

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R046

School Name:

P.S. 046 ALBERT V. MANISCALCO

Principal:

ANDREA MAFFEO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Albert V. Maniscalco School School Number (DBN): 31R046
Grades Served: Pre-Kindergarten – Grade 5
School Address: 41 Reid Avenue
Phone Number: 718-9887-5155 Fax: 718-987-1703
School Contact Person: Andrea Maffeo Email Address: amaffeo@schools.nyc.gov
Principal: Andrea Maffeo
UFT Chapter Leader: Eileen Schmidt
Parents' Association President: Colleen DeRosa
SLT Chairperson: Margaret Guzowski
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Coleen DeRosa
Student Representative(s): None

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace Staten Island, NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: _____ Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace Staten Island, NY 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 917-755-7339 Fax: 718-420-5677

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)
Andrea Maffeo	*Principal or Designee	
Susan Tasso	*UFT Chapter Leader or Designee	
Coleen DeRosa	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Coleen DeRosa	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	
Grace Seddio-DiMaio	UFT	
Margaret Guzowski	UFT	
Jessica Occhipinti	UFT	
Cynthia Cuello	PTA	
Liztbed Hernandez	PTA	
Rashida Manora	PTA	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amy Swanson	PTA	
	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 46 is a small Pre-Kindergarten through fifth grade Title I elementary school located in the South Beach section of Staten Island. The school serves a diverse population from low to middle income households. P.S. 46 has 9% English Language Learners, 30% students with special needs and 70% of the students are eligible for free lunch. The mission of P.S. 46 is that, in harmony with the home and community, all students will attain Common Core Standards in education that will provide them with the essential knowledge, creative abilities and social development to become productive citizens. The school is committed to being an open and accessible school creating an environment which provides rich experiences and a spirit of inquiry in all areas of academia. Students are engaged in developing community, societal responsibilities and philanthropic activities. Parents can easily meet with the principal, talk to the teachers, staff and counselors to discuss issues and concerns. The school works in tandem with parents to achieve high student success, meet the Common Core Standards and make sure students are college and career ready. Parents are involved in decision making policies, advocate for the school, and support activities, events and school programs.

The administration and teachers work to develop teaching strategies that motivate and keep children intellectually engaged and challenged. A solid foundation of knowledge in content areas is designed, based on the Common Core Standards. The teaching staff provides all students with classroom instruction which meets their learning needs and strengths. Professional development allows teachers to remain on the cutting edge of changes in education based on societal needs and projections. Highly qualified teachers are then able to bring to their students the skills and talents they need to become productive members of society.

Assessment is an integral component of the educational process used to guide and inform instruction. The school uses a variety of assessments, both formal and informal, to drive our educational process. Current practices and differentiated learning strategies are enhanced through assessment data.

The school offers services for students at risk of not meeting the Common Core Standards, ELL students, and Special Education students. P.S. 46 has a Title III After School Program to afford ELL students additional instruction in English Language Arts. PS 46 also has a Saturday Program, funded by Councilman Matteo, that usually is in session from January until April for students in grades 2-5 to provide additional instruction for students in ELA and Math. Both these programs will continue if funding is provided.

PS 46 values the significant role the Arts provide in enhancing the educational achievement and emotional and social development of all students. As part of the school's core academic subjects, the teachers, in collaboration with the art teacher, parents, administration, and community agencies work to provide a sequential and comprehensive arts program. During the 2014-15 school year Councilman Matteo provided P.S. 46 with an art grant for an after school program with the Staten Island Children's Museum. After-school art programs will continue if funding is provided.

Students at P.S. 46 are engaged in community activism and philanthropic endeavors such as the American Cancer Society, March of Dimes, Cespino-Russo Post No. 1544, Staten Island Yankees, Bread of Life, and Penny Harvest. Through our work with these organizations we teach the children the meaning of philanthropy, altruism and community service.

The Albert V. Maniscalco School provides a strong foundation for learning, citizenship, and global participation. PS 46 stays informed of educational trends and types of educational programs and expertise that our students will need to be college and career ready.

P.S. 46 has many strengths to offer to the students. Although P.S. 46 is a small school, every child feels comfortable and supported by the staff. The staff knows all of the students' needs and works to support them. As evidenced by the School Survey, all teachers feel that high expectations are set for students by administration and staff and the belief is that all students can learn. Teachers trust each other and administration to do what is best for the school. As evidenced by the Elementary School Quality Snapshot all students were reported as good on Student Progress on the State English Language Arts Test and Fair on the State Math Test. Also noted on the Quality Snapshot is that all student progress for English Language Arts and Math was reported as excellent for lowest performing students. Based on an analysis of the data one weakness is in relation to student achievement. Although students are making progress not enough are achieving a level 3 on English Language Arts and Math state tests.

After analyzing data in relation to student achievement, the staff and the administration of P.S. 46, will focus on Universal Design for Learning to help students to achieve the Common Core Standards. The instructional focus is to engage in a school-wide initiative to increase growth in reading comprehension, by building a wide range of reading strategies to use across all content areas. The staff of P.S. 46 will work collaboratively to ensure that all students receive a high quality education that will set the student on the path to be college and career ready.

31R046 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	321	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		68.8%	% Attendance Rate	91.6%
% Free Lunch		68.5%	% Reduced Lunch	9.4%
% Limited English Proficient		8.2%	% Students with Disabilities	29.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.9%	% Black or African American	15.6%
% Hispanic or Latino		34.1%	% Asian or Native Hawaiian/Pacific Islander	7.9%
% White		40.9%	% Multi-Racial	0.6%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.71	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.08
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		17.2%	Mathematics Performance at levels 3 & 4	25.8%
Science Performance at levels 3 & 4 (4th Grade)		77.8%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District			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	N/A
White		NO	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	N/A
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	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

The staff of P.S. 46 is diligently working to provide students with rigorous instruction aligned to the Common Core Standards. Teachers and staff continually analyze data to identify trends, strengths and weaknesses in instruction. In analyzing state testing data in both reading and math, students are making progress however the majority of the students are still not meeting the standard, 17% in ELA and 26% in Math. The Elementary School Quality Snapshot revealed that the lowest performing students in both ELA and Math are making the most progress.

P.S. 46 has many strengths, including an experienced staff that work together to review instruction and provide the best quality instruction for students. Ready Gen and Go Math are utilized to provide rigorous instruction while supplementing where necessary to meet student needs.

In reviewing Advance data , specifically observations, and the 2014 - 2015 Quality Review Report a priority appears to be a need for more scaffolding and differentiated instruction as well as student centered discussion to support the needs all students in meeting the standards.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 of 2016, there will be a 10% increase in the number of students, including Special Education and English Language Learners, scoring a 3 on the State English Language Arts and Math tests as measured by the state achievement standard. During the 2015 – 2016 school year teachers of all grades and subjects will work collaboratively with administration, the staff developer and each other to improve learning in English Language Arts and Math for all students through the use of Universal Design for Learning.

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>Teachers will be provided with professional development on incorporating Universal Design for Learning into the curriculum in ELA, Math and all content areas. Based on analysis of student data teachers will make necessary adjustments, during common planning and teacher team meetings, to current research based instructional programs Ready Gen and Go Math</p>	<p>All teachers and paraprofessionals</p>	<p>Implementation will ongoing beginning in September 2015 and continuing until June 2016</p>	<p>Principal, Staff Developer and SETSS/IEP Teacher</p>
<p>Professional Development will be provided for staff on strategies to address the needs of students with disabilities and English language learners. Staff will be provided with differentiated methods of instruction to meet the needs of these students. The SETSS and ENL teachers will push in to model different methods for the classroom teachers. The service providers are also part of teacher teams that provide insight and support to the classroom teachers. The school has implemented a 20 minute period to provide targeted instruction to all students.</p>	<p>All teachers and paraprofessionals</p>	<p>Implementation will ongoing beginning in September 2015 and continuing until June 2016</p>	<p>Principal, Staff Developer and SETSS/IEP Teacher, ENL Teacher and service providers</p>
<p>The Parent Coordinator and other school staff will attend regularly scheduled parent/guardian meetings to share information and respond to questions and inquiries. P.S. 46 will build the capacity for strong parent/guardian involvement through various Parent/Guardian Workshops, PTA meetings, Grade Specific Newsletters, after school parent engagement, literacy nights, social media and other educational functions.</p>	<p>Parents and guardians</p>	<p>Implementation will ongoing beginning in September 2015 and continuing until June 2016</p>	<p>Principal, Staff Developer, Parent Coordinator and SETSS/IEP Teacher</p>
<p>All staff will work toward the shared goal of improving student outcomes, preparing students for success in life. The staff will work</p>	<p>All teachers, paraprofessionals, staff, students,</p>	<p>Implementation will ongoing beginning in September 2015 and</p>	<p>Principal, Staff Developer, Parent</p>

collaboratively sharing ideas, analyzing student data and revising curriculum to meet student needs. Teacher team newsletters, parent/guardian newsletters, surveys and oral and written feedback will keep all constituencies informed as to strategies implemented to support student needs.	parents, and school community	continuing until June 2016	Coordinator and SETSS/IEP Teacher
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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 following resources will be used to implement this action plan:

Human Resources

- Principal
- Staff Developer
- Parent Coordinator
- SETSS/IEP Teacher
- ENL Teacher
- All Teacher and staff
- Borough Field Office Instructional Support Personnel
- Service Providers

Instructional Resources

- Ready Gen
- Go Math
- Science Curriculum
- Social Studies Curriculum
- Various web and print resources

Schedule Adjustments

- 20 minute enrichment period
- Common preps for planning

- Monday and Tuesday after school professional learning

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

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

Part 5 – Progress Monitoring

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

By the end of February 2016 Advance teacher observations will be used to indicate school progress toward providing rigorous instruction aligned to the Common Core State Standards. In addition, by the end of March 2016 the Periodic Assessments in ELA and Math will be analyzed to measure student growth and assess areas of strengths and weaknesses to predict if the goal of a 10% increase in the number of students, including Special Education and English Language Learners, scoring a 3 on the State English Language Arts and Math tests as measured by the state achievement standard will be achieved.

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.

P.S. 46 is a supportive community school as evidenced by parent and teacher responses on the 2013-2014 School Survey. The school scored a 98% in the category entitled instructional core, a 92% in the category systems for improvement and a 93% for school culture. The students and parent/guardians know who to go to for support or help. P.S. 46 is a small school and as a result, the staff is familiar with most of the students, and the students know who to go to for assistance. One of the weaknesses noted on the survey is the lack of extracurricular activities and academic intervention services for students. Another weakness is the lack of a full time guidance counselor. These weaknesses are due to budgetary constraints.

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.

During the 2015-16 school year guidelines and procedures will continue to be developed for a student government and peer mediation council that was started during the . During the course of the school year the students will elect members to the council. The council will work with teachers, guidance counselor and supervisors to mediate and resolve school related issues. By June of 2016 there will a 10% decrease in the number of incidents involving student disciplinary action as measured by OORS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The teachers, staff and guidance counselor will review different models for student government and peer mediation councils. Students will then apply to be a part of the council and will be voted into service by their peers. When the council is elected the selected protocols will be introduced and the student council will choose the final protocol. The council will be elected for a term of one year.	Students	September 2015-June 2016	All school staff, Principal, Parent Coordinator, SETSS/IEP teacher
Teachers and staff involved in the peer council will employ methods so all students including students with disabilities and English language learners will be able to participate in this activity.	Students	September 2015- June 2016	All school staff, Principal, Parent Coordinator, SETSS/IEP teacher
Parents/guardians will be informed about the creation of the student government/peer mediation council via PTA meetings, social media and notices. Parents will be involved by helping their children create campaign strategies and attending special assemblies.	Students	September 2015- June 2016	All school staff, Principal, Parent Coordinator, SETSS/IEP teacher

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.
<p>The following resources will be used to implement this action plan:</p> <p><u>Human Resources</u></p> <ul style="list-style-type: none"> • Principal • Staff Developer • Parent Coordinator • SETSS/IEP Teacher • All Teacher and staff

Instructional Resources

- Student Government guidelines
- Peer Mediations protocols

Schedule Adjustments

Staff involved will volunteer during lunch

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

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

Part 5 – Progress Monitoring

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

By end of November 2015 guidelines and protocols will be established for the student government/peer mediation council and students will be elected to the council. By February 2016 the council will be in full session.

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.

P.S. 46 is a collaborative community school as evidenced by teacher responses on the 2013-2014 School Survey. When analyzing the data from the School Survey 100% of the teachers are in agreement that there is open communication on important school issues, 100% feel supported by the principal and other teachers at the school, and 100% of the teachers trust each other. Although teachers work collaboratively on grade planning, teacher teams and the sharing of educational ideas which allow them to reflect on their teaching practice, the inter-visitation process is still developing. We continue to grow in our sharing of ideas through the use of teacher inter-visitation which will contribute to improved teacher practice

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 of 2016 at least four teachers will have opened their classrooms to other teachers and staff to share best practices as measured by inter-visitation protocols.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>The NYC Department of Education toolkit will be the guide for setting up structures for inter-visitation. The first step to make teachers feel comfortable will be to visit other schools to observe</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>All school staff, Principal, Parent Coordinator, SETSS/IEP teacher</p>

highly effective practices in action. The teachers will share their experiences with their colleagues. In house inter-visits will start small with a pilot of interested teachers.			
Teachers of self-contained special education classes, SETSS and ENL classes will also be involved in inter-visitation to share methodologies to help address the needs of all students.	Teachers	September 2015- June 2016	All school staff, Principal, SETSS/IEP teacher, ENL Teachers
Parents/guardians will be kept informed via SLT meetings, PTA meetings and grade newsletters.	Teachers	September 2015- June 2016	All school staff, Principal, Parent Coordinator, SETSS/IEP teacher

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 following resources will be used to implement this action plan:

Human Resources

- Principal
- Staff Developer
- Parent Coordinator
- SETSS/IEP Teacher
- ENL Teacher

Instructional Resources

- The NYC Department of Education Inter-visitation toolkit

Schedule Adjustments

Prep changes and sub coverage to allow teacher to inter-visit

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

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

Part 5 – Progress Monitoring

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

By February of 2016 at least four classrooms will have hosted teachers for inter-visitation.

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.

P.S. 46 has effective school leadership as evidenced by parent and teacher responses on the 2013-2014 School Survey. When analyzing the data from the School Survey 100% of the teachers are in agreement that there is open communication on important school issues, 100% feel supported by the principal and other teachers at the school, and 100% of the teachers trust each other. Teachers and staff work collaboratively and are working on developing and facilitating their own professional learning. Although teachers are working on developing their own professional learning teacher are not comfortable with taking the lead in staff development. Distributed leadership needs to grow in order for the professional development to be grounded to the teachers' needs.

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 of 2016 the administration will support teachers to engage in distributed leadership. Teachers and staff will work collaboratively to plan and administer professional learning. By June of 2016 at least 50% of the teachers will have conducted a professional learning activity as measured by agendas and attendance sheets from professional learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The administration will utilize the Handbook for Professional Learning – Research, Resources and Strategies for Implementation provided by the NYC Department of Education in order to support and nurture the professional growth of all teachers and staff.	All teachers and staff	September 2015- June2016	Principal, Staff Developer
During each professional learning session strategies will be discussed concerning how to address the needs of students with disabilities, English language learners, and other high need student subgroups.	All teachers and staff	September 2015- June2016	Principal, Staff Developer, SETSS/IEP teacher, ENL teacher
Strategies discussed and learned during professional learning sessions will be shared at PTA meetings, parent workshops and through parent newsletters.	All teachers and staff	September 2015- June2016	Principal, Staff Developer, SETSS/IEP teacher, ENL teacher, 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.
<p>The following resources will be used to implement this action plan:</p> <p><u>Human Resources</u></p> <ul style="list-style-type: none"> • Principal • Staff Developer • Parent Coordinator • SETSS/IEP Teacher • ENL Teacher <p><u>Instructional Resources</u></p>

● A Handbook for Professional Learning - Research, Resources and Strategies for Implementation

Schedule Adjustments

Prep changes and sub coverage to allow teacher to inter-visit and sharing celebrations

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

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

Part 5 – Progress Monitoring

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

By February of 2016 at least 25% of the teachers will have conducted a professional learning activity.

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.

P.S. 46 creates a welcoming environment for families as evidenced by the parent responses on the 2013-2014 school survey. When analyzing the data from the school survey 97% feel they are kept informed about what their children are learning, 99% feel welcomed at school, 97% feel the school is responsive to parent feedback and 95% feel the school makes it easy for parents/guardians to attend meetings by holding them at different times. Parents and guardians know who to contact at school if they are in need of assistance or advice and they often attend fun family functions, PTA Meetings and other parent learning events. Although many parents attend the aforementioned parent functions based on sign in sheets, there is a significantly lower number in attendance at PTA meetings and learning events.

Part 2 – Annual Goal

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

By June of 2016 there will be a 20% increase in the number of parents attending PTA meetings and parent learning events as measured by attendance sheets at these functions.

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>The Parent Coordinator Resource Guide and Toolkit will be our guide for engaging parents/guardians and getting them to attend more PTA meetings and learning opportunities. Incentives will be used, such as raffles, donations from local businesses, and food to help to entice parents to attend these functions. A needs assessment survey will be sent to families to see what topics would be of interest for future workshops. We will also have feedback sheets after every event to see if we met the parent/guardians' needs.</p>	<p>Parents and Guardians</p>	<p>September 2015 – June 2016</p>	<p>Principal, Staff Developer, Parent Coordinator, SETSS</p>
<p>SETSS/IEP teacher and ENL teacher will provide interest based workshops for families of students with disabilities or ENL needs.</p>	<p>Parents and Guardians</p>	<p>September 2015 – June 2016</p>	<p>Principal, Staff Developer, Parent Coordinator, SETSS/IEP teacher, ENL teacher</p>
<p>Many strategies will be used to increase parent involvement and engagement including surveys, feedback sheets, incentives, workshops, and newsletters. Social media will also be used to keep parents informed and to encourage them to attend learning functions.</p>	<p>Parents and Guardians</p>	<p>September 2015 – June 2016</p>	<p>Principal, Staff Developer, Parent Coordinator, SETSS/IEP teacher, ENL teacher</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The following resources will be used to implement this action plan:</p> <p><u>Human Resources</u></p> <ul style="list-style-type: none"> • Principal • ATR Assistant Principal • Staff Developer

- Parent Coordinator
- SETSS/IEP Teacher
- ENL Teacher

Instructional Resources

- The Parent Coordinator Resource Guide and Toolkit

Schedule Adjustments

Events will be held at various times, during school, after school and in the evening.

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

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

Part 5 – Progress Monitoring

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

By February of 2016 there will be a 10% increase in the number of parent/guardians attending PTA meetings and learning opportunities as evidenced by attendance, sign in sheets and completed feedback sheets.

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)	<ul style="list-style-type: none"> • Baseline test data from periodic assessments • Teacher observation • State test results • Ready Gen tests 	<ol style="list-style-type: none"> 1. Saturday Test Prep Program 2. 20 minute daily enrichment period 	<ul style="list-style-type: none"> • Small group • One to one 	<ol style="list-style-type: none"> 1. The service will be provided on Saturdays from January 2016 – April 2016 from 9AM-Noon. 2. September 2015 to June 2016 daily from 1:06PM - 1:26PM
Mathematics	<ul style="list-style-type: none"> • Baseline test data from periodic assessments • Teacher observation • State test results • Go Math tests 	<ol style="list-style-type: none"> 1. Saturday Test Prep Program 2. 20 minute daily enrichment period 	<ul style="list-style-type: none"> • Small group • One to one 	<ol style="list-style-type: none"> 1. The service will be provided on Saturdays from January 2016 – April 2016 from 9AM-Noon. 2. September 2015 to June 2016 daily from 1:06PM - 1:26PM
Science	Teacher observations and science tests	Classroom teacher provides small group targeted instruction	Small groups	Beginning in September 2015 and continuing to June 2016 during school based on need.
Social Studies	Teacher observations and social studies tests	Classroom teacher provides small group targeted instruction	Small groups	Beginning in September 2015 and continuing to June 2016 during school based on need.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and administrator's Observations	At Risk Guidance and At Risk Counseling	<ul style="list-style-type: none"> • Small group • One to one 	Beginning in September 2015 and continuing to June 2016 during school based on need.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
All of the teachers at P.S.46 are highly qualified teachers. Highly qualified teachers are essential to the academic success of students and also to their social and emotional development. In supporting and retaining highly qualified staff PS 46 cultivates a school climate that fosters open communication between staff and administration, shared decision making and distributed leadership. Teachers work collaboratively and are able to reflect on best practices. The school provides an atmosphere where teachers feel valued and are encouraged to implement and customize learning to meet their teaching style and the needs of their students.

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).
PS 46 conducts high quality professional development provided by on site and off site staff developers, and SETSS/IEP teacher to ensure that the latest methodologies are explored. The administration, staff developer, and SETSS/IEP teacher offer support in implementation and understanding citywide instructional expectations, the Common Core Standards, and the Danielson Rubric for Teacher Evaluation. All staff is committed to working together to help all students meet the school's instructional goals. Professional development is interactive, allowing teachers to question and drive the conversations as well as take leadership roles in developing curriculum.

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).

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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.).
The transition plans used to assist preschool children from early childhood programs to the elementary school program are coordinated by the school principal, kindergarten teachers and the parent coordinator. Pre K students from local CBOs visit the school to see the kindergarten classrooms before they officially enter the elementary school. Parent meetings are held for incoming kindergarten students in the spring to allow parents to meet the staff and learn about the school and allow the incoming students to see the school.

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.
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 is an ongoing process. Teachers, staff developer and administration routinely review assessment options to make informed decisions regarding choice of assessments and the link to curriculum and instruction. Professional development is then conducted on the chosen assessments and how to analyze and use the data to inform instruction. Analysis of the results of the assessments are reviewed and discussed during professional development. Teachers are encouraged to share results and are also encouraged to make suggestions to drive professional development.

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	183,361.00	X	Pages 11, 14, 16, 18, 20

Title II, Part A	Federal	83,804.00	X	Pages 11, 14, 16, 18, 20
Title III, Part A	Federal	11,200.00	NA	
Title III, Immigrant	Federal	0	X	Pages 11, 14, 16, 18, 20
Tax Levy (FSF)	Local	1,771,321.00	X	Pages 11, 14, 16, 18, 20

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.

The Albert V. Maniscalco School P.S. 46 Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Albert V. Maniscalco 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. The Albert V. Maniscalco 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.

The Albert V. Maniscalco School

P.S. 46

School-Parent Compact (SPC)

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Albert V. Maniscalco</u>	DBN: <u>31R046</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input 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>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The total student enrollment at Public School 46 is currently 323 students in grades kindergarten through grade five of which 30 are English Language Learners. Supplemental instruction in the Title III program at Public School 46 will be provided in English. In addition, native language support will be provided through the implementation of bilingual books, picture dictionaries, and picture cards. The Title III program will be based on Reading A-Z Enhanced ELL Reading Solution. Funds from the Title III program will be used to purchase this program. The program cost is 54.10. In addition, Title III funds will be used to purchase a multilingual library (369.00), and NYSESLAT Test Prep materials including Language Skills Step by Step by Continental Press (1,462.90).

_____ Supplemental instruction for English Language Learners is needed in order to improve overall student achievement to meet the Common Core Learning Standards. An analysis of running records, NYSESLAT scores, ELL Periodic assessment, and ELA exams have exhibited a need for supplemental instruction to increase the number of students reaching proficiency in English.

_____ P.S. 46's plan will include an after school program for grades 1-5. The after school program will be on Wednesdays 2:25-3:55 (grades 1 and 2) and Thursdays 2:25-3:55 (grades 3,4, and 5). The after school sessions will run from December 3 until June 25 for a total of 47 sessions (70.5 hours x 51.51 with fringe= 3,631.46). One certified ESL teacher will provide instruction to all beginning and intermediate ELLs. Students will be grouped by language proficiency levels and by grade. As new ELLs come into our school we will include them as participants into the Title III Supplemental program. The two target groups are being kept small in order to facilitate an increase in learning. The supervisor in charge of the program is the principal of P.S. 46, Andrea Maffeo. The supervisor will be responsible for any issues that arise during the program, for example behavior issues, sick child, observing teacher, etc. The supervisor's official work day is from 7:00-2:50. The supervisor's hours for the Title III program will be 2:55-4:10. The supervisor will be compensated using Title III funds (57.5 hours x 52.84 with fringe=3,038.30 + one hour 15 minutes 66.05=3,104.35). She will be responsible for staying with children after the official end time of the program and contacting the parents of children who are not picked up on time.

_____ Reading A-Z Enhanced ELL Reading Solution, provides content-based and thematic based texts and visuals focused on developing speaking, listening, writing, and reading skills in both social and academic contexts. This program addresses the Common Core State Standards' goal to provide ELLs of all language proficiency levels the opportunity to gain content-area knowledge. Native language support in Spanish is provided. In addition, parents have access to student progress and can check their child's reading progress.

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

Part C: Professional Development

Begin description here: Ongoing professional development is made available to all teachers and staff at P.S. 46. All staff members are given the opportunity to attend ongoing professional learning sessions offered through the Department of English Language Learners and Student Support(DELSS). All the information regarding these professional development sessions will be provided to staff by the ESL teacher. These professional learning sessions provide teachers and staff the opportunities they need to grow as educators and to better understand the ever-changing needs of English Language Learners. These sessions will also provide a better understanding of language acquisition in the classroom and to how to assist ELLs in a common core classroom. All professional development is given by the ESL teacher during grade conferences. The focus of these professional learning sessions will be on the following topics:

September- NYSESLAT Data

November-Reading A-Z Enhanced ELL Reading Solution

January-Common Core and ELLs

March-RTI Interventions for ELLs

May-Video Library on English Language Learners (DOELL)

In addition, \$150.00 of the Title III funding will be used to provide a professional development webinar to all staff on Reading A-Z ELL Component.

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: A critical component of student success is parental involvement. Public School 46 will engage the parents of English Language Learners in order to foster higher achievement for ELLs and to create a culture of success within our school community. Parents are invited to attend PTA meetings. Translators and Translation Units are provided during such meetings. Parents of English Language Learners are also invited to attend the following school activities: Movie Night, Read for the Record Day, Literacy Pajama Night, Adopt a Soldier Packing Party, and Dance Festival. Invitation letters for all parent involvement activities are translated into the child's native language and sent home. All of the above mentioned activities will help foster a culture of success. ELL parental involvement in these activities will enhance the children's self-esteem, improve their academic achievement, improve parent-child relationships, help parents develop positive attitudes towards school, and a better understanding of the schooling process. This interactive time where children and their parents are fully engaged with one another can help parents learn more about their child's strengths and weaknesses in order to better guide them in all aspects of their lives.

Bilingual Family Literacy Tea will be hosted during the after school program for parents of ELLs by our Certified ESL Teacher. This is to provide parents with opportunities to read to their children in their native language. Adults and children are allowed time and space to read together. They will be able to create their own special bookmark as they enjoy some refreshments. These refreshments will be provided by the PTA. This event will offer parents the opportunity to meet other parents, show their children the importance of reading and learn how to support reading development at home. Additionally, parents of ELLs will be asked to attend a workshop on Reading A-Z, assisting parents with the program and how they could monitor their child's progress. During these workshops, translators will be provided through the Translation and Interpretation Unit.

Part D: Parental Engagement Activities

<hr/> <hr/> <hr/>

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 046
School Name Albert V. Maniscalco		

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 Andrea Maffeo	Assistant Principal
Coach Stacey Bowden, Literacy Coach	Coach
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Sara Cottone
Related-Service Provider Elizabeth Galvin	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	279	Total number of ELLs	28	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	11
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	24	0	9	4	0	3	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 2

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

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

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

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

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

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

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

P. 46 utilizes the following assessment tools to assess the early literacy of ELLs: running records, TCRWP for grades K-2, Performance Series Computerized Assessments in reading. The data collected from the assessments aids in driving ENL instruction. After closely looking at data, it demonstrates that much more scaffolding and support is needed in order to provide ELLs with the proper assistance. The ENL teacher and the classroom teacher work closely together to implement Reading and Literacy instruction using the Danielson Framework and research based intervention strategies focusing on specific learning targets.

According to TCRWP Assessment Pro as of November 2014, ELLs have reached Benchmark Reading Levels of 1 and 2 in grades K-2. Due to these findings, more emphasis will be placed on guided reading, and small group instruction during the enrichment period.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Data patterns across proficiency levels and grades consistently show that ELLs struggle mostly in the areas of both writing and speaking on the NYSESLAT. After looking at NYSITELL data most Kindergarten ELLs have reached a proficiency score of expanding. Whereas, by first grade ELLs either remain at transitioning level or have achieved a proficiency level of expanding showing considerable growth. Overall, it is the ENL teacher's findings that the kindergarten ELLs scored lowest on the speaking section of the NYSITELL. Due to these findings, more emphasis will be placed on Oral Language Development. Upon reviewing the NYSESLAT data, all grade first through fifth grade ELLs excel mostly in the listening and reading components of the NYSESLAT. Instead the writing component is an area where ELLs struggle and have not made sufficient progress.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The information obtained from the Annual Measurable Achievement Objectives drives ENL instruction and instruction during the enrichment period. The AMAO 1 data is currently not available. However, the AMAO 2 for 2015-2016 indicates the target for this year is 15.60% with a difference of -3.10% percentage points between the target and our current status. P. S. 46 has not met AMAO 2 Status as far as achieving proficiency.

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

Data patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing and speaking. Due to these findings, English as a New Language instruction is designed to develop skills in comprehension, speaking, and writing English through the integration of academic content appropriate for the students' age, level, and English skills aligned to the Common Core State Standards. In addition, for ELLs taken the Math and Science Exams in their home language, some children were able to score a 3 on the Science exam. However, on the Math the home language did not seem to make a difference. The school leadership and the teachers meet during common prep periods and analyze results of the Periodic Assessment. After a plan of action is put into place addressing the deficits for each ELL. Lesson plans are then revised providing additional scaffolding strategies to assist ELLs. The results from the Periodic Assessment have shown that ELLs need further assistance in building their academic vocabulary and to increase growth in reading comprehension. In order to foster this, the home language is used in each program model of ENL instruction. The students are grouped according to their home languages which generates interactions in the home language among students. They are also given given bilingual dictionaries and whenever possible bilingual texts and materials. The ENL teacher and the classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. All teachers consider the students' new language development in making instructional decisions. In addition, The Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with ongoing opportunities to read, write, speak in order to help them gain fluency. The ENL teacher carefully analyzes the data from the NYSESLAT and the ELL Periodic Assessments. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ENL teacher is able to drive instruction. She also articulates with the classroom teacher making her aware of what areas the student might have deficits. The school leadership and teachers have learned a great deal from reviewing the data from both the ELL Periodic Assessment and the NYSESLAT. Our findings are as follows: there needs to be an increment in teaching figurative language, academic language, oral language development, and an emphasis on informational texts through the content areas.

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](#).]

P. S. 46 uses data to guide instruction for ELLs within the Response to Intervention Framework. Universal screening is administered to all students. The information gathered from the Home Language Identification Survey informs both the ENL teacher and the classroom teacher of what factors influence the ELL learning process. The screening process assesses the child's literacy skills and competencies. In addition, it allows us to see whether or not ELLs are meeting grade level benchmarks.

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

All Spanish speaking ELLs are administered the Spanish Lab. ELLs also have access to multilingual libraries and bilingual worksheets assisting them in comprehension. ELLs are encouraged to work in their native language initially with other students who speak their native language. In addition, P.S. 46 is in the process of organizing and offering home language arts classes whenever possible to support ELLs.

P.S.46 uses baseline data from Ready Gen which gives the teacher a good sense of where students are at the beginning of the year. Clear goals are set by looking closely at the State Standards and Grade Level Expectations. Regular assessments across the school year provide multiple pieces of evidence about student knowledge and skills. Instruction is well-planned and well-focused. The teachers target areas where ELLs are having difficulty. Then teachers plan, develop, and deliver appropriate lessons to address focal skills and concepts. The teachers tap into the child's educational history and cultural background. P.S. 46 takes into account the ELL students' prior knowledge and cultural background. The ENL teacher shares all information with the classroom teacher regarding the child's educational background. This information is acquired through the interview conducted by the ENL teacher at the time of registration. The ENL teacher further researches the the child's cultural background and shares information with all teachers. The teachers embrace students' cultural characteristics, and focus on group orientated classrooms. The teachers scaffold content and language learning for ELLs by using the SIOP MODEL of instruction to accommodate different levels of proficiency in the classroom. Language objectives are clearly defined. Students are asked to make conscious links between their experiences and the text.

7. For dual language programs, answer the following:

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

At this time, P.S. 46 does not offer a dual language program.

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

After looking at the most current NYSESLAT scores most ELLs have met annual yearly progress and have moved up in proficiency levels across all the four modalities. Overall, after analyzing all assessments given to ELLs ranging from the NYSESLAT to state exams,

we have seen an improvement in reading comprehension skills in ELLs. P.S. 46 evaluates the success of our programs by closely monitoring this progress made by ELLs. The ENL program at P.S. is aligned and works effectively to facilitate the acquisition of the English language and academic achievement. It is based on educational theory for ELLs and is adjusted where needed to ensure language barriers are overcome. It ensures that ELLs are progressing in English proficiency and are attaining English. It is aligned to common core state standards and there has been an increase in academic rigor. There is an ongoing evaluation of the program and to make sure all needs of ELLs are being met. The school has made annual yearly progress which is evident in the NYSESLAT results. After looking closely to the data from the NYSESLAT, most students have improved somewhat on all parts of the NYSESLAT. They have also made progress in the classroom. Both their BICS and CALP have improved.

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.
P.S. 46 adheres to strict guidelines involving the identification process of ELLs. Within the first ten days of enrollment, trained staff such as the Literacy Coach, Stacey Bowden, and the ENL teacher, Paola Guddemi, meet with both the parent and child to make an initial determination of the child's home language. It is primarily the ENL teacher, Paola Guddemi, who is involved in the initial screening process, and administered the Home Language Survey. The initial process involves an oral interview conducted with both the parent and the child. An informal questionnaire is filled out and attached to the Home Language Survey. The oral interview/questionnaire are administered in both English and the home language. Our ENL teacher speaks both Italian and Spanish. Thus interviewing the parents in those languages when the occasion arises. For all other languages, P.S. 46 utilizes the DOE's Translation and Interpretation Unit for language assistance. This process is then formalized through a Home Language Identification survey (HLIS). This survey is given to the parents in both English and their home language. The ENL teacher carefully reviews the Home Language Identification Survey and chooses the OTELE code that best describes the child's native language. The ENL teacher then signs the survey and places the original with the oral interview questionnaire attached into the student's cumulative folder and also maintains a copy for her records. Once the ENL teacher determines if there is another language other than English spoken at home; that child is then administered the NYSITELL to determine the child's proficiency level. If the child tests out, the appropriate letters in both English and the child's native language are sent home informing the parents of the outcome. If the child does not test out, the ENL teacher sends home the proper letters informing the parents of the student's test results. If the child is Spanish speaking, he or she is also administered the Spanish Lab by the ENL teacher. Each spring ELLs are administered the NYSESLAT to determine whether or not they are still eligible to receive ENL services. The following September the parents are notified of the results and program eligibility. Within the first ten days of enrollment, a child is administered the NYSITELL and the parents are informed of their results within five days.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
The ENL teacher determines SIFE status at the time of completion of the Home Language Survey when the parent is asked to indicate prior schooling. If there is an indication that the student has had interrupted formal education then the student is administered the SIFE Oral Interview Questionnaire to determine whether a student has two years of scholastic gap. If the ELL is determined to be a SIFE then the child is administered the LENS. Initial SIFE status is indicated within 30 days of enrollment.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
P.S. 46's LPT team consists of Andrea Maffeo, Principal, Paola Guddemi, ENL Teacher, Elizabeth Galvin, IEP/SETSS teacher, translator, and the student's parent or guardian. The LPT team meets and discusses whether or not students with IEPs and a language other than English are administered the NYSITELL. Based on the evidence, the LPT must determine as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting the student's proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. However, if the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, then the recommendation is sent to the principal for review. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. On the other hand, if the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent. The parent is also notified within three days of the decision in the parent's native language. The procedure is completed within 20 days for students entering with IEPs

and placed in an ELL program. In addition, if the student is determined to be an ELL and enters in the third grade at P.S. 46, they are then administered the NYSITELL. If the student scores at either the entering or emerging level of proficiency on the NYSESLAT it is then that the student is administered the SIFE ORAL Interview Questionnaire. This is done within 30 days of enrollment.

The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
Once the NYSITELL is scanned and a score is determined, P.S.46 ensures that entitlement and non-entitlement parent notification letters are distributed within five school days. The ENL teacher prints the RAPL report from ATS which shows the parents preferred language. The letters are sent home in the parents's preferred language by the ENL teacher. One copy is placed in the student's cumulative folder. Another copy is kept by the ENL teacher.
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).
P.S. 46 informs parents that they have the right to appeal ELL status within 45 days of enrollment. Parents will be made aware of this at the time of initial enrollment. Before completion of the Home Language Survey the ENL teacher will articulate this information to the parent in English , Spanish, or Italian. For those parents who speak other languages the Translation Interpretation Unit will be utilized. All copies are filed and maintained by the ENL teacher. One copy is kept by the ENL teacher and the other is maintained in the office.
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.
Within the first ten days of enrollment, the parents are invited to attend a parent orientation where they are made aware of their choices. ELL parents are given an opportunity to ask questions so they can make an informed placement selection. The parents are provided with information regarding core curriculum, learning standards, and assessments. The parent orientation meeting is conducted by the ENL teacher, Paola Guddemi, and the parent coordinator, Sara Cottone, assists the ENL teacher. Translators are also made readily accessible to parents at these meetings. The school utilizes the translated brochures and the parent video which is online provided by the office of ELLs to help parents better understand the programs available and to answer any questions they might have. The ENL teacher ensures that entitlement letters are sent home to the parents and one copy is made readily available on file. Parent Survey and Selection Forms are given to the parents both in English and their native language. Once they are signed and returned the original is placed in the student's cumulative folder and a copy is kept by the ENL teacher. If the Parent survey is not returned the default placement is then bilingual. After looking carefully at the Parent Survey and Program Selection Form, the child is then placed in the appropriate program model. In addition, the ENL teacher will inform parents via letters both in English and their native languages when and if a TBE/DL program becomes available at P.S. 46.
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
In addition, P.S. 46 ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned and properly stored. These forms are sent home in the parents preferred home language. One copy is kept in the office on file. Another is maintained by the ENL teacher. The original is placed in the child's cumulative folder. If forms are not returned, the ENL teacher then sends home a second request. If this request is not honored, a telephone call is made using either an in-house translator or the translation and interpretation unit. If this fails, the default program is Transitional Bilingual Education. The child is then placed in an ENL program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ENL teacher monitors the Parent Survey and Program Selection Forms. If they are not completed and returned she then sends home a second request. If this request is not honored, a telephone call is made using either an in-house translator or the the Translation and Interpretation Unit depending upon the parent's preferred language. A record of the telephone calls are kept on iLog on ATS. If the telephone call fails, the default program is Transitional Bilingual Education.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher ensures that placement parent notifications letters are sent home within 5 school days of ELL determination. They are sent home in both English and the parent's preferred language. One copy is kept on file in the main office. Another is retained by the ENL teacher.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
P.S. 46 retains all ELL documentation for each child for 7 years. One copy is maintained in the office. Another is retained by the ENL teacher. All necessary originals are placed in student's cumulative folder. All documentation for each child is made readily available to all teachers .
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.

The ENL teacher utilizes both the RLER and RLAT ATS reports to determine which children are eligible to take the NYSESLAT. Every spring, all eligible ELLs are administered the NYSESLAT. The NYSESLAT is programmed by the ENL teacher over a month period of time allowing ample time for make-ups. All English Language Learners are serviced by the ENL teacher. In turn, all serviced ELLs are administered the test. The ENL teacher follows all testing accommodations according to the child's IEP. The NYSESLAT is administered over a four day period. The students are first given the speaking component by the ENL teacher. The literacy coach grades the speaking component while the students are being tested. The written test sessions are then administered on three separate days. All students are grouped by grade bands. The ENL teacher also maintains a checklist/attendance records of all ELLs clearly listing all the components of the NYSESLAT with specific dates of administration. A copy of this is maintained by the ENL teacher and a copy is kept on file in the main office.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ENL teacher ensures that continued entitlement and transitional support parent notification letters are distributed. These letters are sent home no later than September 15. All letters are sent home in the parent's preferred language. Copies of all letters sent home are kept in the main office and also by the ENL teacher.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

The Parent Survey and Selection Forms have demonstrated the trend in parent choices to be English as a New Language Program. Some parents have chosen Transitional Bilingual programs as their first choice. P.S. 46 keeps a tally of how many have chosen TBE and informs those parents when and if their would be one offered at the school. They are also informed of transfer options. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey to monitor the trends of parental choice. Students are grouped heterogenously for targeted area instruction according to the NYSITELL and NYSESLAT scores. The program model at Public School 46 is aligned with parent requests. Documenting parent information, maintaining and storing it ensures that parental choice is being honored. It also ensures that parents are playing an active role in ENL program planning and design. P.S. 46 will open up a bilingual program when and if we have have enough students in two contiguous grades thus allowing alignment between parent choice and program offering as per Aspira Consent Decree.

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.
P.S is currently working towards using both a stand alone model of instruction and an intergrated model of instruction in order to service our ELL population. Each period is 45 minutes in duration. The groups are no larger than twelve children. The English Language Learners are grouped heterogeneously and no more than two contiguous grades are grouped together. All entering and emerging ELLs receive 360 minutes of ENL of both standalone and integrated ENL/ELA instruction. All transitioning and expanding ELLs receive 180 of integrated ENL/ELA instruction. All commanding ELLs receive 90 minutes of integrated ENL/ELA instruction.
During the standalone model of instruction, the ENL teacher utilizes ESL methodolies to teach her ELLs. Her lessons are aligned to classroom teachers and to the common core state standards. All instruction is in English with material made readily available in the child's home language. Whereas, in the intergarted model of instruction, the ENL teacher co-teachers with the classroom teacher. The ENL teacher scaffolds all instruction to all students in the classroom.
 - b. TBE program. *If applicable.*
At this time, P.S. does not offer a transitional bilingual education program.
 - c. DL program. *If applicable.*
At this time, P.S. 46 does not offer a dual language program.
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)?

As per CR Part 154 , all ELLs receive language arts instruction in English as a New Language , in English Language Arts, and in Home Language Arts. Entering ELLs receive 1 unit of study in ENL, and 1 unit of of study in ENL/ELA. Emerging ELLs receive .5 unit of study in ENL, 1 unit of study in ENL/ELA, and .5 unit of study in STANDALONE ENL or INTERGRATED ENL/Content Area. All transitioning ELLs receive .5 unit of study in ENL/ELA and .5 unit of study in STANDALONE ENL. All expanding ELLs receive 1 unit of study in ENL/ELA. All commanding ELLs receive .5 unit of study of intergrated ENL in ELA.

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.

P.S. 46 offers a freestanding English as a New Language program. It is aligned with Ready Gen, the Common Core State Standards, and the instructional shifts. More emphasize is placed on informational texts focused on Science and Social Studies. In addition, higher order thinking skills and academic vocabulary is being fostered. In order to improve ELL performance on content area examinations the ENL and classroom teachers scaffold academic language to support students' participation in content areas. Instruction is also aligned to common core state standards. The language of instruction is English throughout the content areas. Teachers provide comrehensible input and use instructional scaffolding stratgies to assist learners to develop new understandings, concepts, abilities, and build upon prior knowledge. Teaching materials include a wide range of print, visuals, and manipulatives designed for increasing English Language Proficiency. The Cognitive Academic Language Learning Approach (CALLA) is implemented for meeting the academic needs of ELLs with its focus of instruction being content subjects. The SIOP Model (Sheltered Instruction Observation Protocol) is also used to shelter and support ELLs in grade-level content courses such as social studies, and science. Emphasis is placed on acquisition of academic language and skills while building on students' prior experiences. The SIOP Model of instruction makes content comprehensible for English Language Learners. The Balanced Literacy instructional approaches are implemented on a daily basis through the use of modeled writing, shared writing, guided reading, and independent reading. The Total Physical Response Aproach is utilized with the beginning ELLs in order to teach language through physical ,motor activity. The four skills of listening, speaking reading, and writing are approached from a communicative perspective. Authentic, real life materials such as magazines, newspapers, graphs, and charts are used in the classrooms. Cooperative learning is also used in order to provide opportunities for second language acquisition through the use of interactive pair work and group activities. Instructional scaffolding, such as graphic organizers is used in the classroom providing temporary support structures that assist learners to develop new understandings, concepts and abilities. All the strategies implemented in the ENL program help ELLs meet grade level standards. Throughout the academic year, students are offered additional classes as preparation for testing in grades third, fourth, and fifth. Rigby's On our Way to English and Scott Foresman ESL textbooks, workbooks, and charts help to support oral language development and literacy learning through the content area classes. In addition, the ENL teacher will meet once a month with the Literacy Coach and the Science teacher to work on implementing strategies that will help ELLs with specific Math and Science concepts and terminology.

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

P.S. 46 currently administers the Spanish Lab to all new Spanish speaking entrants. In addition, P.S. 46 will begin administering the LENS to all prospective SIFE students. In addition, The ENL teacher will arrange for a speaker of the child's home language to conduct an informal assessment of the student's first language throughout the year.

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

P.S. 46 ensures that all ELLs are appropriately evaluated in all four modalities throughout the year. The ENL teacher provides practice for Ells in preparation for the NYSESLAT. In doing so, children are being evaluated both informally and formally throughout the school year. The focus of instruction is placed on oral laguange academic proficiency. It is also aligned with READY GEN

Reading and Writing components. In addition, the ENL teacher uses RAZ-Kids ELL Component Assessment which assesses all four modalities given through the year. The ENL teacher uses a language and academic assessment form that is completed on a monthly basis to learn about overall academic and English proficiency progress of ELLs. Portfolios of ELLs are kept throughout the year which include samples of written work, drawings, checklists, and oral tasks.

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

P.S. 46 ensures that all ELLs are appropriately evaluated in all four modalities throughout the year. The ESL teacher provides practice for ELLs in preparation for the NYSESLAT. In doing so, children are being evaluated both informally and formally throughout the school year. The focus of instruction is placed on oral laguange academic proficiency. It is also aligned with

READY GEN Reading and Writing components. P.S 46 does not currently have any SIFE students. However, if in the future we were to acquire SIFE students, P.S. 46 would implement a Saturday morning program, and an after school program. Newcomer ELLs are given three periods of ESL a day for the first few months of the academic school year. They are also provided with bilingual dictionaries and peer tutoring in their native language.

ELLs receiving services for 4 to 6 years are provided with AIS services. These services are as follows: Saturday Test Prep Academy , small group instruction for grades 3-5 AIS and a Title III after school program.

Long-term ELLs have been provided (and will continue to be provided) with additional help as needed such as after school test prep programs. AIS services are given to help transition students reaching proficiency. Accelerated Math also provides teachers with continuous feedback to personalize instruction while enabling students to practice their math skills at their own individual levels. GO Math lessons support students acquiring proficiency in English because the program incorporates many proven strategies that help linguistically diverse students. The hands on program develops concepts and skills through the use of concrete materials, and places a great emphasis on habits of communication.

The ENL teacher works closely with all Special Education teachers. The Special Education ELLs who are mandated to receive ENL services as per their IEP are serviced by the full time certified ENL teacher. They all receive services according to their NYSESLAT scores.

The ENL teacher provides continuing transitional support for ELLs reaching proficiency on the NYSESLAT. She carefully scaffolds instruction increasing academic language development through the content areas assisting them in grade level tasks. The ENL teacher provides rigorous learning opportunities for ELLs to foster higher order thinking skills. Former ELLs are given 90 minutes of integrated ENL/ELA instruction. In addition, former ELLs are given testing accommodations for up to two years after testing out of an ENL program.

ELL students reaching proficiency are provided AIS services and are also offered after school ENL program. The ELL after school program is used to strengthen Math and Literacy development using ESL methodologies. The program utilizes Phonics Builds Better Readers by Zaner-Bloser, which follows a balanced "whole-part-whole" instructional plan that makes phonics meaningful within the context of literacy development. It focuses on visual discrimination, oral language, and listening skills. In addition, Learning A-Z's Enhanced ELL Reading Solution is used to address the Common Core State Standards' goal to provide ELLs of all proficiency levels the opportunity to gain content-area knowledge. The after school program is also a test prep program preparing ELLs for the fully aligned Common Core State Standards NYSESLAT. The teacher uses Getting Ready for the NYSESLAT and Beyond by Attanasio and Associates, Inc. The English Language Learners are provided with the skills to become familiar with the structure of the NYSESLAT and in their development of essential language proficiencies in listening, speaking, reading, and writing.

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.

P.S. 46 ensures that the student's academic progress has not been adversely affected by the re-identification process. Within 6-12 months the principal, Andrea Maffeo, consults with the ENL teacher , the parent, and the student. If the principal believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as per CR Part 154-2.3.

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?

The ENL teacher aligns her program to Ready Gen with all ELLs using the scaffolding strategies that are part of the Ready Gen program. In doing so, the students are being taught on grade level. Instructional strategies focus on academic vocabulary. P. S. 46 ensures ELL-SWDs receive all services mandated on their IEPs. During PPT meetings, the ENL teacher and the Related Service Provider work closely together to look at IEPs to ensure all ELLs are receiving all necessary services. Award Reading is used with all ELLs in each subgroup and ELLs with SWDs. It is a common-core driven instruction using technology to extend instruction fostering fluency. It includes print concepts and phonics to more complex skill development differentiated instruction for ELL students in order to accelerate English Language Acquisition. Native language materials used are bilingual dictionaries and books.

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

P.S. 46 uses scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and to attain English proficiency. The ENL teacher and service providers work closely together to align scheduling and instruction for the child. The ELLs are also provided with additional instruction during the enrichment period. The focus during this time is on oral language development. P.S. 46 ensures that flexible programming is used to maximize time spent with non-disabled peers by closely looking at data regarding benchmarks being met by child. If a child meets a benchmark in a particular content area the child is then mainstreamed into a general education class for that particular content area class. ELL-SWDs are initially placed in the least restrictive class such as ICT. This allows the individual ELL not to be pulled out of class too frequently.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
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.

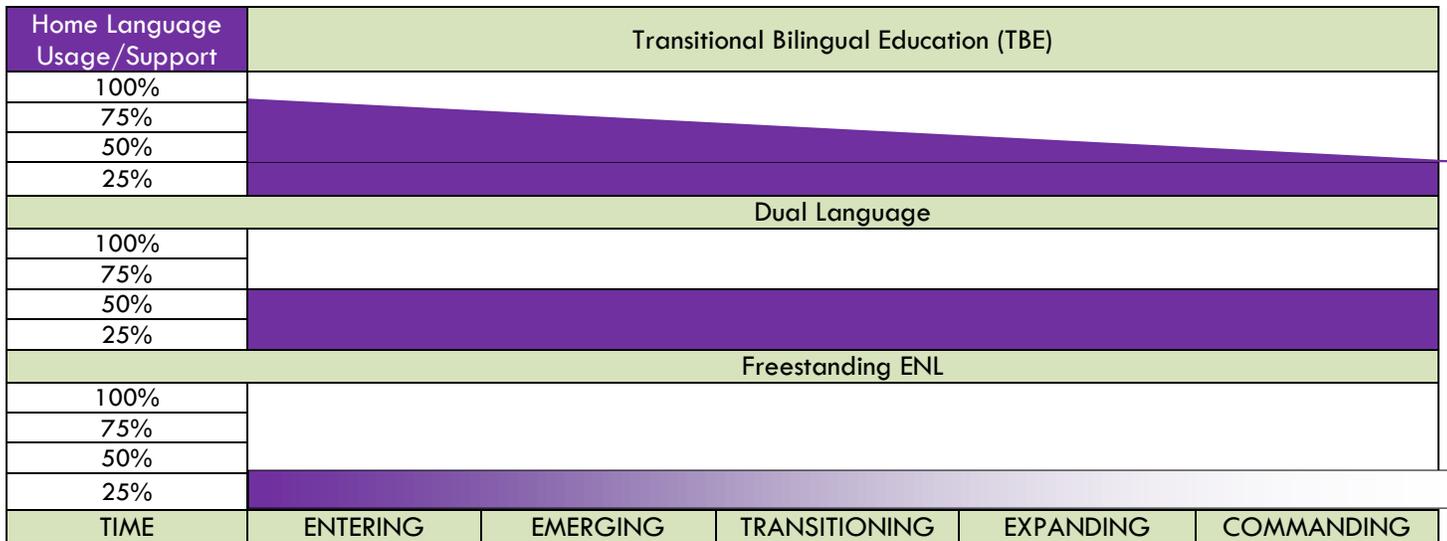


*Note: “other approved services” does not apply to New York City at this time.

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.
- Public School 46 utilizes Acuity, ARIS, Performance Series, TCRWP, Accelerated Math and Reading to analyze data to drive instruction and to assist in goal setting. The ENL teacher and the classroom teacher are able to identify problematic areas for ELLs. ELLs seems to be struggling most with higher order thinking skills.
- Patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing and speaking. Due to these findings, English as a Second Language Instruction is designed to develop skills in comprehension, speaking, and writing in English through the of integration of academic content appropriate for the students' age, level, and English skills. The ENL teacher and classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. In addition, the Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with on going opportunities to read, write, and speak in order to help them gain fluency. The ENL teacher carefully analyzes the data from the NYSESLAT and the ELL Periodic Assessment. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ENL teacher is able to drive instruction. She also articulates with the classroom teacher making her aware of what areas the student might have deficits. The school has learned a great deal from reviewing the data from both the ELL Periodic Assessment and the NYSESLAT. Our findings are as follows: there needs to be an increment in teaching figurative language, increase in academic language, and an emphasis on informational texts and text complexity.
- Public 46 utilizes Go Math in grades K-5. All teachers set goals for all students including ELLs based on data from pre-unit tests in Go Math. Grade level inquiry teams analyze and make recommendations for differentiated instruction within the classroom. In analyzing mathematics performances through formative and summative assessments in grades K-5 and on the Mathematics State testing data 3-5 more rigorous tasks aligned with Common Core State Standards are being implemented with ELLs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Overall, we have an improvement in our ENL program. On-going assessments are designed to collect further evidence of student learning or need for change that are systematically implemented across grades. Students are becoming English proficient more quickly and are scoring higher on both the ELA and the State Math Tests. At this current time no language electives are offered at P. S. 46. However, all ELLs are afforded Home Language support in the classrooms.
12. What new programs or improvements will be considered for the upcoming school year?
- There will be changes made to the ENL program. Alls ELLs will be given both stand alone and intergrated instruction. It will become more aligned to Common Core State Standards. ELLs will be placed in the same classrooms on each grade. Thus, allowing the ENL teacher the opportunity of using an integrated model of instruction.
13. What programs/services for ELLs will be discontinued and why?
- There will not be any programs discontinued for ELLs.
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. ELLs are invited to attend all after school and supplemental programs at P.S. 46. ELLs are also invited to attend Saturday Test Prep Programs, Title III After School Program, student government, and all other student activities providing them with translation assistance when needed. All letters of notifications are sent home in both English and the child's home language. ELLs participate fully in all programs. They are given the same opportunities as other all other students in deciding whether or not to participate in an after school program
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.
- The ENL teacher scaffolds instruction through modeling, questioning, feedback, and graphic organizers providing the necessary support for ELLs. The ELLs are also provided with English at Your Command by Hampton-Brown. This is designed to build vocabulary skills in writing, grammar, mechanics and communication. They are also provided with Rigby Great Strides Critical Thinking Skills and Inferential Skills enabling students to understand cause and effect and reading between the lines in fiction. Award Reading Program, a technology based literacy program, is used with all ELLs. This program assists ELLs with academic vocabulary and informational texts. In addition, Learning A-Z Enhanced ELL reading Solution is utilized which assists with UDL.
- The ENL teacher uses Lakeshore Science Kits with ELLs to promote academic vocabulary with ELLs. These science kits also provide ELLs with the necessary hands-on experience to master scientific concepts. In addition to this, the ENL teacher uses Clearly Social Studies by Frank Schaffer Publications, with all ELLs. Clearly Social Studies is aligned to state and national standards promoting academic vocabulary. Lastly, the ENL teacher utilizes Scholastic classroom magazines with ELLs. Let's Find out, Storyworks, Science Spin, and Super Science with grades K-5. These magazines assists ELLs in allowing the children to view nonfiction videos, listen to articles being read aloud as words are highlighted one by one, and are also available in Spanish for Home Language support.
- Go Math and Accelerated Math are used with all students including ELLs in grade kindergarten through fifth. In addition, students are provided with bilingual math glossaries.

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

P.S. 46 offers native language support for all ELLs. Multicultural and bilingual books are made readily available in the ENL classroom. Bilingual glossaries and bilingual picture dictionaries are given to all ELLs. Peer tutoring is provided during lunch periods for ELLs.

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

The ENL program is aligned to the Common Core State Standards. The ENL program is designed to reinforce what the children are learning in the classroom. It is aligned to Ready Gen in grades K-5. An emphasis is placed on informational non-fiction reading and writing with all ELLs. The ENL teacher closely looks at student's IEP to correspond to their ages and grades while, being appropriate to their cognitive needs. The ENL teacher uses a comprehensive plan of instruction based on best practices for students with learning difficulties.

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).

At this time, we do not offer a summer program for newly admitted ELLs. However, pending funding, P.S. 46 will offer one the following year. New ELLs who are admitted throughout the school year are provided with three periods of ENL per day. In addition, the ENL teacher sets up peer -tutoring for ELLs during their lunch periods.

P. S. 46 supplies newly arrived ELLs with school information and other supplies that will contribute to an ELLs success and feeling comfortable at P.S.46. They are assigned a peer who speaks their native language. This student takes the newcomer on a tour of the school and sits with the child during his or her lunch period.

19. What language electives are offered to ELLs?

P.S. 46 is working on implementing language electives for the upcoming school year.

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)?

P.S.46 does not currently have a dual language program.

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.)

The ENL teacher has attended and will continue to attend all professional learning opportunities provided by the Department of English Language Learners and Student Support. In addition, The ENL teacher has been provided with professional development for both Imagine Learning and Learning A-Z Enhanced ELL Reading Solution. Additional professional development will include and is given not only to the ENL teacher but all staff members including teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, speech therapists, occupational therapists, physical therapists, secretaries, and parent coordinators: September-The 4 Tenets of Student Learning, October-The Formative Assessment Process, November-Unpacking the Standards, December-Responsive Conferencing Prompts to Support and Scaffold Writers, January-Comprehension Strategies, February-Close Reading and Connections to the Common Core State Standards, March-Using Data to Improve Learning of All Students, April-Analyzing Running Records, May-Reading Standards for Informational Texts, June-Reading Standards for Literary Text. All of the above mentioned professional learning sessions have an ENL component.
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?

All teachers of ELLs are offered support in utilizing the Common Core State Learning Standards. The professional development is provided by the Literacy/Math Coach at P.S. 46. During common preps, grade team members and the ENL teacher meet on a weekly basis preparing lessons, looking closely at the grade level standards, and discussing scaffolding strategies for ELLs. In addition, teachers of ELLs are made aware and given the opportunity to attend any workshops offered by the Division of English Language Learners and Student Support and the Borough Field Support Center. Specifically, the ENL teacher has attended the workshops on the following topics: Data Analysis and Title III AMAO Estimator Tool, NYSESLAT, Instructional Implications of the New Service Delivery for English Language Learners, and Oral Language Development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

ELLs and other students are provided with information regarding the transition from elementary to middle school. Both the guidance counselor and the social worker at P. S. 46 speak to fifth graders about this transition. The parent coordinator also sets up a meeting for parents informing them of this process. Our guidance counselors, social worker, and parent coordinator are sent to any workshops provided by the Department of Education. Translators are made readily available for parents of ELLs.
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.

P.S. 46 meets the professional development requirements as per CR Part 154.2. ALL teachers are informed and allowed the time to attend professional learning opportunities regarding ELLs and language acquisition in order for them to obtain 15% of total hours of ELL-specific professional development. These professional development hours are based on language acquisition, a focus on best practices for co-teaching strategies and content instruction for English Language Learners. In addition, the ENL teacher is given the opportunity to frequent all workshops provided by the Department of English Language Learners and Student Support. These professional learning opportunities allow the ENL teacher to meet the minimum requirement of 50% total hours of professional development in language acquisition in alignment with core content area instruction, best practices for co-teaching strategies and integrating language and content instruction for ELLs. Records of attendance and agendas are kept in the teacher's file.

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?

P.S. 46 provides annual individual meetings with parents of ELLs. Every Tuesday afternoon from 2:20-3:00, the ENL teacher will meet with the parents of ELLs individually to discuss the student's language development progress, English language proficiency assessment results, and their language development needs in all content areas. If the parents are not able to attend, then a telephone conference will be conducted and a record of this will be kept on iLog in ATS. Interpreters are provided for parents when needed through the Translation Unit.

2. The ENL teacher maintains records of these meetings. A copy of all sign-in sheets, agendas, and handouts are kept on file in a binder. Evidence of telephone conferences will be kept on iLog in ATS. The Translation Unit is utilized when there are no in-house translators available. (Unable to type under question 2)

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. The education of children is a collaborative effort between school and family. Public School 46 strives to develop a close partnership with parents and community members. We encourage this development as a way to broaden our students' educational experience and strengthen support and participation in all areas of our school. The Parent Coordinator assigned to our school pays particular attention to parents of ELLs. The needs of parents are usually evaluated through simple discussions with the both parents and the school social worker. Parent Orientation meetings are held periodically during the school year as new children arrive. The parents are shown the online parent video in their native language addressing parent options in several languages. All parents are given the opportunity to become familiar with various programs offered in our school by way of the PTA meetings, orientation nights, conferences, workshops, and letters sent home in their native language. Some activities that ELL parents are invited to attend are: Literacy Pajama Night, Adopt-A-Soldier Packing Party, Dance Festival, Movie Night, and Rhyme Time Night. In addition, parent workshops are offered to parents of ELLs ranging from homework help to how to help your child succeed on the NYSESLAT.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Public School 46 offers parents workshops at the monthly PTA meetings. In November, there will be a SYLVAN Learning Workshop provided to the parents. Translators will be provided.
5. How do you evaluate the needs of the parents?
P.S. 46 evaluates the needs of parents. The needs of parents are addressed at the parent orientation which are ongoing throughout the year. The ENL teacher provides a questionnaire to parents of ELLs addressing any concerns they might have. The survey includes questions on how parents of ELLs define their role in their child's education, priorities and hopes they might have regarding their child, and what kinds of events they would be interested in attending. At 2 spring PTA meetings an evaluation will be conducted providing parents the opportunity to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the Parent Coordinator. The Parent Coordinator along with members of the PTA Executive Board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will also complete the Learning Environment Survey as mandated by the Department of Education. Evaluations will be conducted in their native language.
6. How do your parental involvement activities address the needs of the parents?
P.S. 46's parental involvement activities address the needs of the parents. Parents of ELLs will be invited to participate in school committees to plan school wide celebrations and special events. The parental involvement activities offered at P.S.46 assist ELL parents in making them feel more comfortable and more welcomed as a member of our school community. These activities promote a connection with new families and individuals who speak their native language.
Parents have been supported to better support their children. Both the ENL teacher and Parent Coordinator provide the parent workshops and courses dealing with computer training. Special meetings with the ENL teacher are designed to meet the special needs of parents of English Language Learners.

D. Additional Information

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

Paste response here:

School Name: **Albert V. Maniscalco**

School DBN: **R31046**

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)
Andrea Maffeo	Principal		10/30/15
	Assistant Principal		1/1/01
Sara Cottone	Parent Coordinator		10/30/15
Paola Guddemi	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Stacey Bowden	Coach		10/30/15
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Liz Galvin	Other <u>IEP/SETSS</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **R31046** School Name: **Albert V. Maniscalco**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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

The parent/guardian in the Home Language Identification Survey (HLIS) demonstrates the parent's language choice. The Language Allocation Policy Team periodically reviews the Home Language Identification Survey and the Student Emergency Contact cards to see trends of parental choice. All home language responses entered into ATS and lists generated to ensure that proper language documents are sent home when available. In addition, the RAPL report is used to determine further the written and spoken language of parents.

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.

Overall, 64 parents require oral and written communication according to the RAPL report. The preferred languages are as follows: Spanish-25 parents require oral and written translation in Spanish, 10 parents require oral and written translation in Chinese, 9 parents require oral and written translation in Polish, 8 parents require oral and written translation in Russian, 6 parents require oral and written language in Arabic, 4 parents require oral and written translation in Albanian, and 2 parents require oral and written translation in Italian.

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.)

P. S. 46 typically disseminates annual handbooks, newsletters, calendars , parent-teacher conference announcements, after- school program information, flyers,permission slips, and report cards throughout the school year.All of these documents are translated in the preferred language of the parent.

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.

Throughout the academic school year there are four formal face-to-face meeting conducted at P.S.46. The dates are as follows:
In addition, during parent engagement on Tuesdays from 2:20-3:00, all staff members including guidance counselors, utilize this time to meet with parents individually and make them aware of their child's academic progress and to address any concerns that the parent might have.Translators are provided if needed.

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.

Based on parent's needs, P.S. 46 will access written translation of the necessary documents within the time frame stipulated by the Translation and Interpretation Unit of the DOE. Based upon need and language we will provide translation services by both an outside vendor and in-house by school staff. All documents and plans are provided to parents of ELLs in their native language as per Chancellor's Regulations A-633 in a timely manner. All notices are sent home with the child and made readily available in the main office.

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.

Based on the parent's needs P.S. 46 will provide oral interpretation services. For immediate situations, if the parent is Spanish speaking, with the approval of the parent, we will request the assistance of one of our Spanish speaking staff members. For all other languages we will request another parent or the child of the parent with permission from the parent or guardian. The Translation and Interpretation Unit of the DOE is available to provide assistance with conference calls and written communication. Interpreters are hired through DOE approved vendors for parent/teacher conferences and workshops.

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.)

P.S. 46 will ensure that all staff members are aware of how to use translation services and over-the-phone interpretation services via email. This email will include all necessary information and online training (www.learn DOE.org/tiu/lac) for all staff members.

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

P.S. 46 will strive to provide non-English speaking families with translation and interpretation services to foster parent involvement and eliminate any language barriers that might impede involvement in their child's education. The Language Allocation Policy Team will send home information in the language of the student and set up parent/teacher workshops offering the parent the opportunity to learn about educational approaches and to inform parents about the Language Allocation Policy. Our Parent Coordinator will act as a liaison to make the parents feel welcomed and apart of the school community. The parent survey and program forms, and an analysis of the school demographics will serve as a basis for providing a cohesive system. Letters, flyers, notices, permission slips and report cards will be translated in the language the parent chooses. A Department of Education video addressing parent options will be shown at the parent orientation meetings based on our assessment needs. Translators have been and will continue to be provided as requested, to ensure that parents have access to the information they need to be fully involved in the educational process of their child.

P.S. 46 will look to the Translation and Interpretation Unit of the DOE for direction and guidance in this matter. Moreover, as per Section VII of Chancellor's Regulation A 633, P.S. 46 will fulfill notification requirements for translation and interpretation services by utilizing all translated notification documents on the Translation and Interpretation Unit of the DOE.

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)

P.S. 46 sends home a survey to gather feedback from parents on the quality and availability of services. The findings are reported at professional development meetings, PTA meetings, Parent-Teacher Conferences and School Leadership team meetings.