

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

05M046

School Name:

P.S. 046 ARTHUR TAPPAN

Principal:

KERRY ANN HAZELL

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: Arthur Tappan School School Number (DBN): 05M046
Pre-K - 8
Grades Served: _____
School Address: 2987 8th Avenue , New York, NY 10039
212-360-1519 Phone Number: _____ Fax: 212-360-1610
Kerry-Ann Hazell School Contact Person: _____ Email Address: KHazell@schools.nyc.gov
Principal: Kerry-Ann Hazell
Patti Griesi
UFT Chapter Leader: _____
Stephanie Goodlow
Parents' Association President: _____
Selina Esdaile Martinez
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Felicity Gangar-Jones
Student Representative(s): _____

District Information

District: 5 Superintendent: Gale Reeves
425 West 123rd street
Superintendent's Office Address: _____
GReeves@schools.nyc.gov
Superintendent's Email Address: _____
212-769-7500 Phone Number: _____ Fax: 212-769-7619

Borough Field Support Center (BFSC)

BFSC: Manhattan Field Support Director: Yuet Chu
333 7th Avenue 8th Floor, New York, NY 10001
Director's Office Address: _____

YChu@schools.nyc.gov

Director's Email Address:

646-470-0721

718-326-8140

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)
Kerry-Ann Hazell	*Principal or Designee	
Patricia Griesi	*UFT Chapter Leader or Designee	
Stephanie Goodlow	*PA/PTA President or Designated Co-President	
Jeannette Laurel	DC 37 Representative (staff), if applicable	
Felicity Gangar-Jones	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>	
Theodore Allen	CBO Representative, if applicable	
Selina Esdalie-Martinez	Member/ Teacher	
Mary Reichman	Member/Teacher	
Charlene White	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kizzy Wilson Paul	Member/ Parent/ PTA-VP	
Ruth Williams	Member/ Parent	
Ernestine Singleton	Member/ Parent	
Christina Cousins	Member/Parent	
Sobeida Pina	Member/ Teacher	
Calvin Jones	Member/Parent	
LeAnn Williams	Member/Parent	
	Member/	
	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.

As a first year Principal, entering a new school district and a new school, the New York City Department of Education data sources were important in learning about the school community. The Quality Reviews, the Learning Environment Surveys/NYC School Survey Report, the Instructional Reports, and the Framework for Great Schools Report informed many of the programs that I would initiate and continue in this school community. While not as quantitative, nor as qualitative, conversations with different stakeholders within the community were just as important. I met and had conversations with the Superintendent, the former Principal, the Assistant Principals, the Secretaries, the Community Associate, the Director of the Community-based Organization, the heads of the Parent Association, individual and groups of teachers, parents, and students over the course of the summer.

The school's mission is to "Strive for Excellence." That is a noble endeavor for every educator. In that pursuit of excellence, we want to ensure that our students have the necessary 21st century skills that would make that a reality; starting with access to integrative technology. It is a data-driven, media-driven world and our students must possess the necessary tools and have the immersible experience of working with the advances in some of these fields. While, they may not readily have access to that in their home environments, our school will be their hub for ensuring they gain those experiences. Our curricula: Code X, Ready Gen, Go Math, and CMP 3 are very technology-dependent and I want to ensure that our teachers and students have the necessary tools needed to navigate and utilize the curricula to their most efficient advantage.

The Arts is a large part of this school's identity, with partnerships with some very recognizable and world-renowned institutions. We want to ensure that the commitment to expanding our students' appreciation, as well as knowledge for the media, remain a strong tradition in this school community.

We have a large special needs population, which we have to work toward ensuring that we are meeting their needs, as well as moving them along the continuum of meeting the demands of the Common Core Learning Standards. We are working with the Manhattan Field Support Office for our district to ensure that the school based support team is sufficiently trained to meet and exceed the demands of this population.

The main part of this year is getting back to basics by focusing on two of Danielson Framework components: 1e (Designing Coherent Instruction) and 3c (Engaging Students in Learning). While all of the 22 components identify areas for pedagogues to improve their practice, I wanted to ensure that our teachers are focused on how they are planning for students and groups of students and what that delivery of that instruction looks like in the classroom. In ensuring that the foundation of practice, planning and preparation, as pedagogues is solid; then, we can begin to build from there.

Within the Framework for Great Schools, as the new Principal, the focus for this year are building Strong Families-Community Ties, Supportive Environment, Collaborative Teachers, and Effective School Leadership. All of these will be fostered through efficient structures and effective communication. Rigorous Instruction will come with the observation of the teacher practice and student engagement, also building from there. With professional development opportunities, the work of Grade Team Leaders, and a responsive leadership; all of these will foster relationships that will move our school community forward.

05M046 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05,06,07,08	Total Enrollment	859	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	13	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	10	# Music	2	# Drama
# Foreign Language	7	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	91.0%	% Attendance Rate	89.4%	
% Free Lunch	91.7%	% Reduced Lunch	3.3%	
% Limited English Proficient	11.4%	% Students with Disabilities	22.9%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American	49.5%	
% Hispanic or Latino	48.0%	% Asian or Native Hawaiian/Pacific Islander	0.8%	
% White	0.8%	% Multi-Racial	0.4%	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	19.51	# 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)	5.0%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)	7.39	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	15.0%	Mathematics Performance at levels 3 & 4	14.5%	
Science Performance at levels 3 & 4 (4th Grade)	55.6%	Science Performance at levels 3 & 4 (8th Grade)	12.8%	
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	YES	Limited English Proficient	YES	
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	YES	Limited English Proficient	YES	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (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			
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.

From my Framework for Great Schools Report 2015, 15% of students in Grades 3-8 are performing at Levels 3 or 4 in ELA and 14.5% are performing at those same levels in Math. Based on our Instructional Reports, in every testing grade, from Grades 3-5, there is at least one class of students who are outperforming their peers in other classes. These teachers can be used, through guided inter-visitations, to leverage their classroom practices to improve the outcomes of some of the other teachers.

With the support of a consultant from ReDesign, we will improve teacher pedagogy in Grades 4 and 5 by focusing our efforts around planning with the Common Core Learning Standards and based on observable students' needs, as well the prescribed curricula. The focus will be on Danielson's components 1e and 3c and supporting teachers' work around both.

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, teachers, working with their Grade Team, will work to design 6 unit plans and daily lesson plans aligned to the Common Core Learning Standards (CCLS) and their curricula, with the effective use of grade-level instructional materials, intentional instructional groupings, well-designed learning activities, and structured using the Workshop (Instructional) Model, as measured by completed units of studies, intended to increase student achievement by 2% in both ELA and math.

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 Rigorous Instruction and the Common Core 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>Use of their grade-appropriate CCLS and the Core Curriculum: Ready Gen, Code X, Go Math, and CMP 3; to create and develop standards-based unit and lesson plans</p>	<p>All Teachers</p>	<p>Daily, September 2015 - June 2016</p>	<p>Administrative Team, Grade Team Leaders, Teachers</p>
<p>Utilize weekly Grade Team meetings to support the development of unit and lesson plans to increase questions and discussion prompts</p>	<p>All Teachers</p>	<p>Weekly, September 2015 - June 2016</p>	<p>Administrative Team, Grade Team Leaders, Teachers</p>
<p>Ongoing feedback by the Administrative Team to teachers and teachers to students, using data, conference notes, assessments from observations and focused walk-throughs</p>	<p>All Teachers</p>	<p>Daily, September 2015 - May 2016</p>	<p>Administrative Team, Teachers</p>
<p>Engage in a professional book club, reading Teach like a Champion, Teaching with Love and Logic, and the Paraprofessional's Guide to an Inclusive Classroom; work with the ReDesign consultant</p>	<p>Teachers, Teachers in Grades 4 and 5, Paraprofessionals, Related Service Providers</p>	<p>Monthly, Mondays, 2:20 PM - 3:40 PM, September 2015 - June 2016</p>	<p>Grade Team Leaders, Administrative Team, ReDesign Consultant</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>The Contract for Excellence funds will be used to purchase the ReDesign consultant. Title I SWP funds were used to purchase Teach like a Champion, Teaching with Love and Logic, and the Paraprofessionals Guide to Inclusive Classrooms; all part of the Professional Book Club books being read by Teachers and Paraprofessionals.</p>

Mondays, 2:20 PM - 3:40 PM, Professional Development time will be used for all staff to engage in Professional Book Club readings and/or discussions, Grade Team meetings, and/or other Professional Development opportunities.

Tuesdays, 2:20 PM - 3:05 PM, Professional Work will be used for all staff to engage in Professional Book Club readings and/or discussion, Grade Team meetings, and/or other Professional Development 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		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.

By January 2016, the Administrative Team will review our observation data to assess the implementation of unit and lesson plans and their impact on student performance, as observed in students' participation, engagement in the classroom, and assessments of student learning. Additionally, from monthly meetings with the Grade Team Leaders, the Administrative Team can assess the effectiveness of the development of the unit and lesson plans. By that time, there should be at least a 2% increase in the component 1e and 3c from our Advance data.

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.

By June 2016, there should be at least a 2% increase from 79% from the NYC School Survey Report in safety and classroom behaviors and a similar increase in peer interactions. Safety, classroom behaviors, and peer interactions were below the city's averages in the Framework for Great Schools Report 2014-2015. Similar findings were noted in the NYC School Survey 2014-2015. OORS showed Level 4 and 5 incidents without prior interventions.

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.

By June 2016, components 2a (Creating an Environment of Respect and Rapport) and 2d (Managing Students Behaviors) will show a 25% increase in teacher effectiveness ratings in positive teacher-student interactions, as evidenced by Advance.

Part 3 – Action Plan

ecnd Stet

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: <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. 	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?
Professional Book Club and discussion around positive communication and interactions between pedagogues and students using the book, Teaching with Love and Logic	Students, Teachers	Monthly, September 2015 - June 2016	Administrative Team, Grade Team Leaders, Teachers
Implementation of the Second Steps Character Education curricula in Grades K through 8	Students	Weekly, September 2015 - June 2016	Administrative Team, Grade Team Leaders, Teachers
Creating two Dean positions to assist with positive incentives, at-risk intervention, and discipline	Students, Parents	Daily, September 2015 - June 2016	Administrative Team, Deans
Student, Staff, and Parent Workshops, Family Engagement Tuesdays, and/or Assemblies around Attendance, Academic Recognition, Most Improved, Respect for All, Cyber/Bullying, Peer Mediation, Conflict Resolution, Code of Conduct	Students, Staff, Parents	Weekly, Monthly, September 2015 - June 2016	Administrative Team, Deans, Grade Team Leaders

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.											
Title I funds will be used to restructure the school organization to support the hiring of the Deans. Title I Parent Association funds will be used to partly cover the cost of purchasing incentives to promote positive behaviors.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	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		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.

By January 2016, there should be a 40% reduction in the number of Level 4 and 5 incidents, as measured by OORS. By that time there should be a 40% reduction in the number of classroom incidents. By January 2016, there should be a 10% increase in teacher effectiveness in Components 2a and 2d, as measured by Advance ratings.

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.

Based on the Advance Reports, there is a teacher effectiveness rating of Instruction of approximately 79%. During the weeks of August 17th and 24th, I had 91% of the teaching staff voluntarily come in the building to organize their physical environments in preparation for the upcoming school year. That spoke to the commitment and dedication that our teachers have for their work and profession.

In order to norm our language around rigorous instruction, the entire staff is reading and discussing "Teach like a Champion 2.0" by Doug Lemov. This school year, the staff has a bell schedule, a computerized schedule of classes for teachers and students, a year-long professional development calendar; all structures that establish professionalism and improvement in their pedagogy. A ReDesign consultant is working in our 4th and 5th Grade classrooms, as students in those grades lose performance traction, based on our state testing data.

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, the school will engage in strengthening our teachers' practice by having them participate in professional development opportunities offered in and outside of our school and sharing through practices during Grade Team meetings and/or during Monday and/or Tuesdays professional time, as measured by 4% increase in Advance in Domain 3: Instruction.

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>After observations, classroom visits, and targeted walk-throughs, the Administrative Teams will offer feedback and next steps for the improvement of teacher practice.</p>	<p>Teachers</p>	<p>Daily, September 2015 - June 2016</p>	<p>Administrative Team</p>
<p>Grade Teams will collaborate and modify curricula resources to ensure that they are CCLS-aligned and meeting students' needs.</p>	<p>Teachers</p>	<p>Weekly, Daily, September 2015 - June 2016</p>	<p>Administrative Team, Grade Team Leaders, Teachers</p>
<p>Staff will attend outside PDs that will enhance their pedagogy and turn-key the resources and information to their colleagues during Monday and/or Tuesday Professional Time.</p>	<p>Teachers</p>	<p>Ongoing, September 2015 - June 2016</p>	<p>Administration</p>
<p>The ReDesign consultants will work with Teacher Teams in Grades 4 and 5 to improve their pedagogy.</p>	<p>Teachers, Grades 4 and 5</p>	<p>Weekly, September 2015 - February 2016</p>	<p>ReDesign Consultant, Administrative Team, Grade Leaders</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>The Contract for Excellence funds were used to secure the ReDesign consultant. The Doug Lemov books were purchased used Title I funds for Professional Development books and resources. Professional development opportunities offered through the Manhattan Field Offices, Central, the UFT, and other organization will be utilized throughout the school year.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
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		Other

Part 5 – Progress Monitoring

<p>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.</p>
--

By January 2016, the Administrative Team will review and discuss the first three unit plans developed by the teams. In addition, by this time, there should be a 20% improvement in Components 1e and 3c in Advance.

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.

Establishing clear structures and a common language when discussing instruction among the educators were important for 2015-2016. As the new Principal that needed to be established this year. Therefore, the implementation of the bell schedule, computerized class and teacher schedules, a year-long, dynamic professional development plan were all important structures that needed to support the organizational infrastructure of the school community. There are two Deans that support positive incentives and discipline and the roll out of our character education curricula, Second Steps, all provide the social-emotional for students and families. Finally, professional development opportunities, through book clubs, consultant, and external workshops support the pedagogical and instructional core.

From the Framework for Great Schools Report, teacher influence was 52%. Similarly, in the NYC School Survey 2014-2015 Report, the teacher responses under Effective School Leadership were 31% having some influence over hiring new personnel; 36% influencing the use of discretionary funds; 53% assisting in the selection of instructional materials; and 61% developing instructional materials.

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, administration will increase by 25% the influence of teachers on the decision making of school policies, by the 2015-2016 Framework for Great Schools Report, by including the Grade Team Leaders in the Instructional Cabinet.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Grade Team Leaders are chosen by members of the grades and submitted to the Principal	Teachers	September 2015 - October 2, 2016	Teachers
Grade Team Leaders attend bi-/monthly meetings with the Administrative Team to discuss and implement school policies	Grade Team Leaders, Teachers	Monthly, Tuesdays, September 2015 - June 2016,	Administrative Team, Grade Team Leaders
Grade Team Leaders in their teams will discuss and implement school-wide policies, in addition to developing CCLS-aligned unit and lesson plans	Grade Team Leaders, Teachers	Weekly, September 2015 - June 2016,	Grade Team Leaders, Teachers
Grade Team Leaders will present at various professional development workshops, turn-keying information from external professional development opportunities	Grade Team Leaders, Teachers	Ongoing, September 2015 - June 2016,	Administrative Team, Grade Team Leaders

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>The Contract for Excellence funds will be used to procur the consultant from ReDesign.</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		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	Other

Part 5 – Progress Monitoring

<p>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.</p>
<p><u>By January 2016, the Administrative Team and the Grade Team Leaders will have met a minimum of three times, as evidenced by attendance sheets and agendas.</u></p>

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.

As the new Principal fostering a strong relationship with families is an important part of developing a stable school community. According to the Framework for Great Schools Report, there was 70% parental involvement. Families must be better aware of our goals for their children and their part in supporting those goals.

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, there will be a 15% increase in the participation of families in our school community, as evidenced by greater attendance of school events from data from the attendance sheets.

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>Host Principal Meet-and-Greet(s) in the beginning of the school year-</p>	<p>Parents, Students</p>	<p>September 2015</p>	<p>Principal</p>

Write a monthly newsletter, The Tappan Times - Parent Edition, to inform families of happenings in and around the school community; Communicate via phone messenger and letters/newsletters/fliers/notices backpacked home, in English and Spanish	Parents, Students	Ongoing, September 2015 - June 2016	Administrative Team, Attendance Team, Parent Coordinator, Parent Association
Host Family Days, Open Houses, Family Engagement Tuesdays to discuss progress, Parent-Teacher Conferences, and parent workshops	Parents, Students	Ongoing, September 2015 - June 2016	Administrative Team, Grade Team Leaders, Deans, Attendance Team, Parent Coordinator, Parent Association, CBO
Fundraise to provide incentives for different student programs within the school community	Parents, Students	Ongoing, September 2015 - June 2016	Parent Association

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.											
Title I and fundraised funds will be used to support parent programs in the school community.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	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	X	PTA Funded		In Kind		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.
By January 2016, there will be a 5% increase in the parent participation in school events; this will be based on attendance data at workshops and/or family events.
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)	Recommendations based on anecdotal observation of student learning by classroom teachers of students performing at Level 1 or 2 in ELA and/or unit assessments	Intervention and ELL-supported materials in the Ready Gen and Code X curricula After-school for Grades 2-5 Intervention/Enrichment in SASF (Middle School Initiative funded program)	One-on-one Small-group instruction	During the school day After-school
Mathematics	Recommendations based on anecdotal observations of student learning by classroom teachers of students performing at Level 1 or 2 Math and/or unit assessments	Intervention and ELL-supported materials in the GO Math and CMP 3 curricula After-school for Grades 2-5 Intervention/Enrichment in SASF (Middle School Initiative funded program)	One-on-one Small-group instruction	During the school day After-school
Science	Recommendations based on anecdotal observations of student learning by classroom teachers of students at Level 1 or 2 on unit assessments	Intervention and ELL-supported materials in the Science Scope and Sequence After-school for Grades 2-5 Intervention/Enrichment in STEM-based units in SASF (Middle School	One-on-one Small-group instruction	During the school day After-school

		Initiative funded program)		
Social Studies	Recommendations based on anecdotal observations of student learning by classroom teachers of students performing at Level 1 or 2 on unit assessments	Intervention and ELL-supported materials in the Social Studies Scope and Sequence After-school for Grades 2-5 Intervention/Enrichment in community-based units in SASF (Middle School Initiative funded program)	One-on-one Small-group instruction	During the school day After-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Recommendations based on anecdotal observations of student behaviors and peer interactions by classroom teachers	Crisis Team Social Worker SAPIS Worker Mental Health Partner (Columbia-Presbyterian Hospital Morgan Stanley Children's Hospital) On-site clinic (Harlem Renaissance Health Clinic) Second Steps Character Education curriculum Grades K-8 Leadership offered through SASF	Small Group Individual Push-In Pull-Out	During the school day After-school

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.
By June 2016, the school will actively recruit highly qualified teachers in Math and Science to teach in the Middle School. Teachers will have the support of their grade and department teams, as well as consultants for continued professional development.

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).
A year-long professional development calendar will be developed with input from Grade Teams and the Grade Team Leaders. Math, literacy, and special education consultants will be utilized to support improved researched-based pedagogy in classrooms, which will meet the academic and social-emotional needs of our students. We will continue to take advantage of professional development opportunities offered from Central, the Borough Field Support offices, and the UFT.

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.).
We will provide workshops to our Pre-Kindergarten parents and other parents whose children will be attending our Kindergarten program, by facilitating an Open House and workshops on the application process. Teachers in Pre-K and Kindergarten will have the opportunity to work together and collaborate with one another about the curriculum throughout the school year. During the turning five evaluations a Kindergarten teacher will be present. We will endeavor to foster a closer relationship with the local nursery program, Children's Village, by affording opportunities for students to visit both sites.

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.
Through feedback and next steps using the Danielson Framework from the Administrative Team, teachers will look more closely at formative and summative data to inform their instructional practice. By January 2016, the Administrative Team will hold Teacher and Student Data Talks to discuss the evidence of their instructional assessment data and their impact on student outcomes. Grade Team Leaders and the MOSL Committee participate in the Instructional Cabinet to make decisions around assessments.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	473,572.00	X	11,12,13,14,15,16,17,18,19,20,21,22

Title II, Part A	Federal			
Title III, Part A	Federal	11,200.00	X	11,12,13,14,15,16,17,18,19,20,21,22
Title III, Immigrant	Federal	0	X	11,12,20,21,22
Tax Levy (FSF)	Local	4,259,506.00	X	11,12,13,14,15,16,17,18,19,20,21,22

¹Explanation/Background:

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

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

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

- 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)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Arthur Tappan School - PS/MS 46, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. The Arthur Tappan School - PS/MS 46 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)

The Arthur Tappan School - PS/MS 46, 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: *_-	DBN: <u>05M046</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>-6070</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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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>3</u>
of certified ESL/Bilingual teachers: <u>3</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: _____

—
All efforts of the ESL and bilingual program at the Tappan School (PS/IS 46M) are guided towards assisting the English Language Learners (ELL) population succeed and meet the new and higher standards in all core subject areas. PS/IS 46M is a PreK - 8th elementary/intermediate school located in the western Harlem area of Manhattan with a population of 835 students of which roughly ten percent are ELLs with Spanish as the dominant language. To accommodate the language and academic needs of the ELLs we have created two self-contained transitional Spanish bilingual classes and a free standing English as a Second Language (ESL) program. Instruction in the two self-contained Spanish bilingual classes is provided in the first and second grade. ELL students not participating in the school's transitional bilingual program are provided the mandated ESL instruction by a State licensed ESL teacher.

—
The PS 46M allocation of the Title III funds for the school year 2014-2015 will be utilized solely to further enhance instructional program of ELL's target language (L2 - English), provide staff professional development (PD), and enhance parental involvement. To meet our goal we will purchase materials, participate in PD, supplement and create new L2 instructional programs to help advance the lives and education of our school's bilingual and ESL community. Our emphasis is to aide Bilingual and ESL students meet the ESL, English Language Arts (ELA), and L2 math city and state standards. Supported by licensed teachers, following are planned targeted English programs that will help ensure academic success for Bilingual and ESL students in the targeted language. The language of instruction for which the Title III funds will be use will be exclusively for the purpose of ELL learning and performing well in an English Language setting.

- After School Programs – (Provided Budget Allocation)

—
Rationale: The instruction of our after school program will concentrate on tapping all language learning modalities; kinesthetic, auditory, tactile and visual. Target Population: The after school programs will be open to all Bilingual and ESL students. However, academic intervention will be concentrated on students who will be taking city and state exams and students who did not demonstrate the necessary ESL mandated gains in the NYSESLAT. The purpose of the program is to increase ELL student's exposure to the English language and further their academic and language performance in the mandated state exams. The After school sessions will be taught by one certified ESL teacher and two additional certified bilingual teachers. There will be a total of three classes held during the after school session and three classes during the Saturday program. To give students as much individualized instruction as possible, we are aiming to keep each class at no more than 15 to 20 students - Totaling the participation of ELL after school population at 60-70 students each day (Over 50% of the total school ELL's student body will benefit from the Saturday and after school program. Test taking strategies and instruction using ESL methodologies will be the center of instruction. Materials will include ELA readers, Math and ESL test taking strategies materials from the Hardcore publishing company and NYSESLAT strategy guides. After consultation with the Principal and the Language Allocation Policy (LAP) Team, it was agreed that the after school program will meet 2:30 – 4:30pm on Tuesday and Thursday for a total of 122 hours. Three teachers will work two hours a day each for a total of twelve hours per week. The after school program will run for approximately ten weeks in

Part B: Direct Instruction Supplemental Program Information

preparation for the state exams. Title III after school program for ELL's will be scheduled to comence after the winter break - January 2015.

- • Saturday Academy – (Provided Budget Allocation)

- A Saturday Academy for all Bilingual and ESL in testing grades. The academy will provide additional opportunities for academic intervention. Each of the three classes will have up to 15-20 students for a total Saturday program of 60-70 ELL students. Students in monolingual classes will receive intensive instruction in ESL with a focus on literacy and mathematics. ELLs from bilingual education programs will get additional support in ESL and native language instruction, particularly in reading and math. Date/Frequency: The program is scheduled to begin in January 2015 and run through May 2015 when students are administered the last standardized exam for this academic year. Each Saturday Academy session will run from 9:30am – 11:30pm and it will be facilitated by one certified ESL teacher and two additional certified bilingual teachers. Three teachers will work with their respective groups two hours each Saturday for a total of six hour per Saturday. This will total the number of Saturday sessions to at least 12 two-hour sessions for a total of 70 hours. As an extension to instructional ESL theme, PS 46 will incorporate museum visits to enhance cultural understanding.

- • Materials Supplies and Events

- All Bilingual and ESL students enrolled in either the After School and/or the Saturday Academy program will enjoy further academic and cultural development through the purchase of added supplies and materials with Title III allocated funds. Museums visits, Hardcourt and Attanassio Associates libraries and test preparation materials, classroom supplies, Rosetta Stone language learning software and computers will contribute to the tools used that continues to assist and expand ELL's cultural awareness and language development.

- PS/IS 46M enjoys a state of the art Apple computer lab. To maintain technology compatability in the school, the hardware and software to be purchased for Bilingual Classes and Free-standing English Language Learners will also be Apple. New software will be purchase to enchange and update L2 learning. The Hardware purchase will update and, when necessary, replace old equipment. This will be done only after consultation with the computer teacher and approval of the school's LAP team and principal.

- In light of 21st century technology and the need to be digital citizens in order to compete in today's society, PS/IS 46M aims not to leave behind its bilingual and ESL population. Above all, we aim to engage our Bilingual and ESL students in the use of technology in ways that are academically sound. Our focus is to connect to content and state standards that bridge the worlds of school, work and home. License and ofware such as mathland, starfall, and photoshop will certainly be added tools for our teachers to aid in bridging the mathematical, language and creative technological gap of our students.

- All expenses made with the 2014-2015 Title III funds will follow state and city guidelines. All materials purchased will be used to help develop and improve the student's academic and cultural understanding. All materials will be labeled appropriately for inventory purposes.

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: _____

Professional Development and support for School Staff

The P.S. 46M administration and staff understands that we are all part of a diverse community and share the same vision: To educate all students, help them to achieve and to maximize their potentials. Therefore, to ensure that we meet the needs of all students, our staff and teachers must be trained. Our school administration, ESL staff and teachers, in conjunction with the district/division staff, consult to ensure that training time and personnel is provided to a minimum of 7.5hrs of ESL/bilingual training for our staff to be in state compliance. Also, when necessary, the PD workshops are held for teachers, parents and caregivers throughout the school year. Administration, Bilingual and ESL teachers will attend monthly PD provided by the region and vendor consultants who are hired and paid with School's Title III budget. Five 45 minutes PD sessions will be devoted to Bilingual/ESL services. All PD will help train teachers in becoming more sensitive to the cultural and educational needs of ELL and bilingual students. Strategies discussed will help teachers develop their student's academic and language performance. Following are the staff developments sessions that will be held this school year:

September 2014	"Assessment, Evaluation and Placement of ELLs"
October 2014	"Understanding and Implementing the NYSESLAT"
November 2014	"Implementing ESL Strategies During the Literacy Block"
January 2015	"Using TRP, Hands On Approaches with ESL Students"
February 2015	"Prior Knowledge, Music and Multiculturalism for ELLs"

The professional development (PD) component of the PS 46M Title III program will continue to build the capacity of our school personnel to provide effective ESL, NLA and content area instruction to all its second language learners. Our PD focus, presented by a state certified ESL personnel, will be on innovative and effective ESL instruction for the various levels of ESL and specific targeted sub-groups such as students with interrupted formal education and non-English speakers in self-contained monolingual class.

Materials: _____

We will use a research-based book such as "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons. The teachers will read and discuss the chapters and then lesson plan, incorporating the ELL strategies they are learning. We will assess the effectiveness of the PD by observing improved classroom practices and student scores of in-house and state assessments.

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: _

—
-
“ It takes a village to raise a child”. At PS/IS 46M we truly recognize and embrace the fact that we need our parents/caregivers and anyone in the community who cares for our children. We hold true to the idea that we are all in this together as a family. Recognizing the importance of parental involvement in the overall development and academic progress success of our students is one of PS 46M strategy for its continued success. Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student’s everyday learning. With an open door policy, continued articulation and parental support PS 46M will meet the demands of our bilingual, ESL instructional plan.

-
To further empower our parents, the school's PTA holds official meetings during open school night and parent orientation nights to discuss concerns, answer questions and plan for the future. Based on this information, workshops will be developed to meet their needs. Workshops are geared to address topics that parents have requested. At our ELL Parent Orientations, the ESL teacher also provides time and offers the opportunity to inquire about parents’ and students’ needs so that we are able to support them.

-
With the support of our parent coordinator, data is collected from parents in terms of what workshops and trainings parents would like to see at our school, such as health related topics, ESL classes, how to assist children at home with homework, and how to foster the use of native language use at home in order to improve their English language skills. To increase attendance and participation, hot food will be provided during the meetings and raffles will be held. A bilingual/ ESL christmas and end of the school year celebration will be hosted to parents.

-
Translation of all school documents and translators to non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school’s Parent Association and Parent Coordinator are always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to Obama's Raise To The Top State Grant Competition and the Bush era Federal Law No Child Left Behind Act. Most importantly, we avail ourselves to answer questions that our parents may have or any concerns.

-

Part E: Budget

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

Allocation Amount: \$12128

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 	- <u>\$9,580.00</u> _____ 79% <u>of Total allocation</u>	<u>\$9,580.00</u> <u>192 hours total</u> <u>After School Program</u> <u>122 hrs x \$49.89</u> <u>Saturday Academy</u> <u>70 hrs x \$49.89</u>
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. 	<u>\$1,200.00</u> <u>Test-prep Materials, Classroom development</u> <u>Libraries, Program-Classroom Supplies</u>	<u>\$1,200.00</u> <u>The Learning Connection</u> <u>Libraries: \$300.00</u> <u>Hard Core Test Prep: \$300.00</u> <u>Lakeshore Supplies: Cabinets, markers, crayons, etc. \$600.00</u>
Educational Software (Object Code 199)	<u>600.00</u> <u>Audio/Visual equipment,</u> <u>Classroom Hardware and Software to supplement</u> <u>instruction – to include Student Writing Center</u>	<u>\$600.00</u>
Travel	<u>\$400.00</u>	<u>\$400.00</u> <u>Activities, Trips, Entrance Fees,</u> <u>miscellaneous expenses</u>
Other	<u>\$300.00</u>	<u>\$300.00</u> <u>Parent workshops. Hot</u> <u>foods. Celebrations</u>
TOTAL	<u>\$12,080.00</u>	<u>\$12,080.00</u>

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 5	Borough Manhattan	School Number 46
School Name The Arthur Tappan School		

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 Ms. Kerry-Ann Hazell	Assistant Principal Ms. Sharon Goodman; Mr. Negron
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Mr. Luis A. Gomez	School Counselor Ms. Sonika D. Barliraj
Teacher/Subject Area Ms. Yasmin Villar, 2nd Bil.	Parent Ms. Kizzy Wilson Paul, PA VP
Teacher/Subject Area Santana Sianna, 1st Grade	Parent Coordinator Mr. Kyle Williams
Related-Service Provider Ms. Maria Gonzalez	Borough Field Support Center Staff Member Ms. Sobeida Pina, 1st Grade
Superintendent	Other (Name and Title)

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	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	1	Number of certified foreign language/world language 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)	740	Total number of ELLs	95	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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	1													0
Dual Language												SELECT ONE Push-In Pull-out Discrete ESL class self-contained		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		Newcomers (ELLs receiving service 0-3 years)		ELL Students with Disabilities
SIFE		Developing ELLs (ELLs receiving service 4-6 years)		Long-Term (ELLs receiving service 7 or more years)

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							SELECT ONE Push-In Pull-out Discrete				0

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
							ESL classesself- contained			
DL										0
ENL	82	80	10	0	15	0	13			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____			0	54			15						69	0
SELECT ONE 0	15	0	0	0	0	0	82		SELE CT ONE Alba nianA rab ic Beng ali Chi nese F rench Haiti an Ko rean Polish Punja bi Rus sian S panis h Urd u Yidd ish			7	6	0
SELECT ONE _____								13	SELE CT ONE Alba nianA rab ic Beng ali Chi nese F rench Haiti an Ko rean					0

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
									Polish Punjab Russian Spanish Urdu Yiddish					
TOTAL	0	0	0	0	0	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 —										0	0	7	6	0	0	0	0	0	0	0
SELECT ONE 0	0	13																	0	0
SELECT ONE —	0	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE ___			0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	SELECT ONE Albanian Arabic Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish								0	0
TOTAL	0	0	0	0	0	0	0	0	0	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: ___

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	0	SELECT ONE Albanian Arabic Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish										0	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
Chinese	0	0	0	0	0	0	0	0	0	0				0
Russian					6	10	9	10	9	8	7	7	7	0
Bengali				73										0
Urdu				0										0
Arabic				0		1								0
Haitian				1										0
French				0	2	1		1	2			2	2	0
Korean				10					1					0
Punjabi				1							1	3		0
Polish				4										0
Albanian				0										0
Other			0											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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)			0			3				1	2			0
Emerging (Low Intermediate)			6	8	12	12	11	12	8	9	14	9	0	0
Transitioning (High Intermediate)	0	0	95	8	5	2	2	2	1	2	8	5		0
Expanding (Advanced)			35		5	2	1	6	1	4	4	2		0
Commanding (Proficient)			25		2	8	8	4	6	3	2	2		0
Total	0													

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESAT 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	0	95								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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8			2	4	3		9	1	0
NYSAA	2		6	2	2			4	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4			6	3	1			0
8					0				0
NYSAA Bilingual (SWD)	0	2		6		1			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	9			3
Integrated Algebra/CC Algebra		2		
Geometry/CC Algebra		5	1	
Algebra 2/Trigonometry	2	2	2	1
Math _____		8	2	2
Chemistry	3			

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Earth Science			7	1
Living Environment	1	4	1	
Physics				7
Global History and Geography				
Geography				
US History and Government	0			
LOTE				
Government		0	4	
Other <u>3</u>		2		
Other <u> </u>	9	1		
NYSAA ELA				
NYSAA Mathematics		1		
NYSAA Social Studies				
NYSAA Science			0	

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)								
Chinese Reading Test								Math

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
- 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](#).]
- How do you make sure that a student's new language development is considered in instructional decisions?
- For dual language programs, answer the following:
 - How are the English-proficient students (EPs) assessed in the target language?

- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

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

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.
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).
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).
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.
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).
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.
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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
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).

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.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
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)?
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.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
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.
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?
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?

Chart

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*
TOTAL	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 Dually 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(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. 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.

Chart

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 Dually 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.

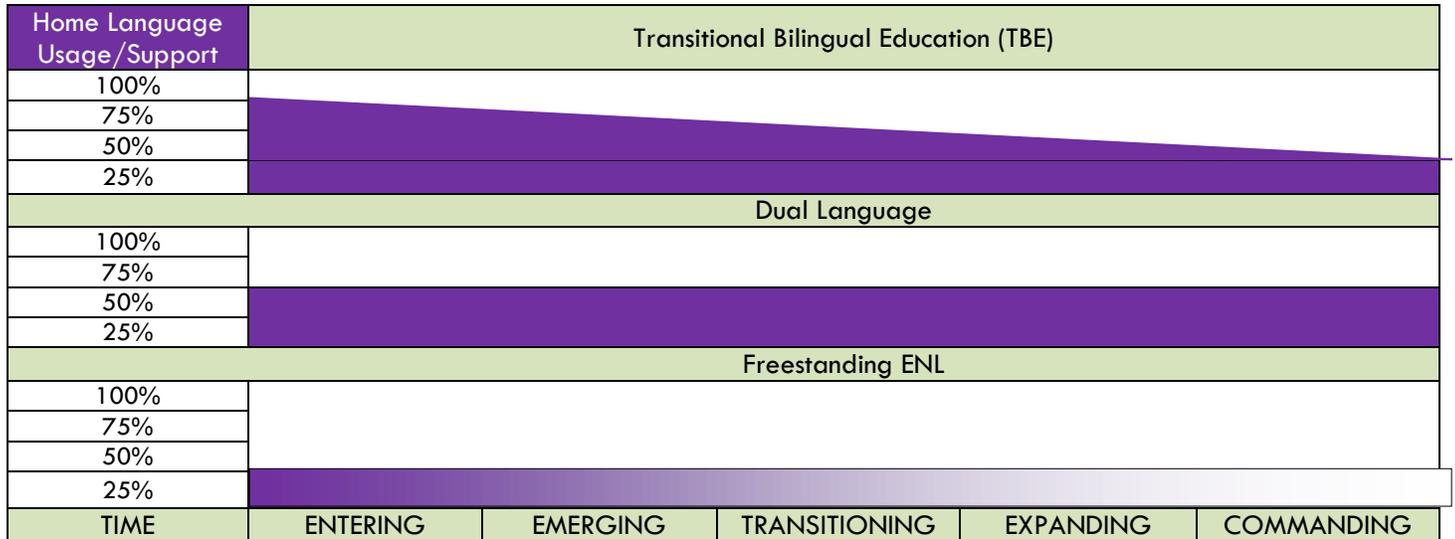


*Note “other approved services” does not apply to New York City at this time.

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.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
12. What new programs or improvements will be considered for the upcoming school year?
13. What programs/services for ELLs will be discontinued and why?
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
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).
19. What language electives are offered to ELLs?
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)?

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.)
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?
Other
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe 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.

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?
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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Other
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

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.

School Name: _____		School DBN: _____	
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)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		The NYSESLAT, NYSITELL, ELE, EI SOL, the ECLAS, and teachers' running records are among the tools that help guide teachers in adopting a strategy to best serve our population. Accordingly, native language and English language instruction are aligned with New York State CR Part 154.
The data patterns of the modalities of the ELLs at PS 46 M show that most students struggle with Reading and Writing, more than Listening and Speaking. However, there are some strong trends to show that we are making gains in Reading and Writing. This is particularly the case for our early childhood students in Grades K through 2. In order to capitalize on these gains of our students in Grades K to 2, we will invite them to participate in the Title III ELL Academy in the Spring of 2016. It is an after-school	Other <u>The state has not release scores in combined modalities to make adequate assessments of NYSESLAT modality patterns.</u>		1/1/01

ELL Academy attended twice a week.			
------------------------------------	--	--	--

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05M046** School Name: **The Arthur Tappan School**
Superintendent: **Ms. Gale Reeves**

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.learnndoe.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.

Our school uses multiple data points to assess the language preferences of our parent community for both written and oral communication. We analyze the Home Language Identification Survey, ATS entries, and student emergency contact cards to provide us with information as to our families' preferred language of communication. Also, teachers survey their class and their parent(s) and/or guardian(s) in the beginning of the year to determine their preferred language.

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 preferred languages for written and/or oral communication are Spanish and English.

All of the languages spoken in the school community include English, Spanish, Arabic, French, Soninke, Fulani, Twi, and Malinke.

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.)

The following documents are disseminated throughout the school year: a Parent Handbook, student contracts, monthly newsletter, monthly calendars, announcements, fliers, after school/enrichment programs, testing dates, parent workshops and meetings, letters, and so on.

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.

Our school offers multiple opportunities to meet with families face-to-face throughout the year. Some of those face-to-face events include Tuesday's Family Engagement time, open school nights, student-led parent-teacher conferences, IEP meetings, disciplinary and attendance meetings, assemblies, and so on.

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.

Written and oral language assistance are provided by our Spanish- and Creole-speaking staff: two ESL/bilingual teachers, a Special Education teacher, an IEP teacher, school safety agent, and classroom teachers. For extensive documents, such as handbooks, translation services through the DOE Translation and Interpretation Unit are procured. We also utilize the Translation Unit for languages when we have no staff who speak the language.

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.

Our school will meet the identified interpretations needs of our families through the use of our in-house staff and the Translation and Interpretation Unit.

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.)

Staff is informed of the available options for translation and interpretation services in the Staff Handbook 2015-2016. The school's Language Access Coordinator distributes information throughout the year detailing services available. The homework hotline number is also distributed school-wide.

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

Our school will fulfill parental notification requirements for translation and interpretation services by ensuring that the aforementioned checklist of notification requirement is current and complete.

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)

Parents surveys are utilized throught the year to monitor the spoken and written languages, as well as to get feedback about current and available services.