

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	26Q046
School Name:	P.S. 046 ALLEY POND
Principal:	MARSHA GOLDBERG

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: The Alley Pond School School Number (DBN): 26Q046
Kindergarten, First, Second, Third, Fourth, Fifth
Grades Served: _____
School Address: 64-45 218th Street, Bayside, New York 11364
Phone Number: (718)423-8395 Fax: (718)423-8472
School Contact Person: Stamo Karalazarides Email Address: SKaralazarides2@schools.nyc.gov
Principal: Stamo Karalazarides
UFT Chapter Leader: Dawn Michaels
Parents' Association President: Elaine Ngai
SLT Chairperson: Stamo Karalazarides
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 26 Superintendent: Danielle Giunta
Superintendent's Office Address: 61-15 Oceania St, Bayside, NY 11364
Superintendent's Email Address: DGiunta4@schools.nyc.gov
Phone Number: (718)631-6943 Fax: (718)631-6996

Borough Field Support Center (BFSC)

BFSC: Queens North BFSC Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North 4th Floor, LIC, NY 11101

LPender@schools.nyc.gov

Director's Email Address:

(718)391-8222

(718)391-8320

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Stamo Karalazarides	*Principal or Designee	
Dawn Michaels	*UFT Chapter Leader or Designee	
Elaine Ngai	*PA/PTA President or Designated Co-President	
Fran Kersch	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Warren	Member/ Parent	
Kathryn Starace-Saban	Member/ Parent	
Elaine Ma Concepcion	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anthony Vecchia	Member/ Parent	
Winie Yeh	Member/ Parent	
George Flores	Member/ Parent	
Lorraine Burke	Member/ Parent	
Rosemary Nucatola	Member/ Teacher	
Jodi Solomon	Member/Teacher	
Coleen Wong	Member/ Teacher	
Nicholas Singh	Member/ Teacher	
	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.

PS 46Q is a high performing school with a diverse population of approximately 615 students in grades Kindergarten through 5th grade. We are a barrier free school, serving approximately 25% of our population as students with special needs. Our programs for students with special needs include at least one Integrated Co Teaching (ICT) class on each grade, 3 -12:1:1 classes of students with intellectual disabilities and 12:1 and 12:1:1 classes of students with learning disabilities or mixed disabilities. Additionally, we have three 8:1 ASD Horizon classes. Furthermore, we offer related services and SETSS to identified students. PS 46Q also has approximately 14% English as a New Language Learners and former ENLs with approximately 6.6% ENLs and 7% former ENLs. Most of our English as a New Language Learners are from China and Korea.

In 2013, PS 46Q was recognized by the United States Department of Education as a Blue Ribbon School due to our high test scores and the progress of our students with special needs. Over the past several years, we have continually achieved an A on our progress report and our School Quality Snapshot shows that our students are making excellent progress in ELA and Math. Our 2014-2015 Learning Environment Survey shows that 95% of teachers and parents gave positive responses regarding our Rigorous Instruction, 97% believe we have Collaborative Teachers and a Supportive Environment. 96% believe we have Effective School Leadership, 86% percent are satisfied with our Strong Family-Community Ties and 98% believe we have Trust across our building.

PS 46Q is a school with a vast amount of programs and diverse student needs. Our Mission/Vision is that all students can learn and succeed. We support each child academically, emotionally and socially, giving students a well-rounded education, attainment of the Common Core Learning Standards and prepare them to be innovative and productive citizens of the 21st Century. We work closely with our families, teachers and paraprofessionals to support students as individuals towards career and college readiness. Each student is given multiple opportunities to flourish in academics, technology, sports and arts subjects. We offer students instrumental and choral instruction, geek squad, drama club, team sports and have incorporated STEAM (Science, Technology, Engineering, Art and Math) throughout all of our grades and various programs.

Our mission at PS 46Q is to support all students, including general education, special education, English as a New Language Learners and gifted students academically, socially and emotionally in order to achieve success and to become productive citizens. We set high expectations for all students and work collaboratively as a community including, teachers, paraprofessionals, administration and families, creating multiple opportunities for students to engage in enriching academic and arts opportunities throughout the school year.

The area of the Framework for Great Schools in which PS 46Q has made the most progress over the past year is Collaborative Teachers. Our teacher teams work closely together to plan units of study, individual lessons and to analyze student data and needs. This year, we have seen an increase in the continuity of teamwork in each grade team. The PS 46Q key areas of focus for this coming school year include deepening the collaboration of teachers through the implementation of collaborative rounds in each grade. Another area of focus for the coming school year is to strengthen family and community ties. In addition to monthly curriculum and Common Core Learning Standards (CCLS) workshops, teachers will communicate classroom expectations and curriculum information through the use of classroom websites. Another focus for the 2015-2016 school year is the implementation of Teachers College Reading and Writing Workshop across all grades and special education programs. This focus will be embedded in every aspect of the Framework for Great Schools- Rigorous Instruction, Supportive Environment, Collaborative Teachers, Effective School Leadership,

Strong Family and Community Ties with a deep emphasis on building trust between teachers, parents and administration.

26Q046 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	606	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	3.1%	% Attendance Rate		96.3%
% Free Lunch	34.6%	% Reduced Lunch		9.5%
% Limited English Proficient	10.7%	% Students with Disabilities		29.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		6.7%
% Hispanic or Latino	14.5%	% Asian or Native Hawaiian/Pacific Islander		57.6%
% White	18.3%	% Multi-Racial		2.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		1
# 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)		1.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		8.02
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	53.1%	Mathematics Performance at levels 3 & 4		74.4%
Science Performance at levels 3 & 4 (4th Grade)	97.7%	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	X	Recognition		
In Good Standing		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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

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

On the 2015 NYS ELA, 57.8% of students met State standards compared to 80.9% on the 2015 NYS Math Test.

2015 NYS ELA scores went up 4.8% from 2014 when 53% of students met State standards. 2015 NYS Math scores went up from 74% to 80% in 2015 but a 20+ point difference between how students perform in ELA and Math remains for two consecutive years.

2014-2015 Quality Review rating for 1.2 is proficient and is a focus area for PS 46Q.

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, 90% of all K-5 students including English Language Learners and Students with Disabilities will increase their ability to comprehend and answer questions on grade level texts by increasing their TCRWP (Teachers College Reading and Writing Project) independent reading levels by a minimum of two levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Implementation of Teachers College Reading and Writing Workshop</p> <ul style="list-style-type: none"> • Planning of targeted CCLS instruction of reading and writing • Teacher team collaboration on CCLS reading and writing units of study • Ongoing professional development and professional learning throughout the school year • Teachers model lessons and create access for all learners through the implementation of multiple entry points for each ELA lesson • Teachers analyze reading and writing data four times throughout the school year (September, January, March and June) • Planning and implementation of 3 CCLS ELA tasks (Oct., Jan., April) • School-wide Inquiry Team will analyze TCRWP running record data, identifying vertical and horizontal patterns across the school • School-wide Inquiry Team will work with administration and their grade peers to identify grade and whole school-wide needs and plan targeted CCLS reading instruction for all students- general education, special education and ENLs (English as a New Language Learners) <p>- 2 Six Week School-Wide ELA Cycles</p>	<p>K-5 students including ENLs and SWDs</p>	<p>9/15-6/16</p>	<p>K-5 Teachers, F-Status Lit. Coach and Admin.</p>

- Cycle 1 - Main Idea and Details			
- Cycle 2- Vocabulary in Informational Texts			
Strategies and interventions for English as a New Language Learners: <ul style="list-style-type: none"> • Rosetta Stone online language instruction • Great Leaps reading fluency • Wilson Reading • Guided Reading • Small group instruction • Push in ESL 	K-5 Teachers, ESL Teachers	9/15-6/16	K-5 Teachers, ESL Teachers, RTI, SETSS Teachers, Speech Teachers, F-Status Lit. Coach and Admin.
Strategies and Interventions for Students with Disabilities: <ul style="list-style-type: none"> • Great Leaps reading fluency • Wilson Reading • Guided Reading • Small group instruction • Push in related services • Push in/pull out RTI • UDL (Universal Design for Learning) strategies 	K-5 SWDs	9/15-6/16	K-5 teachers, Admin, F-Status Lit. coach, paraprofessionals, SETSS teacher, RTI/AIS teacher, speech teachers
Supporting Families: <ul style="list-style-type: none"> • Curriculum information on classroom websites • Monthly meetings with administration (coffee with the principal) • CCLS curriculum workshops and meetings • Class websites with monthly CCLS units of study in reading and writing, homework expectations, writing celebration information • Parent workshops in leveled reading, CCLS writing expectations, supporting children at home, NYS ELA • Parent informational day at Teachers College Columbia University (open to all parents) 	K-5 students including ENLs and SWDs	9/15-6/16	K-5 teachers, Admin., parent coordinator

- 3 writing celebrations open to parents- 1 informational writing, 1 narrative writing, 1 informative writing

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.

The Framework for Teaching rubrics, Advance MOTP data, Quality Review Indicators, Teachers College Reading and Writing Units of study, Teachers College staff developers, Teachers College Reading and Writing calendar days, TC Assessment Pro, leveled libraries, Rosetta Stone language learning program, Smart Boards, desk tops, Ipads, F-Status literacy coach, Wilson Foundations, Great Leaps Reading Fluency kits, K-5 teachers, ESL teachers, paraprofessionals, RTI/AIS teacher, SETSS teacher, assistant principal, principal

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
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.

By January, 2016, 90% K-5 students including ENLs and SWDs will have increased a minimum of 1 reading level on their TCRWP running record assessments.

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.

On our 2014-2015 Advance MOTP data, 10% of teachers received a D, 74% received an E, 16% received an HE in 3b – Questions and Discussions Techniques compared to 3% receiving a D, 41% E, and 56% HE overall in domain 3.

2014-2015 School Survey Data reveal that 95% of teachers and parents gave positive responses of PS 46Q's Rigorous Instruction.

2014-2015 QR Data:

-Well Developed in Ensuring Engaging, Rigorous, Coherent Curricula in All Subjects

-Well Developed in Aligning Assessments to Curricula

-Proficient in Developing Teacher Pedagogy From a Coherent Set of Beliefs of How Students Learn Best

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, 100% of students including English as a New Language Learners and Students With Disabilities will engage in collaborative group work and high level discussions as measured by at least a 2% increase in teacher practice of Danielson component 3b Questions and Discussions Techniques on their MOTP (Measurement of Teacher Practice) observations.

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) <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>
<ul style="list-style-type: none"> • Teachers College Reading and Writing Workshop professional development instructional team planning • Teachers College Reading and Writing Workshop calendar days • Teachers College Reading and Writing Workshop summer institutes • Collaboration with grade team peers and administration during professional learning time on Mondays and during common preps with a minimum of 30 hours of PD incorporating best practices in Charlotte Danielson's Component 3b Questions and Discussions Techniques • MOTP Meetings with administration • Professional learning and collaboration around The Charlotte Danielson Framework for Teaching Rubrics • Collaborative planning and incorporating 3b into all units of study and lessons including ELA, math, science and social studies • Creating support systems and scaffolds in Question and Discussion techniques for targeted students 	<p>K-5 teachers, ESL teachers, SETSS teacher, RTI/AIS teachers, paraprofessionals, speech teachers</p>	<p>9/15-6/16</p>	<p>Principal, assistant principal, F-Status coach, TC staff developers</p>
<p>Supporting Families:</p> <ul style="list-style-type: none"> • Curriculum information on classroom websites • Monthly meetings with administration (coffee with the principal) 	<p>Teachers, parents, parent coordinator, students</p>	<p>9/15-6/16</p>	<p>Principal, assistant principal, parent coordinator</p>

<ul style="list-style-type: none"> • Monthly CCLS curriculum workshops and meetings • Class websites with monthly CCLS units of study in reading and writing and homework expectations all incorporating DOK level III and IV questioning • Parent workshops in asking their children high level questions about texts, math problems and writing • Parent informational day at Teachers College Columbia University (open to all parents) 			
<p>Strategies and Interventions for English as a New Language Learners:</p> <ul style="list-style-type: none"> • Support charts with question prompts • Small group instruction • Push in ESL • Formulating and answering questions in their native language • Translation tools such as google translate, dictionaries and thesauruses • Pictorial representations and clues 	ESL teachers, K-5 teachers	9/15-6/16	Principal, assistant principal, F-Status coach
<p>Strategies and Interventions for Students with Disabilities:</p> <ul style="list-style-type: none"> • Support charts with question prompts • Support charts with conversation tools and habits • ACE (Autism Curriculum Encyclopedia-online data and lesson tool for Horizon students) • Small group instruction • Push in related services • Push in RTI • UDL (Universal Design for Learning) strategies 	K-5 teachers including Horizon teachers, ACE program teachers	9/15-6/16	Principal, assistant principal, F-Status coach

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.

The Framework for Teaching rubrics, Advance MOTP data, Quality Review Indicators, Teachers College Reading and Writing Units of study, Teachers College staff developers, Teachers College Reading and Writing calendar days, TC Assessment Pro, leveled libraries, Rosetta Stone language learning program, Smart Boards, desk tops, iPads, F-Status literacy coach, Wilson Foundations, Great Leaps Reading Fluency kits, ACE (Autism Curriculum Encyclopedia), K-5 teachers, ESL teachers, paraprofessionals, RTI/AIS teacher, SETSS teacher, speech teachers, assistant principal, principal

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
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.

By January 2016, MOTP (Measurement of Teacher Practice) observations in the Advance system will show a minimum of 1% increase in component 3b Questions and Discussions Techniques.

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

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

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

Part 1 – Needs Assessment

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

Our 2014-2015 Quality Review indicates a proficient rating and a focus in 1.2 of Instructional Core. Our 2014-2015 School Survey revealed that 68% of teachers strongly agree that they coordinate their teaching with instruction at other grade levels. 28% of teachers agree and 5% somewhat agree with that statement. On the 2014-2015 School Survey 37% of teachers stated that all teachers are eager to try new ideas while 29% of teachers said that nearly all teachers are compared to 22% who said that most are and 10% who said that some teachers are eager to try new ideas.

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 K-5 teachers will participate in collaborative rounds with a focus on 3b Question and Discussion Techniques and 3C Student Engagement in Charlotte Danielson’s Framework for Teaching that will inform and improve their ability to provide students with targeted instruction including multiple entry points and high level thinking for all learners including English Language Learners and Students with Disabilities as evidenced by 95% of teachers receiving either an Effective or Highly Effective rating in domains 3b and 3c of their Advance Measure of Teaching Practice.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teacher teams will work collaboratively to identify student needs and plan targeted CCLS instruction • Teachers College professional development • Observation of student work • Analysis of student data • Lesson study • Planning of scaffolded, enrichment, and open ended instruction to support and challenge students at their individual ability and levels of need <p>Schoolwide Instructional Team will discuss and identify expectations in components 3b Questions and Discussions Techniques & 3c Student Engagement</p> <p>Schoolwide instructional Team will observe classrooms across all programs including Students With Disabilities and English as a New Language Learners and will identify and discuss best practices, trends and needs in components 3b and 3c</p> <p>Schoolwide Instructional Team will collaborate with teachers to address individual, gradewide, and schoolwide needs in components 3b and 3c</p>	<p>K-5 students including ENLs and SWDs</p>	<p>9/15-6/16</p>	<p>Teachers, assistant principal, principal, F-Status Lit. coach</p>
<p>Strategies to address the needs of students with disabilities:</p> <ul style="list-style-type: none"> • Targeted instruction based in individual students' needs and learning styles • Planning and implementation of multiple entry points for all lessons and subjects 	<p>K-5 SWDs</p>	<p>9/15-6/16</p>	<p>K-5 Teachers, cluster teachers admin., F-Status Lit. coach</p>

<ul style="list-style-type: none"> • Use of visual representations and scaffolds • Push in/pull out related service instruction • Push in/pull out SETSS instruction 			
Strategies to address the needs of English Language Learners <ul style="list-style-type: none"> • Push in/pull out ESL services • Targeted ESL instruction • Visual and kinetic scaffolds • Modeling • Discussions 	K-5 ENLs	9/15-6/16	K-5 teachers, ESL teachers, cluster teachers, Admin., F-Status Lit. coach
Supporting Families: <ul style="list-style-type: none"> • Curriculum information on classroom websites • Monthly meetings with administration (coffee with the principal) • Monthly CCLS curriculum workshops and meetings 	K-5 students including ENLs and SWDs	9/15-6/16	K-5 teachers, ESL teachers, cluster teachers, Admin., parent coordinator

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.											
The Framework for Teaching rubrics, Advance MOTP data, Quality Review Indicators, Teachers College Reading and Writing Units of study, Teachers College staff developers, Teachers College Reading and Writing calendar days, TC Assessment Pro, leveled libraries, EnVision Math series and online program, Smart Boards, desk tops, iPads, F-Status literacy coach, Wilson Foundations, Rosetta Stone language learning program, Great Leaps Reading Fluency kits, K-5 teachers, ESL teachers, paraprofessionals, RTI/AIS teacher, SETSS teacher, assistant principal, principal											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	X	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.
By February 2016, teachers will have planned and implemented 2 collaborative rounds and teacher questioning and discussion techniques MOTP ratings will show that 95% of teachers receive an HE or E in 3b and 3C.
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.

Our 2014-2015 School Survey shows that 56% of teachers strongly agree that they trust each other compared to 33% who agree, 5% who somewhat agree, 3% who somewhat disagree and and 3% who strongly disagree. 82% of teachers strongly agree that they trust the principal at her word and 13% agree.

2014-2015 QR Data reveals a Well Developed in Engaging in Structured Professional Collaborations in Teams Using an Inquiry Approach that Promotes Shared Leadership and Focuses on Improved Student Learning

Part 2 – Annual Goal

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

By June 2016, school leaders will establish and support a system that allows at least 75% of teachers to participate in collaborative rounds, sharing best practices and planning cohesively resulting in at least a 10% increase of teachers trusting each other on the 2015-2016 NYC DOE Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will collaboratively plan and implement Common Core Learning Standards (CCLS) instruction using the methodologies of Teachers College Reading and Writing Workshop, and EnVision Math • Teachers will plan targeted instruction with multiple entry points • Teachers will analyze student work and collaborate on next steps, best practices, differentiated instruction, providing open ended and enrichment opportunities for students • Teachers will visit each other’s classrooms and identify student needs and next steps <p>Schoolwide Instructional Team will discuss and identify expectations in components 3b Questions and Discussions Techniques and 3c Student Engagement</p> <p>Schoolwide Instructional Team will observe classrooms across all programs including Students With Disabilities and English as a New Language Learners and will identify and discuss best practices, trends, and needs in components 3b and 3c</p> <p>Schoolwide Instructional Team will collaborate with teachers to address individual, gradewide, and schoolwide needs in components 3b and 3c</p> <p>Gradewide Teams will plan and implement collaborative rounds in component 3b</p> <p>School leaders will support teachers by giving them planning time to identify classrooms and establish expectations for collaborative rounds</p>	<p>K-5 students including SWDs and ENLs</p>	<p>9/15-6/16</p>	<p>Teachers, Admin., F-Status Lit. coach</p>

School leaders will meet with grade team to discuss findings, best practices and next steps after each collaborative round			
<p>Strategies to address the needs of students with disabilities:</p> <ul style="list-style-type: none"> • Targeted CCLS instruction based in individual students’ needs and learning styles • Planning and implementation of multiple entry points for all lessons and subjects • Use of visual representations and scaffolds • Observation and analysis of student work • Analysis targeted students’ of acquisition of lesson’s objective 	K-5 SWDs	9/15-6/16	Teachers, Admin., F-Status Lit. coach
<p>Strategies to address the needs of English Language Learners</p> <ul style="list-style-type: none"> • Push in ESL services • Targeted ESL instruction • Visual and kinetic scaffolds • Modeling • Planning of DOK level III, IV questions for ENLs • Observation and analysis of English Language Acquisition 	K-5 ENLs	9/15-6/16	Teachers, ESL teachers, Admin., F-Status Lit. coach
<p>Supporting Families:</p> <ul style="list-style-type: none"> • Curriculum information on classroom websites • Monthly meetings with administration (coffee with the principal) • Monthly CCLS curriculum workshops and meetings 	K-5 students including ENLs and SWDs	9/15-6/16	Principal, Assistant Principal, Parent Coordinator

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.
The Framework for Teaching rubrics, Advance Measurement of Teacher Practice (MOTP) data, Quality Review Indicators, Teachers College Reading and Writing Units of study, Teachers College staff developers, Teachers College Reading and Writing calendar days, TC Assessment Pro, leveled libraries, Rosetta Stone language learning program,

Smart Boards, desk tops, iPads, F-Status literacy coach, Wilson Foundations, Great Leaps Reading Fluency kits, K-5 teachers, ESL teachers, paraprofessionals, RTI/AIS teacher, SETSS teacher, assistant principal, principal

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		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.

By the end January 2016, 75% of teachers will have participated in 2 collaborative rounds, observing student work, analyzing student data and creating targeted instruction for identified students.

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.

On the 2014-2015 School Survey - Parent Responses

- School staff regularly communicate with parents/guardians about how staff can help students learn: 35% strongly agree, 41% agree, 17% somewhat agree, 6% somewhat disagree, and 1% disagree

- Parents/guardians are invited to visit classrooms to observe instruction: 37% strongly agree, 43% agree, 11% somewhat agree, 3% somewhat disagree, 4% disagree, and 1% strongly disagree

- Teachers communicate regularly with parents/guardians: 36% strongly agree, 45% agree, 13% somewhat agree, 3% somewhat disagree, 1% disagree and 2% strongly disagree

- The principal at this school promotes family and community in the school: 48% strongly agree, 36% agree, 13% somewhat agree, and 2% somewhat disagree

2014-2015 QR Data shows a Well Developed in Establish a Culture for Learning that Communicates High Expectations to Staff, Students and Families and Provides Support to achieve those Expectations

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, each grade teacher team will communicate clear expectations and goals through the implementation of class websites as measured by a 10% increase in parent utilization (hits) of the websites from September 2015 to 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) 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>Each teacher will create a website with information on their monthly units of study. Classroom teachers will identify units of study by subject area- reading, writing, math, science and social studies.</p> <p>Other information relayed on websites:</p> <ul style="list-style-type: none"> • Daily homework expectations • Class scheduled enrichment trips • Class celebrations of student work including 3 writing celebrations that families will be invited to throughout the school year- narrative, informational and persuasive/opinion • Musical Theater (K-5), Ballroom dance (5th grade) performance dates and celebrations • Concert dates and performances • Science and Art fair information • Star student dates and information • Activities throughout the school year such as class trips • Information on supporting your child at home <p>School website with pertinent dates, information on various programs and activities throughout the school year</p>	<p>K-5 students including SWDs, and ENLs and their families</p>	<p>9/15-6/16</p>	<p>K-5 teachers, cluster teachers, Principal and Assistant Principal</p>

Teacher Teams work collaboratively during Parent Engagement time to update class websites			
<p>Strategies to address Students with Special Needs:</p> <ul style="list-style-type: none"> • Differentiated and/or open ended homework will be posted, giving students the opportunity to perform at individual ability levels and to target individual student needs • Information to families for supporting their children at home will include ways to help struggling students 	K-5 SWDs and their families	9/15-6/16	K-5 Teachers, cluster teachers, SETSS teacher, related service providers, principal, assistant principal
<p>Strategies to address the needs of English Language Learners</p> <ul style="list-style-type: none"> • Homework assignments will include work for ENLs and struggling students • Parent information on English as a Second Language workshops will be posted • Supports for ENLs will be given for families to help their children at home • Translators (bilingual paraprofessionals) will be available to assist students and families with translation services throughout the year 	K-5 ENLs and their families	9/15-6/16	K-5 teachers, cluster teachers, ESL teachers, principal, assistant principal
<p>Supporting Families:</p> <ul style="list-style-type: none"> • Curriculum information on classroom websites • Monthly meetings with administration (coffee with the principal) • Monthly CCLS curriculum workshops and meetings • One grade's website and pertinent information will be highlighted at each PTA meeting • Websites will be referenced during parent meetings and workshops including monthly Coffee with the Principals meeting • Email blasts informing parents of school events and pertinent information • Translators (bilingual paraprofessionals) will be available for all meetings including PTC (Parent Teacher Conferences), workshops, and monthly coffee with the principal 	K-5 students including ENLs and SWDs and their families	9/15-6/16	K-5 teachers, principal, assistant principal, parent coordinator

<ul style="list-style-type: none"> • Musical theater residency and winter and spring concert performances will be planned throughout the school- year, giving families multiple opportunities to come see their children showcase their work and their talents • Parent volunteers will work with teachers and students on the planning and implementation of our annual Lunar New Year celebration 			
---	--	--	--

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.											
The Framework for Teaching rubrics, Advance MOTP data, Quality Review Indicators, Teachers College Reading and Writing Units of study, Teachers College staff developers, Teachers College Reading and Writing calendar days, Teachers College family day, TC Assessment Pro, leveled libraries, Rosetta Stone language learning program, Smart Boards, desk tops, iPads, F-Status literacy coach, Wilson Foundations, Great Leaps Reading Fluency kits, K-5 teachers, ESL teachers, paraprofessionals, RTI/AIS teacher, SETSS teacher, assistant principal, principal											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, a minimum of four grades and two cluster teachers’ websites will be referenced during monthly PTA meetings and website “hits” will be closely monitored with an increase of a minimum of 10% usage from September 2015 to January 2016.
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)	Level 1 and low Level 2 students as per 2015 NYS ELA Scores Level 1 readers as per TCRWP independent reading levels	Repeated readings, guided reading, text deconstruction, shared reading, interactive writing, Thinking Maps, student discussions around high level questions, reading fluency	Small group or one on one	During the school day Title III after-school program
Mathematics	Level 1 and low Level 2 students as per 2015 NYS Math Scores Level 1 students as per EnVision and Exemplar Math tasks	Guided math, use of manipulatives, Thinking Maps, breaking down of word problems, isolating pertinent information in a word problem, identifying question asked, repeated teaching practice of skills and strategies, scaffolding math facts	Small group or one on one	During the school day Title III after-school program
Science	Level 1 and low level 2 students as per 2015 NYS Science Test Level 1 students as per science experiments and work portfolios and assessments	Review of information and concepts	Small group and one on one	During the school day Title III after-school program

Social Studies	Level 1 and low level 2 students as per social studies work portfolios and assessments	Review of information and concepts	Small group and one on one	During the school day Title III after-school program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Level 1 and low Level 2 students as per 2015 NYS ELA and Math Test Scores</p> <p>Level 1 readers as per TCRWP independent reading levels</p> <p>Level 1 students as per EnVision Math work and assessments and Exemplars Tasks</p>	RTI/AIS, SETSS, Speech, social workers, guidance counselor, school psychologist, methods and resources teacher, ESL teachers, paraprofessionals (Great Leaps 1:1 instruction)	Small group or one to one	During the school day Title III after-school program

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).

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.

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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

PS 46Q, The Alley Pond School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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>The Alley Pond School</u>	DBN: <u>26Q046</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: _____
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>2</u>
of content area teachers: _____

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: Begin description here: The PS 46Q Title III program is open to all English Language Learners in grades 2-5 in order to help them meet the Common Core Learning Standards for English as a New Language and English Language Arts. Identified students will be able to participate in an after school program that will be held two afternoons per week, for one hour each day, using English as the only language of instruction. The program will begin on October 21, 2015 and run until May 12, 2016 and will take place on Wednesdays and Thursdays from 2:20-3:20 pm. All mandated and former ENLs in grades 2-5 have been invited to participate. Students will be grouped according to proficiency and grade levels in order to maximize the effectiveness of the instruction. Students will be instructed by two licensed ESL teachers using scaffolding techniques such as modeling, bridging, contextualization, schema building, metacognitive development, oral language, text deconstructing and text representation. The teachers will also use additional strategies in order to facilitate language acquisition such as predictable and consistent classroom routines, aided by diagrams, Thinking Maps, lists, and easy to read schedules. There will be an emphasis on vocabulary development on Tier 1 and Tier 2 words by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension. Students will also be given extra practice in reading words, sentences and stories in order to build fluency. Workshop model teaching will be implemented in order to support our Title III children's English language acquisition.

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: Approximately 10% of our students are English as a New Language Learners. Over the past several years, we have had an influx of students and because of that, have had an increase of English as a New Language Learners. All of our classroom and cluster teachers are working with English as a New Language Learners throughout the school day. In order to provide our ENLs with proper differentiation which is appropriate to their needs as English as a New Language Learners, we must provide our teachers with ESL/ENL techniques and methodologies. Our two Title III ESL teachers will provide professional development to all teachers and paraprofessionals during the months of January and March. These meetings will take place during the staff's professional Learning time, giving our educators a thorough understanding of their ENLs needs in an effective and timely manner. There will be two professional development days in January and 2 in March with a total of 4 days. Each professional development training will take place from 2:20-3:40 pm with the Title III teachers remaining until 3:40 in order to address individual and grade-wide questions or needs. The teachers and paraprofessionals will be split up by grade (K-2 and 3-5). This will provide teachers with a more focused approach to support their English as a New Language Learners in academic progression and in meeting the Common Core Learning Standards. The ESL teachers will explain and model skills and strategies they use to support their students in mastering the English language as well as the Common Core Learning Standards. Topics to be covered are Supporting ENLs with Teacher's College Reading and

Part C: Professional Development

Writing curriculum and "planning instruction around Danielson's Framework for Teaching-3b Questions and Discussion Techniques with multiple entry points for English Language Learners." They will review ENL methodologies used during both the Title III program and our regular ENL program. The Title III teachers will meet with the assistant principal for two afternoons in January, two afternoons in February and two afternoons in March, totaling 15 hours in order to organize professional learning materials, analyze NYSESLAT data, assess individual and schoolwide needs for teaching and supporting English as a New Language Learners, creating effective and useful professional development for the January and March professional learning dates. The administration of the professional development to the paraprofessionals and teachers will total 6 hours. In addition to providing professional development in January and March, our two Title III ESL teachers will receive training throughout the school year on the CCLS, the Danielson Framework with a strong emphasis on 3b Questioning and Discussion Techniques, problem solving and writing workshop. The trainings will be administered by the PS 46Q administration during the teachers' contractual professional learning time. The Title III teachers are expected to use the methodologies and strategies learned during their PL time with their Title III classes. Furthermore, our Title III teachers will attend ESL trainings and meetings administered throughout the 2015/2016 school year through our district as well as two additional Teachers College Reading and Writing Professional Development days.

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: Title III teachers will meet with parents and contact them as necessary throughout the school year during their parent engagement time each week. Our parent coordinator will administer workshops for parents throughout the school year. Translators will be present to assist parents. For seven weeks, beginning on December 9th until February 3th for one hour each day, our Title III parents will be invited to participate in an adult ENL class which will be led by our two Title III ESL teachers. On February 10th, our Title III parents will be invited to attend and participate in our Lunar New Year celebration. They will also be invited to share their customs, traditions and cultural food during our multicultural event on February 5th. We will also offer our ENL additional test taking strategies for the New York State ELA and Math test for seven weeks, beginning February 10th and ending on March 30th. In March, we will have a meeting for parents, giving them information about the NYSESLAT tests. In April and June, we will give our parents information on spring and summer activities that they can plan and do with their families, keeping their minds and bodies active during the beautiful warm weather. Activities will include NYC museums such as the NY Hall of Science and the Museum of Natural History. Outdoor activities will feature the Bronx Zoo, and the NY Botanical Gardens. During all parent workshops we will have translators present in order to support our non-English speaking parents. Additionally, Title III parents/guardians will be invited to a culminating celebration during the second week of May where their children will share traditions from from their native countries including but not limited to clothing, food, literature and music. During the week before, the Title III students will interview one family member where they will ask questions about their native country and why they came to the United States. They will present the information to their Title III class in oral and/written form. This activity will lead into the culminating celebration during the last week of the program. Parents/guardians will be notified in writing of the parent engagement activities. The letter to parents will be translated in the native language(s) of the identified

Part D: Parental Engagement Activities

parents/guardians who require translation services. When necessary, bilingual staff members will contact parents/guardians via telephone in order to ensure understanding of the cultural event.

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>141 hours x \$53.00= \$7473.00</u> <u>14 hours Adult ENL \$ 742.00</u> <u>14 Hours Test Prep \$742.00</u> <u>Total- \$8957.00</u>	<u>2 ESL Licensed Teachers will work a total of 2 hours each week from October to May. Also, 1 additional hour per week will be administered for grades, 3, 4, 5, in preparation and in support of the NYS Tests from February until mid April. The total amount of hours for our afterschool Title III programs is 134 hours.</u> <u>2 ESL Licensed Teachers will administer an adult ESL class for our Title III families beginning on December 11th and ending on February 5th. The program will take place for seven weeks with a total of 14 hours.</u> <u>2 ESL Licensed Teachers will administer Testing Strategies for our Title III students in grades 3-5 beginning February 10th and ending March 30th. The program will take place for seven weeks with a total of 14 hours.</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>\$2243.00 22 student copies of Continentals NYSESLAT books Classroom Materials (Chart Paper, paper, etc.)</u>	<u>We will implement the NYSESLAT book to help prepare our students for the exam.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

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.
TOTAL	<u>\$11, 200</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 26	Borough Queens	School Number 046
School Name The Alley Pond School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Stamo Karalazarides	Assistant Principal Stephanie Famoso
Coach	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Leonard Galit/ ENL	School Counselor Nicole Myers
Teacher/Subject Area Stephanie Waring/ ENL	Parent Elaine Ngai
Teacher/Subject Area Zipora Cysner/ ENL	Parent Coordinator Donna Kodjapashis
Related-Service Provider Sonia Chojar/ SETSS/ ENL	Borough Field Support Center Staff Member
Superintendent Danielle Giunta	Other (Name and Title) Angela Shamooil/ Rtl

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	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		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	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	623	Total number of ELLs	64	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

Part II: ELL Demographics

A. ELL Programs

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

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	64	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	20
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	8	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	56	0	12	8	0	8				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	1		2		2	1								0
Chinese	10	8	7	6	3	5								0
Russian					1									0
Bengali														0
Urdu	1													0
Arabic	1				1									0
Haitian														0
French														0
Korean	6	2	1			1								0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1	1	1									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)	8	2	2	1	3	4								0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)	9	1	1	2	1	2								0
Expanding (Advanced)	3	8	6	3	5	1								0
Commanding (Proficient)		5	9	2	3	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	2	0	0	0
4	3	1	0	0	0
5	0	0	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	3	0	3	0	1	0	1	2	0
4	1	0	2	0	1	0	0	0	0
5									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	0	1	0	3	0	0	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
 We use the following assessment tools at PS 46Q: NYSITELL, NYSESLAT, Spanish LAB, MOSL Tasks, TCRWP (Reading Levels, Spelling Inventory, On-Demand Writing Tasks), Great Leaps, Teacher created Assessments, Math Exemplars, and Envision Math Diagnostic and Placement Tests. Newly arrived ELLs have difficulty reading English due to their lack of English proficiency as well as the difference between our written language and theirs. Most of our ELLs are from China which has a completely different alphabet/writing system than the English language. In math, our ELLs tend to do better but struggle with word problems for the same reason. Data shows our ELLs in all grades need support in reading and writing. This data will drive instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 In analyzing the NYSITELL and NYSESLAT data, the following patterns were found:
 - All five levels (entering, emerging, transitioning, expanding, commanding) students scored highest in speaking modality.
 - We found that most of our ELLs need support in reading and writing due to the shifts in Common Core State Standards.
 - Listening modality is also a challenging area for our ELLs across all five levels of proficiency.
 The NYSITELL and NYSESLAT data continues to drive instruction.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our AMAO analysis of the NYSITELL and NYSESLAT scores indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the Common Core Learning Standards. This data drives instruction. Information about Annual Measurable Achievement Objectives indicate our ELLs continuously show progress. The data reveals that reading and writing skills need to be emphasized.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. ELLs performance and services are continually assessed on varying levels in order to ensure we are addressing the needs of our ELLs. Assessments are conducted in their native language and in English as appropriate. ELLs perform better in English tests than in native language. For newcomer ELLs, State Math and Science exams are offered in both English and native language. For those who are extremely new without much exposure to the English language, they seem to prefer taking exams in native language for the first year, and they usually do well. By the second year, our ELLs like to use English versions of the test.
- b. Administration and teachers use the data obtained from Periodic Assessments to drive instruction, assess progress, determine English proficiency and refine services in order to ensure that each child is given high academic rigor towards meeting and exceeding the Common Core Learning Standards. The data drives instruction. We provide opportunities for teachers to share and discuss individual student performance.
- c. The results of the Periodic Assessments continually tell us that our ELLs need to strengthen their reading and writing skills. Native language is incorporated in English instruction as a support structure in order to clarify, build knowledge, extend comprehension, and bridge experiences. We practice this through technology, collaborative discussions, bilingual staff, native language materials and flexible grouping.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] We identify ELLs who are not making academic progress at expected rates. Beyond screening and identification for ENL services, the student receives targeted instructional support to bolster development in below benchmark area. We adapt, modify, supplement, and develop effective curriculum. We analyze student work samples and behaviors to determine the nature of the problems. We also analyze teaching style, expectations and perceptions, classroom management, and take into account cultural diversity. RtI uses tiers of intervention for struggling ELLs. We monitor students to determine if they are progressing as they should academically. In Tiers I and II general education teachers provide instruction and interventions. Only after ELLs fail to respond to small group and intense individual interventions, they are referred to special education. We involve special education teachers to help develop interventions and plan assessments for students receiving instruction and interventions in Tiers I and II. They do not provide instruction until Tier III, when the student could be referred and identified for special education. We make sure the students's difficulties are the result of a disability and not second language acquisition.
6. How do you make sure that a student's new language development is considered in instructional decisions?
When newcomers arrive, we team them up with students who speak their native language and also try to place them in classrooms where there is a paraprofessional who speaks their native language. Teachers group students of the same language for certain activities so that they can assist each other and respond in their native language. We welcome them to write in their native language, and also encourage them to practice speaking English with peers and teachers. They are provided with bilingual books, bilingual dictionaries, bilingual glossaries, computers and scaffolding strategies to facilitate language acquisition. Native language is incorporated in English instruction as a support structure in order to clarify, build prior knowledge, extend comprehension, and bridge experiences. Second language development is considered in instructional decisions through technology, peers, bilingual staff, native language materials and flexible grouping. We utilize technology, translation services, and apps such as Google Translate for students to speak, listen, read, write in an overall process of understanding English and making connections with their native language. We have ongoing assessments to monitor student progress and data is always used to plan instruction. Studies show second language acquisition can take up to 7 years. Also, we use the students' backgrounds to create a school community in which all feel included. At PS 46, we respect linguistic and cultural diversity amongst our students.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Standards. Success is measured as per our ELLs gains on both formal and informal assessments. We also monitor student growth by developing student portfolios in ESL to showcase their work samples and progress. Year after year, we are noting our ELLs progress on their NYSESLAT. In addition, many of our ELLs attain English language proficiency and score high on all NYSED tests.

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.

The English Language Learner Identification Process includes the administration of the Home Language Identification Survey (HLIS) to new admits as well as those who have not been in NYS public school for 2 or more years. For the students who reenter NYC schools after 2 years of not attending, they must complete the entire ELL identification process. The ELL identification process includes an interview by one of the four ESL teachers or trained pedagogues, in English and native language with the student and parent to determine the student's home language. Bilingual staff members are available during the interview process for translation purposes as necessary. Based upon this interview it will be determined if students are exhibiting English oral and literacy skills sufficient for the grade into which the student is enrolling; this will determine NYISTELL eligibility. ELLs with a HLIS of Spanish will be administered the Spanish LAB if necessary by bilingual pedagogue, Julie Rosado, and a licensed ESL teacher in the room. NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT). The LPT determines whether the student should take the NYSITELL based upon evidence of student's English language development and to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. The NYSITELL (previously LAB-R) and Spanish Lab are administered within 10 school days in order to determine ESL eligibility. It may be requested that student be re-identified within 45 days. Within 5 school days of ELL determination, we inform parents of results of the NYSITELL using translated parent notification letters. The HLIS is given in translated versions when necessary. Each year, our ELLs performance on the NYSESLAT and NYSITELL are evaluated to determine proper placement and instruction. Our total number of English Language Learners is 64 students. Instructional decisions are made based on students' NYSESLAT and NYSITELL results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. Parent Orientation for ELLs takes place within 10 days of student registration, if the child is an ELL. In ATS, the RLER report is generated to determine which ELLs are eligible for NYSITELL and NYSESLAT testing. Parent choice is recorded in ELPC screen on ATS within 20 days of registration.

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).

SIFE ELLs are identified within 30 days of registration. The HLIS is reviewed to indicate prior schooling. ELLs who have attended US schools for less than 1 year, are in grades 3-9, are 2 or more years below grade level in literacy in their home language or 2 or more years below grade level in math, and at a beginner or low intermediate level of English language proficiency as indicated on NYSITELL or NYSESLAT are administered the oral interview questionnaire and LENS (to speakers of Arabic, Bengali, Chinese, Haitian, or Spanish). Ongoing assessments (in 2 languages if necessary) of students in academic content areas as well as language development inform teaching and learning.

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).

NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team (LPT). The LPT team includes school administrator, ESL teachers, special education teacher, qualified translator, and student's parent or guardian. The LPT determines whether the student should take the NYSITELL based upon evidence of student's English language development and if the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. As per the team recommendation, the NYSITELL will be administered if necessary. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If student scores below cut score, they are an ELL and receive ESL services. It may be requested for re-identification within 45 days.

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.

Parents of English Language Learners are given translated entitlement letters and Parent Survey and Program Selection forms within five school days after the NYSITELL is scanned. When a new ELL enrolls, we inform parents of the three instructional models (regardless of whether the preferred model is currently offered in our school). Parents are invited to a Parent Orientation where they view translated Parent Orientation videos informing them of parent options. Bilingual staff are available to translate and all necessary materials are given to parents in their native languages whenever possible. If need be, we contact the Translation and Interpretation Unit in order to provide necessary translations to parents. Parents return these forms within 5 school days and we document and file these forms. Parents are contacted and further assisted as necessary. After reviewing the Parent Survey/Program Selection forms for the past few years, we see that most parents have requested that their children receive instruction in the English as a Second Language (ESL) program. Parents sign the selection survey form after reviewing the video. The original Parent Survey and Program Selection Forms are stored in the individual students' cumulative folders, in the main office, and copies of the forms are kept in a cabinet in the ESL teacher's room. If a parent cannot attend this meeting, we plan future dates to accommodate parent needs. Parent choice is recorded in the ELPC screen. Once the student's program has been determined, we send out a placement letter indicating in which program the child has been placed. As parents return forms, we use a running checklist to be sure all forms are

returned. If a parent does not return a form, we contact them to come in or return the form. We explain the process including all parent notification letters and entitlement letters to the parents to ensure understanding. We check the RLER to be sure we are sending out all correct notification letters to parents including continued entitlement.

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).
A parent or teacher can provide a written request for the reidentification status of an ELL within 10 school days (unless CSE is consulted, then the process is 20 days). Parents will be notified about their right to appeal ELL status within 45 days at the Parent Orientation meeting. For students that are admitted during the school year, we will have individual parent meetings to notify parents of the option to appeal ELL status.
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.
ELL parent orientations are held at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teachers, with the assistance of the parent coordinator, and bilingual staff are available to translate. The parents sign in and are welcomed by the Principal, Mrs. Karalazarides. They receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language). They view the translated parent orientation video in their native language, and have an opportunity to ask questions. Parents are then given the Parent Selection Survey. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting. If after several attempts parents are unable to attend Parent Orientation Meeting, a bilingual staff member calls them to inform them of the 3 program choices and we send the Parent/ Selection Survey home. Parents have the choice to choose a Transitional Bilingual Education (TBE), Dual Language or Freestanding English as a Second Language (ESL). If 15 parents choose a TBE or Bilingual program in contiguous grades, then the school will open up the program for those students. Parents are given a list of bilingual and dual language programs in the district. At PS 46Q, we offer Freestanding ESL, as our parents' request. We keep all the parents choices on file and if necessary, we will open up a bilingual or dual language program. We will contact parents who have previously chosen a TBE/DL program when the program becomes available.
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.
At the Parent Orientation meeting, parents fill out the survey and program selection forms with the assistance of ESL teachers and bilingual staff. Parents are given the option of signing the forms at the meeting or returning it the following day. We log parent selection preferences and if 15 parents request a bilingual or dual-language program, we notify them that one will be opened. At this time, we do not have a bilingual program, so the default option is non-existent. We use a running checklist to keep track of parents that returned forms and those who have not. We reach out to parents to fill out and return surveys, or if need be, make parent meetings to explain the process and choices more in-depth to ensure understanding in order for parents to complete and return parent surveys and selection forms.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We have checklists to log which parents have returned parent survey and program selection forms. If a parent has not returned a form, during parent engagement hours we contact the parents and have them come in to complete the forms to ensure compliance.
9. Describe how your school ensures that placement parent notification letters are distributed.
A form is generated for each student that was administered the NYSITELL. Parents are given letters in both English and native language. Copies are kept on school file.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original HLIS documents and parent notification letters are kept in child's cumulative folder, and copies are on file in the main office. Copies of non-entitlement, continued entitlement, and entitlement letters, as well as copies of HLIS, and parent selection surveys are kept on file with ESL teacher.
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.
Translated letters to parents are distributed to inform them of dates NYSESLAT are administered and importance of this state test. If an ELL is absent the week before or during the NYSESLAT administration dates, phone calls are made to remind parents their child needs to attend school. Through the years, PS 46 has always administered all sections of the NYSESLAT. ESL teachers program a schedule in order to administer the test amongst various grade bands (taking into account trips, student accommodations, time, etc.). As per the NYSESLAT 2015, each session of the exam is administered on consecutive days to students in various grade bands. Logs are used to ensure all students were given all sessions of the NYSESLAT. RLER was used to determine all eligible ELLs to take NYSESLAT. We follow the dates posted by the State Education Department in order to administer the Speaking portion of the exam first, followed by the other three subtests combined in Sessions 1, 2, and 3.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

We distribute translated continued entitlement letters and transitional support parent notification letters based upon NYSESLAT scores and RLAT ATS screen. We use a checklist to ensure that all students are given parent notifications within 10 days.

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).

This year, we had 29 new admits who chose Free-Standing ESL on their Parent Selection Survey, and 1 new admit chose Bilingual Education. The trend over the years is that majority of our parents chose Free-Standing ESL. Our program model is aligned with parental requests. If a minimum of 15 parents who speak the same language in contiguous grades request a bilingual or dual language program, then we will open one based on their requests.

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.

At PS 46Q, ESL instruction is delivered in both a push in (where numbers allow) and pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. Four teachers, both licensed and state certified in ESL, provide our ELLs with all instruction in English.

Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ENL/ELA allotted instruction time based on student proficiency levels based on individual NYSITELL and NYSESLAT testing data. Entering and emerging level ELLs are receiving 360 minutes of ENL instruction weekly (180 mins Stand-Alone ENL, 180 mins Integrated ENL.) Transitioning level ELLs are receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand-Alone ENL. Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other content area. Commanding level (proficient ELLs) are receiving 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154. Planning arrangements between ESL and classroom teachers take place during common preps and grade meetings.

- b. TBE program. *If applicable.*

- c. DL program. *If applicable.*

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

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

Students are grouped heterogeneously by need and grade level in our push in and pull-out ESL instructional program. When possible, the ESL push in is during the literacy block so comprehension is maximized. English Language Learners are receiving the New York State mandated ENL/ELA allotted instruction time based on student proficiency levels based on individual NYSITELL and NYSESLAT testing data. Entering and emerging level ELLs are receiving 360 minutes of ENL instruction weekly (180 mins Stand-Alone ENL, 180 mins Integrated ENL.) Transitioning level ELLs are receiving 180 minutes of ENL (90 minutes of Integrated ENL/ELA and 90 minutes of either Integrated ENL or Stand-Alone ENL. Expanding level ELLs receive 180 minutes of Integrated ENL/ELA or other content area. Commanding level (proficient ELLs) are receiving 90 minutes of Integrated ENL/ELA or other content area per week, per Part 154. Planning arrangements between ESL and classroom teachers take place during common preps and grade meetings.

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.

The ESL program is taught in English. In order to make content areas comprehensible we tap into prior knowledge, give individual support, scaffold and differentiate content, incorporate the use of graphic organizers and thinking maps to sort thinking,

and have collaborative learning. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

Based upon the demands of the Common Core Learning Standards, the following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- we have no long term ELLs this year): Tier II and III vocabulary work, journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater, cooking and puppetry. All instruction is delivered in English. Reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, thinking maps, Total Physical Response, teacher modeling and trips are all part of instruction. We also utilize a web based English language program from Rosetta Stone as a technical and tactile tool towards English proficiency. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities to access prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; such as thinking maps, KWL activities, think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). Among our more formal assessments are the TCRWP (Teachers College Reading and Writing Project K-5), and Words Their Way. ESL students also take the ELL Periodic Assessments. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1 -5), Foundations (K-2), At Risk SETSS , RtI, Great Leaps, ESL after school, and ESL summer school.

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

ELLs are given the opportunity to take the NYSED exams in translated versions, if necessary. Bilingual staff are involved with ELLs who need assistance. Native language books, dictionaries, and glossaries are available. In addition, computer software is used to differentiate instruction and facilitate language acquisition. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Writing samples in the native language is used to determine native language and content knowledge. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups.

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

NYSESLAT is administered yearly to test all four modalities of English acquisition: listening, speaking, reading, and writing. The school continuously monitors ELLs progress by looking at formal and informal assessments, portfolios, and writing. Flexible grouping, differentiation and integrating ELLs in the classroom is practiced based on student needs and learning targets. Writing samples in the native language are used to determine native language and content knowledge.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

We differentiate instruction for all of our English Language Learners.

a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student's individual needs. In addition, we differentiate instruction, focus on students' strengths, provide RtI, and Title III programs. We would also have access to Rosetta Stone web based program. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. For our ELLs who must take the NYS ELA after one year, in addition to the support we give them during their mandated sessions each week, we greatly encourage them to participate in our both our Title III after school program and our district wide Title III summer school program where we specifically focus our attention to their individual needs towards meeting grade proficiency on the NYS ELA. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. Support programs such as RtI, and Rosetta Stone are also administered as necessary. Peer tutoring is also available if needed and lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. As stated above, Title III, RtI, Rosetta Stone, guidance, bilingual glossaries, bilingual libraries and peer tutoring are available when necessary. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

d. We currently do not have any long term ELLs. In the event that we do have long term ELLs, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strengths, provide RtI , and Title III programs. We would also have access to the Rosetta Stone web based program. Lessons in content areas are designed to meet standards while we differentiate instruction to meet student needs. Strategies we implement when addressing the language demands of teaching content to our ELLs are: teaching Tier II and III vocabulary, visuals, building background knowledge, promoting language development through cooperative learning groups, and using native language support .

e. Former ELLs are provide 90 minutes of Integrated ENL/ELA or other content area. In addition, they are given testing accommodations (time extension, separate location, translated glossaries,...) Also, they have opportunity to attend Title III After School Program, ESL Title III Summer School, and counseling.

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.

Between 6 to 12 months from date of superintendent's notification to principal, the principal will review the Re-identification process to make sure that the student's academic progress has not been adversely affected by the re-identification determination. The principal will analyze assessments, teacher created tests, classwork, portfolios, and feedback from classroom teacher, ESL teacher, and other service providers. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student or may reverse the ELL status decision as per CR154.

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?

Strategies we use for ELL SWD to access content area and accelerate English language development are: tapping into prior knowledge, meaningful and standards based language use across curriculum at student's instructional level, collaborative learning, teaching Tier II and Tier III vocabulary, scaffolding and differentiation. We adapt lessons in order to maximize each student's potential, with a focus on their IEP goals and needs. Materials used are Ready Gen, Envision Math, Avenues ESL books, Reach by National Geographic, Smartboards, computers, bilingual books , tapping into prior knowledge, graphic organizers, manipulatives, and visuals.

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?

The ELL SWD curriculum and instruction is presented in multiple ways and allow for diverse avenues of expression. Technology , tapping into prior knowledge, meaningful and standards based language use across curriculum at student's instructional level, individual support, scaffolding and differentiation are all strategies we use to ensure access to general education curriculum and Common Core Standards. We are cognizant of students' strengths and challenges when planning Common Core instruction, and focus on IEP goals and needs. Flexibility in scheduling allows our ELL SWD to remain in general education classrooms and have special ed teachers (SETSS and ICT) address their needs based on the goals in the IEP.

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

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



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

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

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

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

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

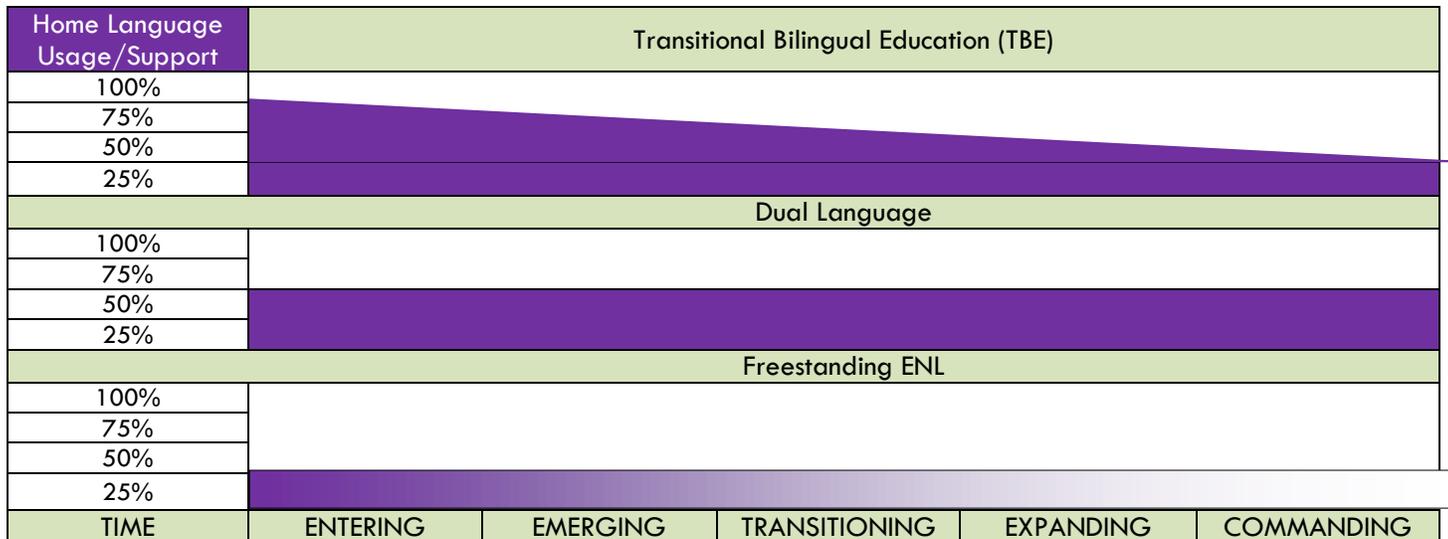


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English language needs as well as their curriculum needs towards meeting the Common Core Learning Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1 -5), Foundations (K-2), SETSS, RtI, Great Leaps K-5, and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials. These interventions are in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We order, develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the Common Core Learning Standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests. Our ESL program at PS 46 is successful for the following reasons: we tap into student's prior knowledge, we give individual support, scaffolding and differentiation techniques are used, collaborative learning, thematic instruction is utilized, and meaningful and standards based language use across curriculum at student's instructional level.
12. What new programs or improvements will be considered for the upcoming school year?
Our Title III afternoon program will be offered for a longer period of time.
13. What programs/services for ELLs will be discontinued and why?
Our ELLs have shown progress on the NYSESLAT and other SED tests over the years so we will continue to do what works.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs and they participate in all of them. Translated letters are sent home to encourage all ELLs to participate in our programs, and all of our ELLs love to participate. We make phone calls with translators to ensure that parents received the letters and that they understand all free programs that we offer. All ELLs are greatly encouraged to attend our Title III after school program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student population. ELLs are given given the same opportunities as the rest of the PS 46Q students. They participate in the after school music program, Suzuki violin, basketball, art, cheerleading, ballroom dancing, chorus, multicultural festivals, Project Beyond for Gifted and Talented Learners, etc.
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.
Instructional materials used in the school are Ready Gen and Envision Math. Each regular classroom and ESL classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to, and 10 iPads for ELLs to access. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Reach by National Geographic, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use. At PS 46 we have respect for and celebrate the linguistic and cultural diversity of students. There is always collaboration between school, home and community. Native language is incorporated into English instruction as a support to clarify, build prior knowledge, extend comprehension and bridge experiences. This is done through technology, bilingual staff, peers, native language materials and flexible groups.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements. The maximum allowable grade span for grouping instruction in grades K-12 is two contiguous grades, except for ELLs in a special class.

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).

We have a district wide Title III summer school program for ELLs in grades 3-5 taught by ESL teachers. We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.

19. What language electives are offered to ELLs?

We offer ASL (American Sign Language) to all students in grades 1-2.

20. For schools with dual language programs:

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

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development through our CFN 205 and OELL. They turnkey the information to our classroom and cluster teachers, sharing pertinent information on working with ELLs in all content areas and ensuring continuity across the ESL program and the classroom. They attend training in Common Core and ESL methodologies as well as continuously being updated regarding NYSESLAT and NYSITELL training and policies. The ESL teachers work closely with the secretaries to review all important information. ELL personnel will be attending professional development on TCRWP for ELLs, using technology in classrooms with ELLs, RtI for ELLs, AMAO tools, and scaffolding and differentiation.
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 ESL teachers attend CFN 205 meetings and OELL workshops addressing academic rigor and the Common Core Learning Standards and this information is presented to classroom and cluster teachers. There are various workshops and Professional Development opportunities informing teachers how to facilitate student learning in hopes of meeting or exceeding Common Core Learning Standards when working with ELLs and Former ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
All of our students including ELLs transition from elementary to middle school and are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our fifth graders visit their prospective middle schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.
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.
ESL teachers conduct professional development activities for the school pedagogical staff during after-school meetings. An ESL workshop is planned during the months of September, November, January, March, and May for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis. When the ESL teacher pushes in, ESL techniques and strategies to support the Common Core Learning Standards are modeled for the classroom teachers. Teachers keep record of their attendance and pertinent information received during the workshop. Administration keeps copies of all ELL training attendance sheets and all professional development hours. 15% of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including focus on best practices for teaching strategies for ELLs.

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?

Parents are offered Title III English after-school adult classes in order to strengthen their English skills. In addition, they are given parent workshops throughout the year to inform them of upcoming assessments and student progress on NYSITELL, NYSESLAT, and interim ESL assessments. We meet individually with parents of ELLs during parent engagement hours during the week. At least once a year, in addition to parent teacher conferences, initial orientations, or other meetings, we meet with parents individually to discuss the goals of the program and their child's progress. At these meetings we provide parents with qualified interpreters and translators. We discuss with parents their child's language development progress, their child's English language proficiency assessment results, and language development needs in all academic content areas. Attendance for these meetings are recorded on parent engagement logs and checklists.

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.
This refers to question 2.

Individual student records are kept in ESL student portfolios, cumulative folders, and parent engagement logs. Bilingual staff are available during parent outreach hours in order to be sure parents understand the progress of their child and to address any issues.

3. At PS 46Q, we have high parent involvement. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, ESL Title III After School Adult program, NYSESLAT Parent Orientation, school trips, food festivals, international food day, class accumulating activities, shows, and various other activities. We have staff members who speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 46Q extra curricular parent activities.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school partners with North Shore Hospital and the Queens Public Library.

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

We evaluate the needs of parents through our PTA meetings and through our ongoing communication with parents, teachers, and our parent coordinator. We always have translators available.

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

ESL adult classes improve English and inform parents of necessary language and curriculum to help their children. Again, we have ongoing communication with parents during PTA meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 46Q, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA and math, bullying and cyber bullying are amongst some of the parental workshops addressed to all PS 46Q parents including our ESL parents.

D. Additional Information

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

School Name: Alley Pond School**School DBN: 26Q046**

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)
Stamo Karalazarides	Principal		6/24/15
Stephanie Famoso	Assistant Principal		6/24/15
Donna Kodjapashis	Parent Coordinator		6/24/15
Leonard Galit	ENL/Bilingual Teacher		6/24/15
Elaine Ngai	Parent		6/24/15
Stephanie Waring	Teacher/Subject Area		6/24/15
Zipora Cysner	Teacher/Subject Area		6/24/15
	Coach		6/24/15
	Coach		6/24/15
Nicole Myers	School Counselor		6/24/15
Danielle Giunta	Superintendent		6/24/15
	Borough Field Support Center Staff Member _____		6/24/15
Sonia Chojar	Other <u>SETSS/ESL</u>		6/24/15
Caroline Galan	Other <u>Rtl</u>		6/24/15
	Other _____		6/24/15

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **26Q046** School Name: **The Alley Pond School**
Superintendent: **Danielle Giunta**

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.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

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

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

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

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

We review part III of the Home Language Identification Survey (HLIS), generate RHLA and RPOB ATS reports, look at student emergency cards, and review Language Information Surveys to determine parents language preference. We receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. Our findings are that the major languages in our school that the parents request translation for are Chinese, Korean, and Spanish. In addition, the low incidence languages are Greek, Urdu, Bengali, Russian, and Arabic. Teachers were informed of these findings during grade conferences and informal conversations. These services are for all parents, not just for parents of ELLs. We analyze data from ATS reports RHLA and RPOB and share with the school community including parents and teachers. According to data from the RHLA ATS report, the following numbers were report for these language: English- 306; Chinese- 193 (includes Cantonese and Mandarin); Korean- 54; Spanish- 20; Urdu- 11; Arabic- 4; Bengali- 3.

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.

Most parents request English as their preferred languages for both written and oral communication. Some parents request Chinese, Korean or Spanish communications. We use in house school staff and DOE Translation and Interpretation Unit, or outside vendor language services to help with translation and interpretation. We have a limited number of parents whose preferred language is Russian and Greek (2

parents). If necessary, we contact the Translation and Interpretation Unit. While we are unable to translate into every language spoken at our school, we can translate into our most frequently used languages. We will contact the DOE Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual staff members.

Part B: Creating a Communications Calendar

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

The translated documents we disseminate are annual handbooks, newsletters, calendars, report cards, parent teacher conference announcements, after school program information, title III program information, NYS testing dates, PTA meetings, letters form school leadership, notices for parent workshops, parent- teacher conferences, open school invitations and special events. These translated documents are distributed at the same time as the school population. In addition, NYSESLAT translated information is distributed 3 weeks before administration of the NYSELAT. Translated student report cards are sent home to identified parents in their native languages.

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.

Parent-teacher conferences are held 3 times a year (November 4, 2015, March 2, 2015, and mid May) with translators available. Curriculum nights are held at least once a year in September with translators available. All phone conversations for attendance, guidance, teacher concerns and nurse are in preferred language, if necessary. This will enable our parents to achieve a greater comfort level and a better understanding of the material being presented at each meeting or on each informational notice. Individual ELL conferences are held minimally once a year with translators available. We contact the DOE Translation and Interpretation Unit whenever the need arises. Whenever necessary, provisions are made for parents to have immediate translation on the telephone or during school visits.

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.

We translate parent communication letters in house by bilingual school staff (adult personnel and pedagogues) in Chinese, Korean, Spanish, Arabic, and Greek. For low incidence languages we contact the DOE Translation and Interpretation Unit or outside vendors. We are sure to translate in advance to be sure parents are receiving letters at the same time of distribution for the general population.

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.

We interpret over-the-phone by utilizing in house bilingual school staff (adult personnel and pedagogues) in Chinese, Korean, Spanish, Arabic, and Greek. For low incidence languages we contact the DOE Translation and Interpretation Unit or outside vendors.

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.)

We ensure that all staff members are aware of how to use translation services and over the phone interpretation service by T & I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, email, posted announcements in office, and it is written in the CEP and LAP.

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

We will use bilingual staff and contact DOE Translation and Interpretation Unit whenever the need arises. We will show translated editions of the Parents' Bill of Rights, Parents' Guide to Language Access, Language ID Guide to provide translation and interpretation services to all parents who require such services. Our goal is to ensure that parents whose language is other than English are provided with the opportunity to participate in their child's education. We ensure this for all parents who require them, not just parents of ELLs. We plan to have school notices regarding parent workshops, PTA meetings,

and Parent Teacher Conference notices translated. In addition, we have translated report cards administered to the identified parents/guardians who request native language services. We also utilize the DOE translation unit, in addition to bilingual in-house staff and other outside vendors to translate our written notices. We plan to provide oral translation during the regular school day using our bilingual guidance counselors and our bilingual staff members. Signs are clearly posted in the main office/corridor for translation services. Whenever possible, provisions are made for parents to have immediate translation on the telephone or during school visits.

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)

Mechanisms we use to gather feedback from parents on the quality and availability of services are parent surveys. Also feedback from PTA meetings, parent teacher conferences, phone conversations, food festival, and assembly programs. In addition, the parent coordinator provides feedback from parents.