

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

04M146

School Name:

P.S. 146 ANN M. SHORT

Principal:

MONA SILFEN

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: Anna M. Short School School Number (DBN): 04M146
Grades Served: PK-5
School Address: 421 East 106th Street New York, NY 10029
Phone Number: 212-860-5877 Fax: _____
School Contact Person: Mona Silfen Email Address: msilfen@schools.nyc.gov
Principal: Mona Silfen
UFT Chapter Leader: Kisha Shoulders
Parents' Association President: Jessica Medina
SLT Chairperson: Mona Silfen and Kisha Shoulders
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Connie Collazo
Student Representative(s): _____

District Information

District: 04 Superintendent: Alexandra Estrella
Superintendent's Office Address: 160 East 120th Street New York, NY 10035
Superintendent's Email Address: AEstrel3@schools.nyc.gov
Phone Number: 212- 348-2873 Fax: 212- 348-4107

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave., 8th floor New York, NY 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Mona Silfen	*Principal or Designee	
Kisha Shoulders	*UFT Chapter Leader or Designee	
Jessica Medina	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Connie Collazo	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Andrea Torrence	Member/ Elected Parent	
Edna Garcia	Member/ Elected Parent	
Lisa Torres	Member/ Elected Parent	
Edna Dureya	Member/ Elected Parent	
Danette Suarez	Member/ Elected UFT	
Rose Torres	Member/ Elected UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon Curtis	Member/ Elected UFT	
Cheryl Jackson	Member/ Elected UFT	
	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.

According to the 2015-2016 New York City Department of Education P.S. 146's student population consists of 20% ELL, 48% SWD & 94% free lunch eligible. 67% of students are Hispanic, 26% Black and 7% Asian/White/Other.

According to the 2014-2015 Quality Review, Anna M. Short Elementary School is an elementary school with students from pre-kindergarten through grade 5. The school population comprises 24% Black, 71% Hispanic, 2% White, and 2% Asian students. The student body includes 21% English language learners and 51% special education students. Boys account for 55% of the students enrolled and girls account for 45%. The average attendance rate for the school year 2013-2014 was 92.0%.

We continue to maintain strong partnerships with the community to both support and enrich the families and students of P.S. 146. Some of our partnerships are;

- 92nd Street Y Dance/Musical Theatre Program

Grade prek-1: dance program

Grade 2-3: Introduction to Musical Series

Grade 4: Chorus

Grade 5: Musical Theatre

- Common Cents Penny Harvest
- Union Settlement also provides our students with one-on-one tutoring through their Inter-generational tutoring program (20-25 students are tutored yearly as well as summer tutoring for approximately 20 students)
- Volunteers of Legal Services (VOLS) Program through Fried, Frank, Harris, Schriver and Jacobson LLP provides free legal services for families (Pro-bono legal services for families)
- Adult ESL program for parents of District 4 students (approximately 30 parents attend classes 3 days a week totaling 9 hours). For the 2015-2016 SY expanded program. Level III ESL adult class is being added for 2 days a week at P.S. 146. Also, career counseling for families as well through JobNet (non-profit).
- Adult GED program for parents in Spanish 2 times a week. Approximately 20-30 students from the community.
- Hance Family Foundation

'Beautiful Me' curriculum to improve self-esteem of girls

Hance Family Foundation Holiday (partnered with the 23rd

Pct for families in need and residing in temporary housing).

UnionSettlement Mental Health Clinic (CBO)- partnership at P.S. 146 for 25 years

- Hunter College Student Teachers & Student Interns (Special Ed and General Ed programs)
 - READ East Harlem (through Hunter College)
 - Parent Job Net Consortium for Worker Education - Adult ESL program and expanding to additional ESL class as well as career counseling for parents
 - Jewish Museum of NYC
 - My Own Book Program
 - Grow NYC Recycling Champions Program
 - CIVITAS (non-profit civics organization)
 - Photos and Me Program (Grant through Union Settlement and Teachers College) for the 2015-2016 SY
 - Yorkville Baseball Program – (sponsor school Basketball team)
 - Fieldston School (Fieldston & P.S. 146 Collaborative Carnival)
 - Goldman Sachs (Grant through the 92nd St Y partnership) sponsored the Teacher Resource Center
 - KPMG organization (sponsors their employees reading aloud in lower grade classes and a free book for each child)
 - East Harlem Asthma
 - SASF program (through temporary housing program and funding)
 - SASF camp program (academics in A.M.)
 - Union Settlement camp program (academics in A.M. – tutors)
- Hunter College Brooke Astor Grant enriches our literacy program

School Mission: It is our belief that we can educate each child to the fullest extent of his or her ability. It is our belief that we can effectively educate General Education, Special Education, and English Language Learner students to meet Standards of Excellence through collaboration amongst staff, parents, and the community. It is our belief that we will create a school environment that fosters and develops students' cognitive, creative and social growth.

School's Challenge: Student performance at grade level proficiency, in both reading and mathematics continues to be a challenge. We have begun to see progress of students moving within benchmark levels for reading; however we still have a majority of students performing below grade level proficiency. This is evident in the 2014-2015 data provided to us by the Manhattan Borough Field Support: 11.2% of students overall were proficient while 33.8% of ELL students made progress in English Language Arts (ELA) according to the School Quality Report Student Level. Workbook 2014-2015.

NOTE: The finalized School Quality Guide is not available yet.

During the 2014- 2015 school year, 43% of students moved three or more reading levels according to Fountas & Pinnell reading data. To make further progress, we are targeting ELL's.

04M146 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	412	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	95.1%	% Attendance Rate		91.4%
% Free Lunch	95.5%	% Reduced Lunch		3.1%
% Limited English Proficient	19.1%	% Students with Disabilities		53.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American		23.8%
% Hispanic or Latino	71.0%	% Asian or Native Hawaiian/Pacific Islander		2.4%
% White	1.4%	% Multi-Racial		0.5%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	6.16	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		7.77
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.4%	Mathematics Performance at levels 3 & 4		9.1%
Science Performance at levels 3 & 4 (4th Grade)	56.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	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.

Strengths:

- According to the 2014 Quality Review, Quality Indicator 1.1 Curriculum, the school uses rigorous programs such as EngageNY, Core Knowledge Language Arts and Expeditionary Learning. Lesson plans and curriculum maps show integration of instructional shifts using academic vocabulary, complex texts and word problems in which students have to demonstrate their thinking. Unit plans in content areas illustrate multiple designs of academic tasks with different scaffolds and entry points for all students including English Language Learners (ELLs) and Students with Disabilities (SWDs).
- According to the 2014 Quality Review, Quality Indicator 3.4 High Expectations, several events have been established to communicate high expectations and help students become aware of their next steps in college and career readiness.
- According to the 2014 Principal's Performance Observation (PPO), the guided reading library is rich in resources and well organized.

Needs:

- According to the 2014 Quality Review, Quality Indicator 1.2 Pedagogy, to become well developed, lessons should provide entry points for students that understand the concept to demonstrate their thinking.
- According to the 2014 Quality Review, Quality Indicator 1.2 Pedagogy, to become well developed, more classrooms should reflect high level tasks that demonstrate higher order thinking.

Priority Area: Developing and implementing Common Core aligned Writing units, which develop critical thinking skills.

Part 2 – Annual Goal

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

By June 2016, all classes in grades K-5 will have implemented common-core aligned English Language Arts units that demonstrate higher order thinking through authentic writing as measured by student proficiency on on-demand end line writing assessments.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Common Core-aligned Year-at-a-Glance for English Language Arts will be developed by the school-based coach and classroom teachers.</p> <ul style="list-style-type: none"> • Year-at-a-Glance is provided for families during Family Night in September 2015. 	<p>K-5</p>	<p>June 2015</p>	<p>Administration Coach Teachers</p>
<p>Writing units aligned to Common Core will be developed by the school-based coach.</p> <ul style="list-style-type: none"> • Lesson plans include scaffolds for Students with Disabilities (SWDs) and English Language Learners (ELLs). • Families are invited to participate in writing instruction, as well as writing celebrations through Family Fridays and Publishing Parties. 	<p>K-5</p>	<p>June 2015</p>	<p>Administration Coach</p>
<p>Learning Progression writing rubrics from <u>Writing Pathways</u> by Lucy Calkins will be purchased and utilized across grades for baseline and end line on demand writing assessments.</p> <ul style="list-style-type: none"> • Sub-groups including SWDs and ELLs' progress will be monitored using a class profile to provide small group instruction and differentiated strategies within Tier 1 instruction. • All assessment tools are shared with families during Parent Engagement meetings, IEP meetings and Parent Teacher Conferences. 	<p>K-5</p>	<p>Sept. 2015- June 2016</p>	<p>Administration Coach Teachers</p>

Professional Development will be provided to support the implementation of the Writing Workshop Model and the use of assessment tools. <ul style="list-style-type: none"> Strategies to support SWDs and ELLs will be incorporated into the content of professional development sessions. During Teacher Teams, inquiry will focus on sub-groups of students including SWDs and ELLs. Parent Workshops will be provided for families to understand the Writing Process and the Writing Workshop model. 	K-5	Oct. 2015- June 2016	Administration Coach Teachers
---	-----	-------------------------	---

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21st 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.		
Measure of Progress	Mid-Point Benchmarks	Projected Gains
Instructional Walk Throughs Administrative Observations	Nov. 2015	Implementation of Writing Workshop model Use of writing rubrics and self-assessments to develop individual student goals
	Feb. 2016	
	April 2016	
On demand end line Writing Assessments	June 2016	Students will meet grade level standards according to the Writing Pathways Rubric
	Nov. 2015	
	Feb. 2016	
	May 2016	

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.

Strengths:

- According to the 2014 Quality Review, Quality Indicator 1.1 Curriculum, the school uses rigorous programs such as EngageNY, Core Knowledge Language Arts and Expeditionary Learning. Lesson plans and curriculum maps show integration of instructional shifts using academic vocabulary, complex texts and word problems in which students have to demonstrate their thinking. Unit plans in content areas illustrate multiple designs of academic tasks with different scaffolds and entry points for all students including English Language Learners (ELLs) and Students with Disabilities (SWDs).
- According to the 2014 Quality Review, Quality Indicator 3.4 High Expectations, several events have been established to communicate high expectations and help students become aware of their next steps in college and career readiness.
- According to the 2014 Principal's Performance Observation (PPO), the guided reading library is rich in resources and well organized.

Needs:

- According to the 2014 Quality Review, Quality Indicator 1.2 Pedagogy, to become well developed, lessons should provide entry points for students that understand the concept to demonstrate their thinking.
- According to the 2014 Quality Review, Quality Indicator 1.2 Pedagogy, to become well developed, more classrooms should reflect high level tasks that demonstrate higher order thinking.

Priority Area: Developing opportunities for all students to demonstrate higher order thinking skills.

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, instruction in K-5 classrooms will provide opportunities for all students to demonstrate higher order thinking skills within lessons as measured by MOTP data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Lessons will include literal, inferential and evaluative questions to promote student discussion</p> <ul style="list-style-type: none"> • Questions will be scaffolded for SWDs and ELLs 	K-5	Oct. 2015- June 2016	Administration Coach Teachers
<p>Lessons will include anchor charts to support students' independence within tasks.</p>	K-5	Oct. 2015- June 2016	Administration Coach Teachers
<p>Tasks will be differentiated and materials will be tiered to provide multiple entry points for all learners.</p>			
<p>Self-Assessment Student Checklists from <u>Writing Pathways</u> by Lucy Calkins will be utilized by students across grades to monitor their progress aligned to the Learning Progression rubric.</p> <ul style="list-style-type: none"> • Student checklists include visual cues to support SWDs and ELLs. 	K-5	Oct. 2015- June 2016	Administration Coach Teachers
<p>Teachers will use formative assessments (i.e. conference notes, exit tickets, informal running records) to develop individual learning goals with students.</p> <ul style="list-style-type: none"> • Class profiles will indicate sub group data for SWDs and ELLs. 	K-5	Sept. 2015- June 2016	Administration Coach Teachers

Part 4 – Budget and Resource Alignment

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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21st 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.		
Measure of Progress	Interval of Benchmark(s)	Projected Gains
Instructional Walkthroughs	Nov. 2015 Feb. 2016	Classroom instruction will include the following entry points for all students: <ul style="list-style-type: none"> • differentiated questions • scaffolded questions • anchor charts • tiered materials • formative assessment data (conference notes, exit tickets, informal running records) • student checklists • student goals
Administrative Observations	April 2016 June 2016	
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.

Strengths:

According to the 2014 Quality Review, Quality Indicator 4.2 Teacher Teams and Leadership Development, the majority of teachers are engaged in structured, inquiry-based professional collaborations and teacher teams consistently analyze assessment data and student work. Teacher collaboration on inquiry teams promotes achievement of school goals and strengthens the instructional capacity of teachers and progress towards goals for groups of students.

According to the 2014-2015 Learning Environment Survey, 88% of teachers feel that teachers are really trying to improve their teaching. 79% feel responsible that all students learn. 91% of teachers share/discuss student work with other teachers. 83% of teachers design instructional programs together. 65% of teachers feel that their professional development experiences include opportunities to work productively with colleagues.

Needs:

According to the 2014-2015 Learning Environment Survey, 50% of teachers are willing to try new ideas and 38% are willing to take risks to make the school better.

Priority Area: Providing opportunities for continuous professional learning within a culture of respect.

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, all pedagogical staff will participate in Professional Learning Communities a minimum of 2 times per month which will have a direct impact on classroom instruction as measured by Measures of Teacher Practice (MOTP) data.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Bi-monthly professional development will focus on writing instruction (i.e. workshop model, looking collaboratively at student work, norming use of assessments and rubrics, conferring, lab sites and intravisitations).</p> <ul style="list-style-type: none"> • Scaffolds to support SWDs and ELLS will be included within sessions. • Parent Workshops will be provided for families to understand the Writing Process and the Writing Workshop model. 	K-5	Oct. 2015- June 2016	Administration Coach Teachers
<p>Teacher Team Inquiry will focus on student writing data.</p> <ul style="list-style-type: none"> • Class profiles will indicate sub group data for SWDs and ELLs. • During Teacher Teams, inquiry will focus on sub-groups of students including SWDs and ELLs. 	K-5	Oct. 2015- June 2016	Administration Coach Teachers
<p>Professional Learning Communities will engage in book study using <u>Assessing Writers</u> by Carl Anderson and <u>Bringing Words to Life: Robust Vocabulary Instruction</u> by Isabel Beck.</p>	K-5	Oct. 2015- June 2016	Administration Coach Teachers
<p>Instructional Walk Throughs will focus on writing instruction.</p>	K-5	Oct. 2015- June 2016	Administration Coach Teachers

Part 4 – Budget and Resource Alignment

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

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21st 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.		
Measure of Progress	Interval of Benchmark(s)	Projected Gains
<p>Professional Development Survey</p> <p>"This session provided opportunity for me to discuss/share my thinking with others."</p> <p>"The presenter created an environment that fostered learning."</p>	<p>Dec. 2015</p> <p>March 2016</p> <p>June 2016</p>	<p>The majority of teachers will respond agree/strongly agree to these statements.</p>
<p>Learning Environment Survey</p> <p>"How many teachers at this school are willing to take risks to make this school better?" (38%)</p> <p>"How many teachers at this school are eager to try new ideas?" (50%)</p>	<p>June 2016</p>	<p>The majority of teachers will respond All, Nearly All, or Most to these statements.</p>
<p>Instructional Walkthroughs</p> <p>Administrative Observations</p>	<p>Nov. 2015</p> <p>Feb. 2016</p> <p>April 2016</p> <p>June 2016</p>	<p>Classroom instruction will include:</p> <ul style="list-style-type: none"> • Writing Workshop Model • Conferring • Instructional sequence from Bringing Words to Life • Use of formative assessment data to develop individual student goals

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.

Strengths:

- According to the 2014 PPO, the principal is providing timely feedback as per Advance.
- According to the 2014-2015 Learning Environment Survey, 75% of teachers feel the principal sets high standards for student learning and 71% feel the principal carefully tracks student academic progress.
- According to the 2014-2015 Learning Environment Survey, 88% of teachers feel there is consistency in curriculum instruction and learning materials among teachers in the same grade level.

Needs:

- According to the 2014-2015 Learning Environment Survey, 42% of teachers feel once we start a new program there is follow-up to make sure it is working.
- According to the 2014-2015 Learning Environment Survey, 50% of teachers feel curriculum, instruction and learning materials are well coordinated across the different grade levels.

Priority Area: Following up on new initiatives and aligning curriculum, instruction and materials across the school.

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, the principal will follow up regularly on new school-wide initiatives as measured by data from the 2015-2016 Learning Environment Survey.

Part 3 – Action Plan

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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	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?
Participation in Professional Learning Communities (i.e. planning with teams of teachers, professional development).	PK-5	Oct. 2015- June 2016	Principal
Instructional Walkthroughs will be scheduled to monitor new initiatives.	PK-5	Nov. 2015- June 2016	Principal
Grade Leaders will meet monthly to vertically align writing instruction within the school.	PK-5	Oct. 2015- June 2016	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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.		
Measure of Progress	Interval of Benchmark(s)	Projected Gains
Professional Learning Communities Sign-in sheets	Oct. 2015- June 2016	Principal will participate in 90% of all professional learning communities

Instructional Walkthrough Checklists	Nov. 2015	80% of data from the Walkthrough Checklists will indicate evidence of effective implementation of new initiatives
	Feb. 2016	
	April 2016	
	June 2016	
Grade Leaders SMART Goals	Jan. 2016	A vertical progression of skills in writing will be evident in all SMART goals.
	March 2016	
	May 2016	

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.

Strengths:

- According to the 2014 Quality Review, Quality Indicator 3.4 High Expectations, parents articulated how teachers provided them with targeted and actionable feedback. Parents received specific recommendations via parent workshops, Tuesday afternoon conferences, notes and emails. Parents were aware of what their children needed in order for them to be prepared for the next grade and beyond. All of the parents at the parent meeting articulated how the school has supported them and as a result, their children have improved academically.
 - According to the 2014-2015 Learning Environment Survey 99% of parents feel the principal is strongly committed to shared decision making, creating a sense of community and promoting family and community involvement in the school. According to the 2014-2015 Learning Environment Survey
 - According to the 2014-2015 Learning Environment Survey, 97% of parents indicated that they have communicated with their child's teacher about their child's performance.
 - According to the 2014-2015 Learning Environment Survey, 100% of parents indicated teachers try to understand families' problems and concerns and 99% indicated teachers work closely with families to meet students' needs.
 - According to the 2014-2015 Learning Environment Survey, 98% of parents indicated school staff encouraged feedback from parents/guardians and the community.

Needs:

- According to the 2014-2015 Learning Environment Survey, 73% of parents indicated they have volunteered time to support the school.

Priority Area: Increase opportunities for parents to volunteer in school-wide events.

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,

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>A calendar for school-wide events will be developed to include opportunities for parent volunteers</p>	<p>Families</p>	<p>Oct. 2015</p>	<p>Teachers School Leadership Team</p>
<p>The Parent Coordinator will provide information to families about ways to volunteer in the school</p>	<p>Families</p>	<p>Nov. 2015 Mar. 2016 May 2016</p>	<p>Parent Coordinator</p>
<p>A New Parent Orientation will be held and will inform families about ways to volunteer in the school</p>	<p>Families</p>	<p>Nov. 2015</p>	<p>Assistant Principal</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>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	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>
--

Measure of Progress	Interval of Benchmark(s)	Projected Gains
School Wide Events Sign in Sheets	Monthly	Parent volunteers will increase from 73% to 85%

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)	Baseline, midline, endline unit assessments, running records, F&P data	Guided Reading, repeated readings, interactive writings	Small group, one-on-one , tutoring	During the day, after school
Mathematics	Baseline, midline, endline unit assessments	Repeated lesson	Small group, one-on-one , tutoring	During the day, after school
Science	End of unit assessments	Repeated lesson	Small group	During the day
Social Studies	End of unit assessments	Interactive writings	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emergency referrals, intakes by school social workers and psychologists	Individual counseling	One-on-one	During the day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>At this time we are considered HQT.</p> <p>A collaborative on-going relationship with Hunter College places teacher candidates in our school for internships & student teaching. This gives us the opportunity to screen qualified candidates in the classroom setting to determine if they meet standards for classroom teaching positions.</p> <p>Using New Teacher Finder we search for eligible candidates to screen, interview & conduct demo lessons.</p> <p>To retain new teachers on staff we match them with mentor teachers (i.e. veteran teachers, school -based coach to provide guidance & support.)</p> <p>Teacher teams work collaboratively to study student work & share best practices. Intervisitations will take place focusing on the CCLS & Capacity Framework.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>A school-based coach provides individualized coaching which includes modeling lessons & providing feedback to teachers.</p> <p>Differentiated professional development sessions will be provided to allow teachers to set measurable goals for their professional growth.</p> <p>Teachers will be offered & encouraged to attend off-site professional develop opportunities through various resources (i.e. DOE, Network, etc.)</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

Open houses will be held for incoming students & their parents.

Meetings are conducted with students residing in temporary housing.

CSE reviews for transitioning & turning 5 students are held for parents.

Mandated services are put in place for all incoming students with IEPs.

Curriculum Night (Back to School) held in the Fall for parents.

Family Fridays (once a month) allow for parent involvement in all classrooms.

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.

Grade meetings are held with teachers, school based coach/data specialist & administration to analyze student data & plan for informal & formal assessments.

On-going differentiated professional development will be provided focusing on assessment tools being utilized for monitoring student progress.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and

purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for 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	267,446.00		X
Title II, Part A	Federal	34,135.00	X	
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0	N/A	N/A
Tax Levy (FSF)	Local	2,667,885.00		X

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.

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. **Anna M. Short School, 04M146**, 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. **Anna M. Short School, 04M146** 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;

Our 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, 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; Family Fridays once a month, Parent involvement activities, Parent Appreciation Day, etc.
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents; (the library includes parent resources that can be checked out.
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

Anna M. Short School, 04M146, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>PS146M</u>	DBN: <u>04M146</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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>35</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Rationale: The 2014-15 Title III after school program will focus on blogging. This program will provide an opportunity for English Language Learners to develop reading comprehension, research skills, writing fluency and technology skills through our creation of student blogs. The topics of student's blogs will be chosen to address common core aligned standards such as writing informational, persuasive, and narrative pieces.

As our school wide data shows that ELLs need improvement in English Language Arts, we have decided to target reading comprehension, text dependent research skills, writing organization, mechanics, and vocabulary. Development in these areas will lead to higher achievement on the New York State ELA exam and the NYSESLAT.

Our program is intended to be highly engaging, giving the students opportunities to learn and share information about high interest topics such as the environment, cultures around the world, and food and entertainment reviews; all while increasing computer literacy.

Subgroups and grade levels of students to be served: This year's program will be held after school targeting 35 LEP students in the second, third, fourth, and fifth grades. These ELL students are serviced during the school day in our ESL program and are of mixed language proficiencies.

Schedule and duration: The program will meet once a week on Thursdays for two hours, from 2:20-4:20pm.

Language of Instruction: The language of instruction for the program will be English, with support provided in student's first languages as necessary.

and types of certified teachers: The program will be co-taught full time by one certified ESL teacher and 1 certified special education teacher. One additional ESL teacher will work with the program on a part-time basis. The program will run from December 2014 to May 2015.

Types of materials: Title III funds will purchase multiple copies of leveled books for student research. Student's reading levels will be used to carefully select appropriate books. Teachers will use shared reading, guided reading, read alouds and partner reading to foster literacy development. Students will be placed in heterogeneous language level groups to research the topics they will blog about. Teachers will instruct students through the writing process to draft, revise, and edit their work, using the blog as a platform to publish their final pieces. Funds will also be allocated for shared experiences, including field trips, for the students to write opinion and narrative pieces about. Title III funds will also be allocated for subscriptions to blogging websites for students.

The teachers delivering the Title III program will have monthly meetings after school. Teachers will meet on the first Friday of every month from 2:30-3:30. At these meetings teachers will create and plan the unit of study and lessons for after school. Teacher planning is at no cost to Title III.

Parents will be invited to accompany students on all field trips related to this after school and will be invited to attend events that celebrate and share student's published blogs.

Part C: Professional Development

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

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

Begin description here: Rationale: As our school wide data shows that ELLs need improvement in English Language Arts, we have decided to target vocabulary instruction as areas of need for professional development for teachers of ELLs. Development in these areas will lead to higher achievement on the New York State ELA exam and the NYSESLAT.

Teachers to receive training: All teachers will attend professional these professional developments.

Schedule and duration: Professional development will be scheduled for 2:20 to 3:30 Mondays December 15th, January 12th, March 9th, and April 20th 2015.

Topics to be covered: Professional development series will be centered around vocabulary instruction in the classroom. The first of the four sessions will be an overview of the importance of vocabulary instruction, and how to strategically choose what vocabulary words to teach in a lesson that will have the most impact on student learning. The second session will focus on teaching vocabulary in the lesson before reading. The third session will focus of teaching vocabulary during a reading. The last session focuses on teaching vocabulary after reading, and how to reinforce words to help students retain and use them.

Name of provider: Professional development will be facilitated by the certified ESL teacher and will be at no cost to Title III.

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:

The ESL teacher will conduct a series of workshops for parents of ELLs to help them support student learning. These workshops will focus on strategies parents can use with their children at home. The program will target approximately 85 ELL families. A certified ESL teacher and a certified special education teacher will conduct each workshop. There will be three one-hour workshops after school on the following topics, at no cost to Title III:

Tuesday, January 13, 2015: 2:30-3:30 – Encouraging Reading at Home 1 ESL, 1 Special Education Teacher

Tuesday, February 3, 2015: 2:30-3:30 – Encouraging Writing at Home 1 ESL, 1 Special Education Teacher

Tuesday, March 10, 2015: 3:30-3:30 – Helping your Child with Math 1 ESL, 1 Special Education Teacher

Bilingual materials, such as content area glossaries, will be distributed at these workshops to aid parents in assisting their children academically at home.

Parents will also be encouraged to participate in the after-school's bloggers program by attending field trips and publishing celebrations. In addition, students will have copies of books used for their blog research to take home and read with their parents.

Part D: Parental Engagement Activities

Parents will be notified with bilingual flyers sent home and phone calls will be placed by the parent coordinator to encourage attendance.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>\$6,750.00</u>	<u>Per session for after school instruction \$51.51/ hr for 20, 2 hr sessions of afterschool, for 2 full time and 1 part time teacher</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>\$350.00</u> <u>\$600.00</u> <u>\$3500.00</u>	<u>Supplemental Field Trips (object code: 400)</u> <u>Supplemental Supplies (object code: 100)</u> <u>Supplemental Books (object code: 337)</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	<u>\$11,200.00</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 04	Borough Manhattan	School Number 146
School Name Anna M. Short		

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 Dr. Mona Silfen	Assistant Principal Allison Angioletti
Coach Jamie Margolies	Coach type here
ENL (English as a New Language)/Bilingual Teacher Carmen Fisher	School Counselor Leah Solomon
Teacher/Subject Area Patricia Brichta/ IEP Teacher	Parent Reyna Carranza
Teacher/Subject Area Sarita Lopez/ Attendance	Parent Coordinator Diana Alava
Related-Service Provider James Corbo	Borough Field Support Center Staff Member type here
Superintendent Alexandra Estrella	Other (Name and Title) Monica Vilacha, Bil. Psych.

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	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	347	Total number of ELLs	75	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	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														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	75	Newcomers (ELLs receiving service 0-3 years)	61	ELL Students with Disabilities	38
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	61	0	26	13	0	12	0	0	0		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
Arabic														0
Chinese														0
TOTAL	0	0	0	0	0	0	0	0	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	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
SELECT ONE									0	0
SELECT ONE									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	15	6	9	6	17	8								0
Chinese	0	0	0	0	1	0								0
Russian														0
Bengali														0
Urdu														0
Arabic	5	2	1	1	2	0								0
Haitian														0
French	0	0	1	0	0	0								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other PO	1	0	0	0	0	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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0								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					3	3								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	11	3	0	0	0
4	6	5	0	0	0
5	11	2	0	0	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	8		5		2		0		0
4	6		5		0		0		0
5	11		2		1		0		0
6									0
7									0
8									0
NYSAA									0

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 PS 146 uses Fountas and Pinnell to assess early literacy skills of ELLs. The school uses this data to place students in guided reading groups and also to determine student's eligibility for Response to Intervention (RTI) programs. The data shows that ELLs are behind their peers in regards to reading levels and language skills. Our school's instructional plan places ELLs as a targeted subgroup.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Of the 75 students identified as ELL's, the performance levels are as follows: 7/75 (9%) scored at the Entering Level; 20/75 (26%) scored at the Emerging Level; 15/75 (20%) scored at the Transitioning Level; 30/75 (40%) of students tested scored at the Expanding Level, 2/75 (3%) scored at the Commanding level. Additionally, 5/17 (29%) of students given the NYSITELL scored at the Commanding Level. This data suggests that Language Proficiency overall is increasing for our student population. However, an analysis of this data also indicates that students have most difficulty with the modality of Writing. These findings are consistent with the data from the NYS ELA. Although performance at level 1 for ELL's has significantly decreased and performance at level 2 has increased from 2014-2015 (97% to 74% and 3% to 26% respectively), students have not yet reached levels 3-4 proficiency on the NYS ELA in the past two years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The school uses the AMAOs to share data for ELLs with the school community. Student data based from the NYSESLAT on the four modalities (Speaking, Listening, Reading and Writing) is presented and reviewed by all pedagogical staff. A data analysis protocol (Data Driven Dialogue) is used to observe and note trends horizontally and vertically across the school. The data revealed that students' proficiency in writing was the lowest modality across all grades. Speaking and Listening are relative strengths with improvement noted as students progress through the grades, and with more K-2 students showing proficiency in Listening and Speaking than in previous years. Implications for teaching included using a balanced literacy approach to strengthen connections across the four modalities, including more writing in the curricula, and using students' strengths in Speaking and Listening as a scaffold for Reading and Writing. Instructional strategies to support ELL students will be used as the focus of PD for teachers presented by the

school-based coach, bilingual certified teachers, including the ENL teacher. Topics such as Accountable Talk, Writing Workshop, and Building Background Knowledge will be presented over the school year.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The performance levels for ELL's on the 2015 ELA were: 1= 74%, 2= 26%, 3=0%, 4=0%. On the 2015 NYS Math exam, performance levels for ELL's were: 1= 63%, 2=30%, 3=8%, 4=0%. On the 2015 NYS Science exam, performance levels of ELL's were: 1= 8%, 2=25%, 3=66%, 4=0%. Of the students tested, two students took the test in their Native Language (Spanish) on the Math exam and 1 student took the test in his Native Language (Spanish) on the Science exam.

According to this data ELL's in the school are performing below their peers on all NYS exams. In ELA English proficient students scoring at level 1= 55%, 2=35 %, 3= 10%, 4= 0%; NYS Math performance levels of English proficient students were: 1=66%, 2=22%, 3= 9%, 4= 3%; and Science performance for English proficient students were: 1=6%, 2= 25%, 3=58%, 4=11%. ELL students are performing better in Math, with 13% of third graders and 7% of 5th graders scoring at level 3 on the NYS Math exam. Students in grade 4 had the lowest percentage of students (55%) scoring at level 1 and the highest percentage of students scoring at level 2 (45%) on the ELA, while students in grade 5 had the highest percentage of students scoring at level 1 (85%) and the lowest percentage of students (15%) scoring at level 2 on the ELA.

b. Every fall and spring, ELLs in grades 3, 4 and 5 take the ELL periodic assessment. This exam provides useful data because the scores are broken down by modality and the testing website provides an item analysis. This allows teachers and administrators to see exactly which skills students are struggling with. Teachers then use this information to guide instruction. This year members of the Language Proficiency Team will be introducing a data analysis tool to help teachers better understand the modalities and providing strategies to help support students in the classroom.

c. The results from the periodic assessments show that students are weakest in Reading. This can also be confirmed by Fountas and Pinnell data. For example, the September benchmark indicates that only 16% of ELL students in grade 3 are on grade level for Reading. There are no other ELL students reading on grade level based on this current data. Moreover, 94% of Kindergarten students, 72% of First grade students, 100% of Second grade students, 67% of Third grade students, 100% of Fourth grade students, and 100% of 5th grade students identified as ELL's are reading at proficiency level 1 in Reading based on this data. An instructional focus of the school is to improve Reading and Writing proficiency through a focus on vocabulary instruction. The native language is used as a support for ELL's to acquire new vocabulary including academic language and conceptual understanding in the content area.

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

PS 146 uses Fountas and Pinnell as a Universal Screener for RTI. Based on the results students performing below grade level will be screened using DIBELS as a diagnostic assessment. Currently, 81% of all students and 97% of ELL's in the school are eligible for support services. Tier 1 RTI supports focusing on Vocabulary and Comprehension will be provided in all K-5 classrooms. Teachers are using the instructional sequence from Robust Vocabulary Instruction by Beck, McKeown and Kucan to support vocabulary development. Read Aloud and Shared Reading approaches will support vocabulary and comprehension in context. Guided reading will further reinforce these concepts at students' instructional reading level. In addition to Tier 1 supports, working within the resources of the school, general education students in grades K-2 will be targeted for the first round of Tier 2 RTI support services. ELL's within this subgroup will be provided support in Phonemic Awareness, Phonics, and Fluency. The school's current Phonics program, Blast/Boost Phonics, will be provided in a double dose for Phonemic Awareness and Phonics; Great Leaps will be used to target Fluency. Tier 1 interventions The Tier 2 interventions support small group instruction that address gaps in reading skills. Progress will be monitored using the programs for Phonemic Awareness, Phonics and Fluency. Monthly informal running records will assess students' application of the skills to their instructional reading levels and assess comprehension.

6. How do you make sure that a student's new language development is considered in instructional decisions?

In the Fall, teachers are notified which students in their classes are ELLs and the students' proficiency levels and mandates based on the NYSESLAT. This is provided in a document that lists students and class by proficiency level (Entering, Emerging, Transitioning, Expanding, Commanding). Teachers can use NYSESLAT proficiency levels to understand each student's command of English and progress in literacy. Teachers also receive the students' data based on each modality (Listening, Speaking, Reading and Writing). Teachers plan with the ENL teacher to ensure that supports and strategies for ELL's are implemented into daily lessons. In addition, grade teams meet twice a month for inquiry and ELLs are a targeted subgroup. Teachers develop strategies to support ELL's and monitor progress using a SMART Goals template.

7. For dual language programs, answer the following:

- a. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The school uses the state exams and summative school-wide data to determine the success of the ELL program. Scores for the NYSESLAT, ELA, Math and Science are analyzed and growth is measured. Progress on the NYSESLAT is measured to see if the school met the AMAOs. Progress is also monitored using informal assessment data on a monthly basis in Reading, Writing, and Math. Results of these assessments are used to inform instruction and share strategies of best practice across grade level teams.

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.
To identify ELLs PS 146 administers the HLIS upon registration. Over the summer, the principal and parent coordinator assist parents to complete the HLIS. At the start of the school year, the attendance teacher, ENL teacher, assistant principal and parent coordinator help parents to complete the HLIS during the registration process. Parents and students are also given a brief interview in English and their native language. Home language is then determined by either the attendance teacher, ENL teacher or assistant principal. Within 10 school days, (20 school days for students with an IEP) students who are determined to have a home language other than English are then administered the NYSITELL exam by an ENL teacher or bilingual teacher. Based on those results, Spanish speaking students who are entitled to English language services are then administered the Spanish LAB. Students determined to be ELLs are then placed in the program of the parent’s choice within 10 school days.
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).
If a new ELLs who has scored entering or emerging on the NYSITELL, is in grade 3 and above and identified that their schooling has been interrupted or inconsistent on the HLIS, PS146 then follows the SIFE identification process. First the oral interview questionnaire is administered, then, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. If the student is determined to be SIFE, their status is indicated on the BNDC, within 30 days of initial enrollment.
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).
The LPT at PS146 consists of the assistant principal, the special education coordinator/bilingual certified teacher, an ENL teacher, a bilingual speech/language provider, the attendance teacher, the parent coordinator, a bilingual school psychologist and the parent of the student. Within the first 20 school days, the LPT determines students’ with IEPs eligibility to take the NYSTITELL considers the following: whether the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English, their HLIS and interview, the student’s history of language use in school and home, and their IEP. If the LPT determines the student has English language acquisition needs, the student takes the NYSITELL. If the LPT determines the student does not have English language acquisition needs and should not take the NYSTIELL, the recommendation is sent to the principal for review and parents are notified of the LPT decision within 3 school days, in their preferred language. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent for final decision and the parent is notified of the superintendent’s decision within 10 days of the LPT recommendation. ELL students are then placed in the program of the parent’s choice.
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.
The assistant principal or designee creates a spreadsheet to indicate all new entrants to PS 146 that have a Home Language other than English indicated on the HLIS. This document is uploaded as a google doc and shared with all members of the LPT. The assistant principal or designee runs ATS reports including the RLAT, RELC, and RLCB daily to ensure that all students who have a home language other than English are given the NYSITELL, and entitlement or non-entitlement letters are sent by the ENL teacher to parents within 5 days of testing.
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).
Parents are informed of the right to appeal ELL status within 45 days of enrollment in the entitlement and non-entitlement letters as well as the Parent Orientation for new ELLs and the LPT meetings. Parents who believe that their child has been misidentified as an ELL or non-ELL will be informed they have the right to appeal their child’s ELL status within 45 days of enrollement. We will ask the parent

to submit a written request to re-identify the student and then follow the re-identification process to determine if there will be a change to the ELL status of the student.

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.

Each year P.S. 146 holds Parent Orientation meetings for the parents of all new ELLs within the first ten days of school. In the 2015-2016 school year meetings were held on September 17th during Family Night, September 22nd, September 28th, and a the parent's request from September 18th -September 25th. Flyers were sent home in the native language to notify parents of these meetings and the parent coordinator and ENL teacher calls all parents to ask them to attend. Parents unable to attend a scheduled orientation were given the option to schedule a one on one meeting with the ENL teacher or the parent coordinator to help the parent complete the appropriate paperwork. During all meetings parents are given an agenda in their native language and are asked to sign-in. At the meeting the video prepared by the New York City Department of Education is played in the languages appropriate to the parents attending. Staff members, including ENL teacher(s), bilingual teachers, assistant principal and parent coordinator present information about the Transitional Bilingual Program, ESL Program and the Dual Language Program, staff indicate to parents that the TBE program is the default for any survey that is not returned. Bilingual staff members are available to help interpret questions parents may have about their options and also to assist with completing the paperwork. If a parent decides on a choice that is unavailable at our school, the parent coordinator provides a list of schools that can offer this choice to the family and reaches out to schools for parents to help determine program availability. If a TBE/DL program of the parents choice becomes available the bilingual school psychologist or the parent coordinator contacts the parent and, if requested, accompanies parents to visit the other program.

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.

After the NYSITELL is administered (within ten school days of registration), a letter is sent home in the native language to notify parents of their child's eligibility for language support services and a flyer is sent to inform them of the dates and times for the Parent Orientation. The letter and flyer for Parent Orientation indicate that parents will choose the program of for ELL services. During the Parent Orientation, the Parent Survey and Program Selection Form and brochure are presented and discussed with families. Staff are present at the Parent Orientation Meetings to assist parents in completing the Parent Survey and Program Selection forms in their native language. The ENL teacher monitors the process for Parent Survey and Program Selection. All surveys are collected at the time of the parent orientation and stored in a file in the ENL teacher's classroom. Additional outreach by the ENL teacher and parent coordinator is made if any parent survey is not returned. Individual parent orientations are held if necessary to explain the Parent Survey and Program Selection. All parent selections are recorded in the ELPC screen in ATS and on a spreadsheet that monitors new student testing on a google doc.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Every attempt is made to let parents know their options, understanding that the default is a bilingual transitional program. The ENL teacher and Parent Coordinator contacts parents who were unable to attend the Parent Orientation meetings to schedule individual meetings. If parents do not return Parent Option letters, reminders are sent home in the native language. Parent Surveys are collected at the time of the orientation and then entered in the ELPC screen in ATS. Parent Survey and Program Selection Forms are then kept in a file in the ENL teacher's classroom.

9. Describe how your school ensures that placement parent notification letters are distributed. After Parent Survey and Program Selection forms are completed and returned, placement notification letters are distributed by the ENL teacher. All documents related to new student testing are saved on the ELL Identification spreadsheet uploaded as a google doc. Copies of dated placement notification letters are kept on file in the ENL teacher's classroom.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). Completed original HLIS and original parent choice letters are kept in student cumulative folders. Copies of the HLIS, parent choice, entitlement letters, program placement and continued entitlement letters are kept on file in the school. The ELL Coordinator is responsible for the record keeping process. The assistant principal supervises the intake process as well as record keeping.

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.

Students who receive ELL services will be administered the NYSESLAT every spring as long as they remain entitled. Entitled students are identified by cross-referenced ATS reports such as the RLAT, RLER, and RMNR. The speaking section is administered to all ELLs individually between April 12- May 13th of 2016. Any make up tests will also be administered during this window. Two teachers are present during the speaking exam, (one to administer, one to score) or the test is administered and scored by one teacher who is not the student's ELA or ENL teacher. Scoring is completed at the time of administration and scanned no later than May 26, 2016. The listening, reading, and writing sections are administered over 3 consecutive days in groups between May 2-13th of 2016. Any make up tests will also be administered during this window. Students are grouped within grade bands (K, 1-2,

3-4, 5) accounting for testing accommodations as per IEP. This exam is used to determine if ENL services are continued and the mandates units of ENL services for all entitled students.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Every year continued entitlement and transitional support parent notification letters are distributed to parents by the ENL teacher once NYSESLAT scores are received. Copies of the dated letters are kept on file in the ENL teacher's classroom.
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).

During the 2014-15 school years twenty students were administered the NYSITELL. Twelve parents chose ESL their first choice program for their child, seven parents chose bilingual and one chose dual language. Of the parent who chose bilingual as their first choice six spoke the same language within consecutive grades, five of those students were either general education or had IEPs for ICT, and one student had an IEP for 12:1:1. Because of the small number of students who chose bilingual we did not open a program for the 2014-15 school years. In the past the same trend has been true, most parents choose ESL, a few chose TBE and of those students there is a variety of special education settings on their IEP.

In the 2015-16 school year seventeen students were administered the NYSITELL, four students scored at the Commanding level. Of the thirteen students eligible for services, five parents chose ENL as their first choice, one parent chose TBE as their first choice and seven parents chose DL as their first choice (6 Spanish/English, 1 Arabic/English). Parents of students who chose dual language as their first choice included three students with IEPs for ICT and four general education students. Because the number of parents that chose bilingual did not exceed fifteen students within two grade levels that speak the same language students are receiving their services within the school's current ENL program according to the mandated units of study.

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.

Integrated and Standalone ENL are implemented based on the number of mandated minutes for each proficiency level of the NYSESLAT/NYSITELL. Levels that include flexibility have been included in the integrated service minutes for all grade levels. During integrated services, students are heterogeneously grouped based on grade level. However, differentiation within the integrated service classroom supports the mixed proficiency levels of students. For example, during Reading students work in small groups based on their reading level. Other co-teaching approaches, such as parallel teaching, station teaching and alternative teaching are also used in the integrated service program to support the mixed proficiency of ELL and non-ELL students within the content areas. Standalone ENL services are provided based on students' grade level, only one grade level is grouped at a time, but students are heterogeneously grouped based on proficiency levels.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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)?

Based on students NYSESLAT scores, students are given a proficiency level of: Entering, Emerging, Transitioning, Expanding, or Commanding. At PS 146, student who scored Entering are receiving 180 minutes of standalone ENL and 180 minutes of integrated ELA. Students who scored Emerging are receiving 180 minutes of standalone ENL and 180 minutes of integrated ELA. Students who scored Transitioning are receiving 180 minutes of integrated ELA. Students who scored Expanding are receiving 180 minutes of intergrated ELA or another content area. Students that scored Commanding are receiving 90 minutes of integrated services.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
- In the ENL program at P.S. 146 all lessons are aligned to Common Core learning standards for the grade of the students. Integrated ENL takes place in the classroom using a co-teaching model. Both the content area and ENL teacher deliver content, with the ENL teacher focusing on the language students need to make content comprehensible and to foster language development. Standalone ENL classes are also aligned to common core standards, with the focus on speaking and listening, reading comprehension, and writing proficiency. Students' native language is used to support the content areas through the use of content area dictionaries, translated websites, home language trade books, picture cues, and videos.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
- When students are first identified as ELLs Spanish speakers are testing using the Spanish LAB exam to identify their first language skills. For newcomer ELLs Spanish is used as necessary to assess understanding of content orally and written, where possible. As students learn to decode and read, comprehension questions are often asked in the first language to check for student understanding. Students are also provided with home language texts and asked to summarize the text in English to check understanding of the content in the home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
- All students are assessed three times during the year using the Fountas and Pinnell running records and optional assessments. On the running records, students are evaluated on their decoding accuracy, comprehension, fluency, vocabulary and reading rate. The optional assessments evaluate letter/sound knowledge, sight word knowledge, and early literacy skills (concepts of print). The school also uses the Teacher's College Developmental Writing Rubric to evaluate students' skills in the structure, development and conventions of writing within narrative, opinion, and informational units of study. Each grade has five to six units of study that are assessed over the year in Writing. Students' speaking and listening comprehension skills are assessed daily during questioning and discussion and accountable talk in the classroom as well as summative assessments embedded within the school's Reading Curricula.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- Students who have been identified as SIFE will receive response to intervention services as well as extra minutes of ENL where possible. Newcomer ELLs are grouped during ENL services to focus on the beginner language skills necessary to succeed in school. ENL for developing, long-term, and former ELLs are differentiated to focus on literacy skills. RTI strategies will include a focus on general education ELL students in grades K-2. Former ELLs are provided with a minimum of 90 minutes per week in ELA or another content area during integrated ENL services.
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.
- The school does not currently have non-ELL or re-identified ELLs; the initial identification process to determine re-identified ELL or non-ELL students is monitored by the LPT under the supervision of the assistant principal. If the school has re-identified ELL or non-ELL students, the school's LPT, under the supervision of the assistant principal, would ensure that between 6 and 12 months of the date of ELL re-identification, the re-identification decision would be reviewed to ensure that the student's progress has not been adversely affected by the determination. School-wide assessments such as student's reading levels, writing end line assessments and end of module math assessments would be used to determine if the student(s) are making academic progress based on grade level standards. If it is determined that the student has been adversely affected by the re-identification, based on the recommendation of teachers and parents of the student, the student would receive additional support services.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- All ELLs and SWD at P.S. 146 are instructed using grade-level materials. In ELA teachers in grades K-2 use texts from "Core Knowledge Language Arts" curricula and content based trade books; teachers in grades 3-5 use texts from "Expeditionary Learning" curricula and content based trade books to support the content areas. In Math all classroom teachers use "A Story of Units" curricula materials. Teachers of ELLs and SWD make content accessible by providing language supports for students. Grade-level materials are supported with vocabulary instruction, and language structure supports such as sentence starters or frames, and graphic organizers that support understanding and language development. Native language materials such as content dictionaries/glossaries, and personal word walls are also used to support students' understanding of content specific vocabulary.

Chart 7 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?

Students' IEPs are reviewed each year as part of the annual review process. The general education teacher, special education teacher, ENL teacher, related service providers and parents ensure that the student's services are being delivered in the least restrictive environment (LRE). The school also has a Special Education Cabinet referral process, where teachers/providers may request a review of the student's current program for LRE. During the special education cabinet referral students can be recommended for a flexible schedule to a least restrictive environment or a change to the program through a re-evaluation. Parents can request a re-evaluation their child's program and services at any time to consider LRE. In addition to the IEP process the school also uses block scheduling for literacy and math. In reading students are placed in small groups based on their instructional reading level across the grade. The block schedule helps to accommodate flexibility to a student's program to support the least restrictive environment for these content areas.

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

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



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

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

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

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

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

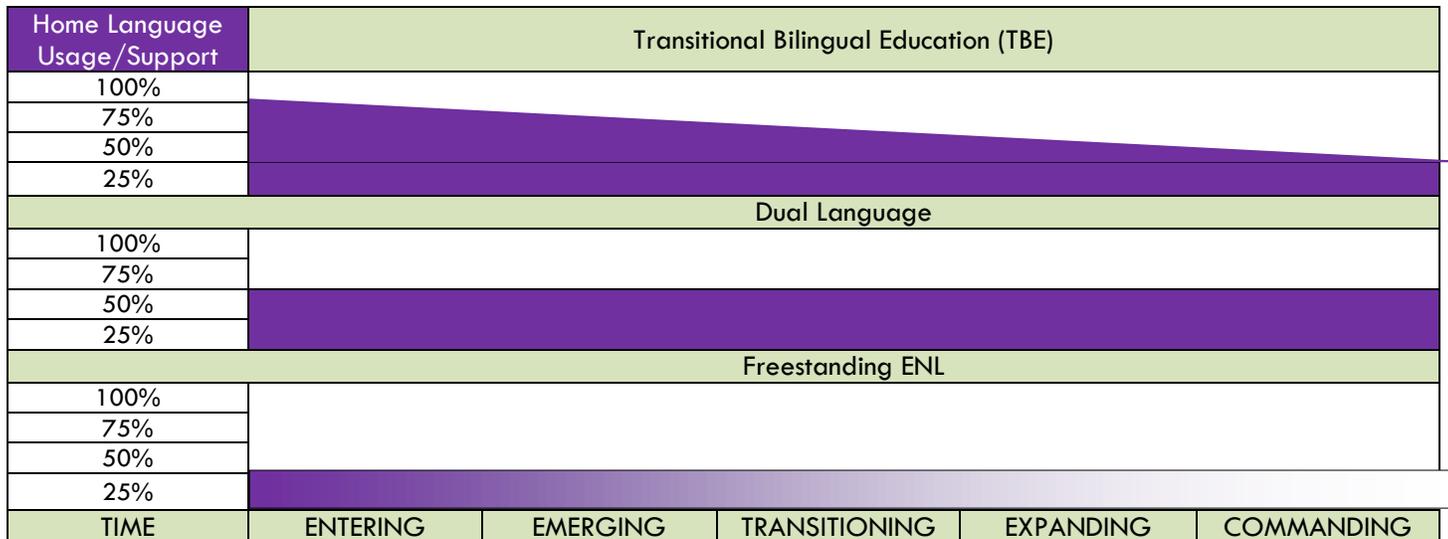


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The school uses Fountas and Pinell as a Universal Screener for ELA. Students determined at-risk will be administered DIBELS as a diagnostic assessments to determine areas of need. According to the screening results in October 2015, 35/36 ELL students in grades K-2 will be eligible for RTI services. RTI services will be provided in cycles with on-going progress monitoring. Phonemic awareness and phonics interventions will be addressed with the Blast and Boost programs for grades K-2, and 3-5. Fluency interventions will be instructed with the Great Leaps program in grades 2-5. Vocabulary and comprehension will be addressed through tier one instruction using robust vocabulary instruction, read alouds, Expeditionary Learning, CKLA, and guided reading. During interventions, teachers have students define concepts in their home language to check for understanding of the content. For Spanish speaking ELLs, ENL teachers can reinforce the students' use of cognates to understand the meaning of new or unfamiliar words.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current program at P.S. 146 is effectively incorporating language into the content areas. Based on the 2015 NYSESLAT, 40% of students scored at the Expanding Level, indicating students are making progress in both content and language development. Through vocabulary and grammar instruction we have been able to make the language of the content accessible and expressible. This is also evident in the students' instructional reading level benchmarks. In June of 2015, 43% of students moved three or more reading levels based on Fountas & Pinnell's Benchmark Assessment. This year we will continue to monitor the effect of our program by including a focus on the progress of ELL students' reading levels and writing proficiency through the collection and analysis of data using class profiles from Fountas & Pinnell's Benchmark Assessment and Writing Pathways writing rubric. Teachers of ELLs are provided with a list of ELL students by proficiency level in October. Teachers are also provided with the mandated service schedule for all ELL students.
12. What new programs or improvements will be considered for the upcoming school year?
Improvements to the ENL program will include the shifts of new mandated minutes of integrated ELA into the program. In addition to the minimum number of integrated units, the school is also including all flexible units into integrated units to better support ELL students within their classroom and content areas. The school's RTI Tier 2 services will also provide systematic programs to support Phonemic Awareness and Phonics with a specific focus on grades K and 1 for early intervention.
13. What programs/services for ELLs will be discontinued and why?
No program/ services for ELLs at P.S. 146 will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school and after school programs. The school's partnership with programs such as the 92nd ST. Y, Beautiful Me, and Union Settlement Intergenerational Tutoring includes all students, including ELLs. Programs such as the 92nds St. Y are part of the school's curricula. Additional programs and after-school programs invite ELL participation by sending home flyersto parents in their native language with a description of the programs as well as dates/times. In addition to those offered to all students, ELLs and former ELLs are invited to participate in an after school program. The afterschool program incorporates language, literacy, content and technology.
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.
ELLs are instructed in their classrooms using the same instructional materials as their English proficient peers, CKLA, Expeditionary Learning, Engage NY math and Blast/Boost Phonics. All of these curricula incorporate technology into the lessons through visuals and some, specifically Blast/Boost Phonics, incorporate interactive technology activities within the lessons. Tehcnology includes interactive white boards, laptop computers, desktop computers and ipads. Native langauge materials, such as content based trade books and read alouds, content dictionaries and glossaries are used to support students' understanding of the content.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
First language support is delivered in the ENL program model using translations when necessary and first language instructional materials. Classroom environments of Entering/Emerging ELLs also include labels and picture cues to incorporate language development.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services and supports at the school are aligned to students' age and grade level. Students' age is considered when placing students into a class/program. Schedules of services and resources are reviewed by school administrators to ensure appropriate age and grade level content and materials.
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).

The parent coordinator is available throughout the summer and during the school year to transition newly enrolled families, including ELLs, into the school. The school also participates in the district 's Elementary, Pre-Kindergarten Fairs and the Back to School Festival throughout the school year to showcase the programs and services available at the school. The principal , ENL teacher and content area teachers across grades participate in these events.

19. What language electives are offered to ELLs?

The school does not currently offer language electives.

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)?

Paste response to question here:

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.)

In the Fall an introduction to the ELL identification process and ELL programs was provided for all pedagogical and support staff, including paraprofessionals. Teachers of ELL's will next participate in a PD session to review and analyze ELL data and share strategies of best practice to support student learning needs within the four modalities. The school's current instructional focus is to improve students' literacy proficiency with a focus on vocabulary instruction. These goals are directly aligned to the needs of the ELL students; based on the results of the NYSESLAT modalities reading and writing are areas of need. Bi-monthly grade level meetings for pedagogical staff take place October 2015- June 2016 for 90 minutes per team. Professional Learning Book Clubs will use, "Assessing Writers" by Carl Anderson and "Bringing Words to Life" by Isabel Beck to strengthen teachers' practice in Writing instruction and explicit Vocabulary instruction, respectively. These sessions take place bi-monthly on Mondays from 2:20pm-3:40pm. Additionally, grade level professional learning will include ELL students as a subgroup when looking at student data to develop SMART goals, implement effective strategies and share best practices across classrooms. These sessions take place bi-monthly on Mondays from 2:20pm-3:40pm. Teachers of ELLs (including ENL teacher(s) and classroom teachers) will also participate in professional development offered at the district, borough, and citywide levels.

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?

The school provides professional development on grade level teams on a bi-monthly basis focused on Writing Instruction. Common Core Learning Standards are addressed through the focused content areas and ELL's are a targeted subgroup within the school. Activities include: reference to current research/theory, observation of practice, and teacher demonstration. Intra-visitations, including labsites, will be used to share best practices and identify a coherent set of beliefs around teaching Writing. During teacher teams, teachers will use the "CAN" protocol to look at student work and create SMART goals indicating instructional strategies they are implementing to support student learning; a focus on ELLs as a subgroup is part of the teacher team protocol. Teachers of ELLs are also invited to professional development sessions offered by the district, borough and citywide.

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

Fifth grade teachers participate in planning transition activities from the elementary to middle school levels. The assistant principal for the grade facilitates the planning sessions and provides key information to the teachers to support the process for the students and families.

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.

ELL specific professional development is incorporated within the school's Professional Learning PD Plan and grade level professional development. ELL students are a targeted sub group, therefore strategies, resources, and content specific professional development is embedded within the school's overall professional development plan. Agendas and sign-in sheets are maintained as records of the content of the professional development activities.

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?

The school will utilize the Parent Engagement time on Tuesdays from 2:20pm-3:00pm to schedule individual meetings with parents. The ENL teacher will create a letter inviting parents to participate in individual meetings and will follow up with a reminder phone call before the scheduled meeting. The parent coordinator will continue to reach out to parents that do not set up a meeting with the ENL teacher. The ENL teacher will maintain a log of each meeting including the date, student/parent name, focus of the meeting and next steps. Translation services are available through bilingual staff, parent coordinator and Office of Translation, when applicable.

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

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

On the first Friday of each month the school invites all parents to join their children in their classrooms for Family Friday. The classroom teacher plans engaging lessons that provide parents opportunities to learn strategies, skills and educational games. Parents can then use these techniques in the home to assist them in working with their children in their native language. This program allows parents to be a part of the learning experience and fosters openness and community involvement in the educational process of their children. Parents are also encouraged to attend class field trips as chaperones. The Parent Coordinator and Parent Association hold Professional Development for parents, including ELLs, bi-monthly. One session each month is dedicated to help parents support their child's learning at home; the other session is based on the needs of the parents, which is identified through the PA monthly meetings. Translation services are provided by the Parent Coordinator and the Office of Translation, when applicable.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
- The school has a variety of partnerships with Community Based Organizations and other agencies to provide workshops and services to ELL parents. An interpreter is provided at these workshops to assist in communication. P.S. 146 is partnered with the 92nd street Y and holds Parent Dance and Parents as Partners in the Arts (PAP) classes. The school also works with the Frank Fried law firm which provides free legal services for parents. Union Settlement also works closely with families and provides individual and family counseling services in the native language. Beginning last year JobNet began working in the school to provide free ESL classes for parents and have expanded the program this year and also included a free GED program for parents at the school.

5. How do you evaluate the needs of the parents?
- The school has an active Parent Association (PA) that meets to discuss ways they can participate in school activities and make suggestions for improvement. Parents are also part of the School Leadership Team (SLT) and participate in an ongoing dialogue with teachers and administrators. A Title I consultation meeting is held annually to hear feedback from parents. In addition to the informal processes of evaluating needs, the Parent Coordinator has developed a survey to be distributed at PA and SLT meetings. She also uses feedback from parent intakes to present needs of the parents to the administrative team. The school is considering inviting a focus group of parents inclusive of all cultures and languages to gather feedback to support the needs of the parents.

Parents are strongly encouraged to complete the Learning Environment Survey, available in the native language. The results of this survey are used to determine parent satisfaction and next steps. The school also collects feedback from parents attending the Family Friday program and parent workshops. Our Parent Coordinator often meets with individual parents to discuss any concerns they might have and shares this information with the administration.

6. How do your parental involvement activities address the needs of the parents?
- PS 146 hosts a variety of workshops and programs to meet the needs of parents. Parent workshops are interactive and geared towards supporting students' needs at home. Participation in the classroom through Family Friday and school trips help parents to understand the content being taught in the classroom and to provide strategies to help support learning opportunities at home and in the community. Programs such as the ESL and GED classes also provide parents with language and educational opportunities to enhance their own knowledge and skills and helping them to partner with the school to support their child's learning.

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.

Paste response here:

School Name: **Anna M. Short**

School DBN: **04M146**

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)
Dr. Mona Silfen	Principal		10/27/15
Allison Angioletti	Assistant Principal		10/27/15
Diana Alava	Parent Coordinator		10/27/15
Carmen Fisher	ENL/Bilingual Teacher		10/27/15
	Parent		1/1/01
James Corbo/Speech Language	Teacher/Subject Area		10/27/15
Patricia Brichta/ IEP Teacher	Teacher/Subject Area		10/27/15
Jamie Margolies	Coach		10/27/15
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **04M146** School Name: **Anna M. Short**
Superintendent: **A**

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.

To assess our school's written translation and oral interpretation needs, data from the HLIS, Pre-K Language Needs Survey, ATS and blue cards were collected and analyzed. During the current registration, when a HLIS survey is received the OTELE code is entered into the system. The OTELE code signifies the language spoken at home. On the HLIS form and on Emergency Cards, parents indicate the language they would like receive written and oral communication from the school. This information is used to determine the languages in which school letters and documents are sent to parents. The school also has a Pre-K program. Parents in this program complete the Pre-K indergarten Language Needs Survey. Finally, Interviews with teachers, administrative staff and the parent coordinator were also conducted to evaluate the school's translation and oral interpretation needs.

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.

After looking at our student population, OTELE codes and ELL population, it is determined that written and oral translations are needed in Spanish, Arabic, Chinese, French, Portuguese and Bengali.

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.)

Written translation is requested for school letters (as needed), notices (as needed) and report cards (November, March, June). As per the staff handbook, any written communication with parents must be translated into the native language. The school will provide written translations of school letters (as needed), parent handbooks(Fall) and other school related documents (as needed).

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.

Identified areas of need for oral interpretation services are parent/teacher conferences (November, March, June), Curriculum/Family Night (September and May), scheduled meetings before and after school to discuss an individual child's academic issues, parent workshops and IEP meetings (ongoing and as needed basis).

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.

City wide documents in the native language are retrieved from the Department of Education's website. School wide documents are translated through the Department of Education's Translation Service. Sufficient notice is allotted for use of this service. Letters, notices and other forms of communication from teachers are translated in-house by staff members. The languages of translations issued is based upon collected data.

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.

In order to better support parents, oral interpretation services are provided by the school. The school provides these services during parent-teacher conferences, curriculum night and academic workshops. Oral interpretation services are provided in-house by the parent coordinator, pedagogues and paraprofessionals. If an in-house interpreter is not available for a particular language, the school requests an interpreter from the Department of Education's Interpreter service or hires from an outside agency. Interpreters are available to assist communication with pedagogues and administrators. Teachers are asked to schedule meetings with parents who are non-native speakers and an interpreter will be arranged to convey the academic objectives of the student. When parent workshops pertain to academic content, interpreters will also be provided.

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.)

Monthly professional learning sessions for teachers are focused on special populations including, ELLs. During these sessions steps for using the DOE's translation and interpretation services are explained. In addition, a link to the DOE's translation unit is available on the school's website.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The school provides parents whose native language is other than English a copy of the Bill of Parent Rights and Responsibilities in their native language. In addition, parents are asked if they would like if they would like translation services. Since over ten percent of the school's parent population speaks Spanish, the school ensures that school signs and report cards are bilingual. Translation and interpreter service signs are clearly posted in the main office, Parent Association/Parent Coordinator room and SBST rooms.

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)

The school uses the results of the Learning Environment Survey as well as feedback from Parent Workshops to assess the quality and availability of services.