinator to make this information available to the administration and teachers.

Language Needs Survey: Parents of children entering our pre-Kindergarten program complete the Language Needs Survey, which is very similar to the HLIS, and includes questions to determine the parents' preferred language or oral and written communication.

ATS Reports: The home languages of all students in the school are available in the Place of Birth Report (RPOB), and can be grouped according to language. The Adult Preferred Language Report (RAPL) lists all parents and guardians and their preferred languages for oral and written communication. The Home Language Report (RHLA) summarizes the information derived from the HLIS.

Other Sources: Parents also indicate home languages when they complete Emergency Contact Cards. If there is a question about information from the HLIS or on ATS reports, the LAC can consult the child's Emergency Contact card. **Staff members:** The Pupil Accounting Secretary has been through training on Parent Language Needs and she knows to inform the LAC or the Parent Coordinator (PC) if it seems

parents need language assistance. The Parent Coordinator and the Family Assistant act as translators and liaisons with Spanish-speaking parents. They are sensitive to family needs. In addition, classroom teachers and other school staff members are alert to the language requirements of parents. They are encouraged to inform the LAC and the Administration when they encounter parents who need translation or interpretation. Many staff members speak Spanish and can convey the needs of our large number of Spanish-speaking parents.

The Language Access Coordinator and Parent Coordinator maintain records of information from all of these sources to form the clearest picture of the language needs of parents of all children in the school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The overwhelming majority of parents who speak another language speak and read Spanish. Other languages that are present include Arabic, Haitian Creole and Chinese.

As of June 18, 2015 there were 339 children in Kindergarten through Grade 5 and 49 children in pre-Kindergarten classes in the school, for a total of 388 children. 17 of the pre-K students, 34.6% had Spanish as their home language. No other language was represented in pre-K. 89 of the children K-5 had Spanish as a home language, or 26% of the total. Overall 27% of children enrolled on 6/18/15 had Spanish as a home language. The Spanish-speaking population of the school has been consistent over many years and is one reason that we had first a Transitional Bilingual Program and now a Dual Language Program.

Other languages are present as well. 6 children have Arabic as a home language, or 1.5%. 3 children have Haitian Creole as a home language, and 1 has Chinese. Overall, 29.8% of the children in the school have a home language other than English.

Some parents may want or need translation (written media) and/or interpretation (oral) even though their children may enter school without enough exposure to another language to warrant an Other Than English Language classification. The HLIS and Language Needs Survey, along with our other sources help us identify them more easily.

There is a spectrum of English language proficiency among the parents of the school population who speak another language. Some are comfortable speaking, reading and writing English, while others may be able to communicate orally but not in written English. Many feel more comfortable using their native language in an academic context even though they may "know" English and appear competent in the language.

There is a large population of parents who need translation and interpretation to meaningfully participate in their children's education. According to the RAPL, 160 parents prefer oral communication in Spanish and 168 prefer written communication in Spanish. 8 parents prefer oral and written communication in Arabic. 4 prefer oral and written communication in Haitian Creole, and 1 parent prefers oral and written communication in Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

1. There are a large number of documents that the school disseminates every year that require distribution. They include the annual parent handbook, which is distributed in September, occasional newsletters that are sent home by teachers and the Magnet Resource Specialist, and the monthly calendar, prepared at the beginning of each month. In addition, there are notices of ELL Parent Orientations, given in September and whenever new students enroll, annual individual meetings with ELL parents, and 3 or 4 times yearly Dual Language Parent Meetings, usually in September, January, March and May. Parent-teacher conferences are scheduled four times a year now, in September, November, March and June. Individual Education Plan meetings can occur once during the school year, and letters must be sent for those. Letters are sent home to announce school trips, assemblies and other special events. Notices are sent home for after-school programs for ELLs/SWDs, Title III ENL, academic help and arts programs before they begin and when they are ending.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

2. There are a number of face-to-face interactions during the course of the year. There is Open school day in September, where parents visit classes and learn about curriculum. There are the four aforementioned parent teacher conferences, ELL Parent Orientations (in September and throughout the year as needed) IEP meetings and annual individual ELL parent meetings. There are Dual Language Parent meetings 3 or 4 times a year, usually in September, January, March and May (see above). There are also more informal, ad hoc meetings, such as attendance teacher or guidance counselor calls to parents, individual academic concern meetings or informal contacts with teachers and disciplinary meetings with administrators and teachers.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

All school communications such as letters / memos informing parents about new schedules, programs, procedures, policies of the school, regulations, uniforms, conferences with teachers, open houses, assemblies, report cards, student notifications, field trips, and workshops for parents are translated into

Spanish.

- Where possible, documents that are available citywide that have been translated into Spanish and other minority languages, such as test notifications and Chancellor's Regulations, are distributed to parents.
- Communications with parents who speak languages other than Spanish are sent to the Translation and Interpretation Unit of the DOE.
- Copies of translated documents with dates of distribution are kept on file.

So far, the translation needs of the non-Spanish speaking parents who stated a preference for translation and interpretation have been met by their English-speaking spouses or older children.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school will provide oral interpretation in Spanish using in-house staff (Parent Coordinator, Family Assistant, teachers and parent volunteers) during school hours and after school hours. This has been available for Spanish-speaking families for many years. We are fortunate in that we have many school staff members with some ability in Spanish: at least 15 teachers, 2 educational assistants, the Parent Coordinator and Family Assistant, School Nurse, School Psychologist and Social Worker and 1 school aide.

- If parents who speak other languages need or request interpretation, the school will contact the DOE Translation Unit.
- School announcements are transmitted to all parents in English and Spanish using the automated phone message system School Messenger.
- Parent workshops are regularly given in English and Spanish if parents attending are Spanish-speaking.

The oral interpretation needs of the parents who requested interpretation into a language other than Spanish have been met so far by working with their spouse or older children.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

It is important that all staff members be aware of our Language Translation and Interpretation Plan and the resources that are available to them. The LAC will provide Professional Development for the teaching staff and paraprofessionals in September on the LTI Plan and how to use the available resources. He will also meet with the Parent Coordinator, Pupil Accounting Secretary and Family Assistant to review the plan. At these meetings he will make participants aware of the federal, State and DOE policies underlying the plan in addition to how to access resources. He will distribute the Translation & Interpretation brochure, Language ID guide and the Language Palm Card at staff meetings. Since most of the parents in our population are Spanish speaking, he will identify teachers and other staff members who can assist with translation and interpretation in the school.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school will post materials provided by the DOE to make parents aware of Language Assistance Services near entrances and in the Main Office, as well as on the security desk so that parents are aware as soon as they enter of what services are available. Of course, for Spanish-speaking parents, this includes introducing Spanish-speaking staff members who are responsible for assisting parents who speak that language. We will also put a section in the Parent Handbook translated into the existing languages of the school to make parents aware of available assistance.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We gather feedback from parents in a number of different ways. The first and foremost is through teachers who report issues that have been brought up to them by parents. The Language Access Coordinator becomes familiar to parents during the registration process and he has frequent contact with parents throughout the year, allowing for feedback. The Parent Coordinator, LAC and Administration monitor also PTA meetings, workshops, Parent Teacher conferences and Dual Language meetings. Staff members are alert to the language needs of parents attending school events. We encourage participation of parents from other language backgrounds and try to assess what barriers may exist to their taking part. We will consider taking a survey of language minority parents this year to see how they feel about the services we provide.