



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **10X046**

School Name: **P.S. 046 EDGAR ALLAN POE**

Principal: **JENNIFER ALEXANDER-ADE**

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: SCEP Overview

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

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

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Name: The Edgar Allan Poe Literacy Development School School Number (DBN): 10X046
Grades Served: K-5
School Address: 279 East 196th Street, Bronx, NY 10458
Phone Number: 718-584-4450 Fax: 718-584-7402
School Contact Person: Jessica Rivera Email Address: Jrivera102@schools.nyc.gov
Principal: Jennifer Alexander-Ade
UFT Chapter Leader: Matt Carioscia
Parents' Association President: Yudelis Padilla
SLT Chairperson: Alysia Harris
Title I Parent Representative (or Parent Advisory Council Chairperson): Victor Cordero
Student Representative(s): N/A

District Information

District: 10 Superintendent: Melodie Mashel
Superintendent's Office Address: One Fordham Plaza, Room 836, Bronx NY 10458
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: (718)741-5852 Fax: 718)741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx District 10 Director: Jose Ruiz
1230 Zerega Avenue, Bronx, NY 10462
Director's Office Address: One Fordham Plaza, Bronx, NY 10458
Director's Email Address: Jruiz2@schools.nyc.gov
Phone Number: 718-828-7776/(718) 741-8895 Fax: (718) 828-6280

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 School Comprehensive Educational Plan (SCEP) 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)
Jennifer Alexander-Ade	*Principal or Designee	
Matt Carioscia	*UFT Chapter Leader or Designee	
Yudelis Padilla	*PA/PTA President or Designated Co-President	
Iraida Rodriguez	DC 37 Representative (staff), if applicable	
Victor Cordero	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Alysia Harris	Member/ Teacher	
Kellmie Moreno	Member/ Teacher	
Judith Martinez	Member/ Teacher	
Karen Ramirez	Member/ Teacher	
Lissette Diaz	Member/ Parent	
Marlin Cornelio	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Angelina Diaz	Member/ Parent	
Marisela Tejada	Member/ Parent	
Linda Valdez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

Our PS46 school mission states: The Edgar Allan Poe Literacy Development School Community values and respects the culture, home language and family traditions of our students.

As educators, parents, students, and community members, we are committed to work as partners to guide our students to become high-level readers, writers and critical thinkers and to ensure that all students are on their way to being college and career ready.

We believe that all children will achieve high performance standards in a nurturing, safe and risk-free learning environment which supports differentiated classroom instruction in a sequential rigorous curriculum, enhanced by the integration of the arts and technology. This mission guides all of our decisions for our school community

One of our strength is our nurturing environment; we attribute this to our implementation of Positive Behavioral Interventions and Supports (PBIS) which we follow to fidelity. During our most recent Quality Review, the reviewer wrote, " The school's safe, respectful and nurturing tone fosters student social and emotional growth which cultivates an environment conducive to learning. "

A PBIS team, of the principal, assistant principal, dean, guidance counselor, and teacher, meets weekly to review the data of all student occurrences, to review patterns, and implement school wide systems to improve the environment. A few changes that have come about via the team are implementing breakfast and lunch clubs, creating office discipline referral forms, weekly PBIS notice in the newsletter, and monthly celebrations that include celebrating the staff as well.

Our Social Emotional Intervention Team (SEIT) and Response to Intervention Team (RtI) meets weekly to develop plans to address student academic and personal behaviors. The SEIT is spearheaded by our full time Social Worker. We ensure that families in crisis receive supports via our partnerships with New York Foundling Hospital, Visiting Nurse Services and other community based organizations that we have an established relationship.

An accomplishment that we are most proud of is our collaborative teaching community that has been re-established with all of our teachers. Our teachers meet weekly for professional learning (PL). During this time we follow a collaborative protocol with an emphasis on the "Inquiry Model Approach" for reviewing data and identifying areas of focus. The teachers then select a target population and create assessments and refine an instructional strategy or plan to implement. The teachers come together, after a few weeks of implementing the strategies, to analyze and assess their findings for next step.

Teachers have also volunteered to facilitate professional learning, giving the staff a "Menu" of options. We call these PL sessions Menu-Mondays. During this time teachers share their expertise on Smart-boards, lesson planning, grant writing, classroom behavior management, and a host of other ideas. Our PL also includes department meetings. During this time teachers met across grades by department.

All of our PL and team meetings have an over-arching Professional Learning message which is: PS46 is a Professional Learning Community that strives to improve our students' social, emotional, and academic achievements. Our knowledge of students is deepened through a partnership with the parents and the close examination of various sources of data which enables us to address our students' needs. In order to improve student outcomes, we will focus on effective questioning and student to student discussions with an emphasis on our ELL population.

A challenge we continue to grapple with is our very large population of students housed in 3 separate buildings. This makes coordinating of AIS groups, SETTS, and other services around 3 distinct lunch periods with up to 4 lunchrooms serving at the same time very challenging. Many of our Students with disabilities (SWD) receive services for counseling, occupational therapy, physical therapy, and speech. These services should be delivered in a private distinct area. Due to the amount of mandated students and the limited space, this is not always possible.

The tenet in which we've made the most growth is Tenet 4: Teacher Practices and Decisions. Our most recent Quality review describes this work as, " School leaders and staff recognized that the English language arts resource curriculum lacked sufficiently challenging writing units. Consequently, teachers with the support of a consultant adjusted the units to include additional writing tasks. Further modifications to the units include the use of a variety of graphic organizers and visual material to support English language learners and special education students. Since the units did not incorporate time for students to engage in reading books at their "just right levels", teachers revised the units to include opportunities for students to read independently for extended periods of time. As a result of these curricular adjustments, the school's curriculum is closely aligned to the shifts and demands of the CCLS, and provides curricular coherence across all grades and subjects, thus positioning students on a college or career path." We continue to do this work with a focus on the instructional shifts.

School leaders have also implemented a cycle of observation rounds using the Danielson Framework Rubric. We meet in groups of threes to observe a teachers practice, calibrate our ratings for the lesson, and then draft feedback for improved teacher practice.

PS 46 has strategic collaborations with a few partnerships. We partner with Generation Ready and another Educational Consultant firm for Professional Development for our teachers in Math and Literacy. We also partner with Arts residencies such as Art Horizons and Dancing Classrooms, to bring music, dance, and theater to our classrooms for our students.

10X046 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	1255	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	87.5%	% Attendance Rate		91.5%
% Free Lunch	87.4%	% Reduced Lunch		1.4%
% Limited English Proficient	37.7%	% Students with Disabilities		26.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		20.7%
% Hispanic or Latino	74.5%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	1.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.95	# of Assistant Principals (2014-15)		5
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		6
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	1.0%	% Teaching Out of Certification (2013-14)		4.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		9.47
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	7.9%	Mathematics Performance at levels 3 & 4		15.4%
Science Performance at levels 3 & 4 (4th Grade)	71.8%	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		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>Area of strength:</p> <p>The school has a core group of teacher representatives to work with the literacy consultant and the school’s Literacy Coaches and or staff developer, to write and develop the school’s Common Core Learning Standards aligned ELA curriculum units based on ReadyGen, (SOP 3.2)</p> <p>Direct Math coaching with the AUSSIE Consultant and Math coach (SOP 3.2)</p> <p>Go Math Pacing Calendars (SOP 3.2)</p> <p>Spatial Temporal (ST Math) Common Core aligned instructional software for grades 2-5 (SOP 3.2)</p> <p>The Literacy Coaches offers ongoing forums, whereby teachers have opportunities to discuss and engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice. (SOP 3.2)</p> <p>PS 46 has a UFT Teacher Center Site and Specialist. The UFT Teacher Center Specialist attends monthly conferences and shares the information gained with the Instructional Team Leaders, teachers and paraprofessionals. (SOP 3.2)</p>		

Through the UFT Teacher Center Professional Development Institutes and Citywide Conferences our teachers are offered various learning opportunities to further develop their practice. Once completed, they turnkey the information to the rest of the staff. (SOP 3.2)

PS 46 is also currently participating in our second year in the New Teacher Center (NTC) NYC Program – Mentoring Initiative which includes on-going off-site professional development for the two instructional mentor coaches as well as on-site visits. (SOP 3.2)

Through the use of NTC tools mentor coaches support new teachers by providing on-going classroom support, low inference observations tied to the Danielson Framework, and feedback. (SOP 3.2)

The Literacy Coaches, Literacy Consultant and administrators, guide teachers in nurturing high-order thinking skills, and provide challenging and stimulating work for the students. In order to foster high order thinking (HOT), the teachers at PS 46 are planning for the following components: team talk, close reading, guided and reciprocal reading behaviors, developing questions, inquiring about questions through research, annotating and analyzing texts, responding to text-dependent questions, writing for various audiences using explicit craft, and articulating understanding and processes of learning. (SOP 3.3)

Through a collaborative effort, school leaders, coaches, and teachers ensure that students are provided with multiple opportunities to access Raz-Kids, Award Reading, Class Dojo, and the PS 46 Library Media Center and Virtual Library, Renzulli Learning, I-Ready Teacher Toolbox to enrich learning. Smartboards, laptops, and Mini I-pads are used daily. In addition, the following residencies are in place for this school year: Song-writing, Theater Moves, African Dance Ballroom Dancing, and Poetry Slam. (SOP 3.4)

Collaborative problem solving sessions are held after school with vertical and grade level team meetings, focused on analyzing student work and using the “Looking At Student Work” Protocol (LASW). The primary emphasis is to examine student work for students’ strengths, needs and next steps to inform instruction. (SOP 3.5)

Priority Needs:

Gradual release of responsibility focus in class instruction, so that the lessons are less teacher dominated.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, third, fourth, and fifth grade classroom teachers will implement rigorous instruction in Mathematics so that there will be a 5% increase in students in grades 3, 4, and 5 who meet or exceed performance levels, as measured by the results of the Spring 2016 NYS Mathematics Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Curriculum team embeds modeled tiered questions to guide teachers in developing Depth of Knowledge (DOK) / HOT in lesson plans to challenge all levels of student abilities</p> <p>Monthly Math pacing guide provides many opportunities to engage in deeper student-to-student discussion using protocols and rigorous learning</p>	<p>All students K-5</p>	<p>September 2015- June 2016</p>	<p>Grade Level Teacher leaders, coaches, Math AUSSIE Consultant</p>

<p>experiences with manipulatives.</p> <p>All teachers will participate in professional development workshops that focus on best practices and lesson implementation of “Go Math”. These workshops will be led by Grade Level Lead Teachers who have received Go Math Training.</p>			
<p>Differentiated Programs such as:</p> <ul style="list-style-type: none"> ● AIS provided by classroom teacher and grade reduction specialists ● ST Math, online individualized program to identify areas of needs and model visually Math concepts <p>Strategies that will be used to address the needs of students with disabilities, English Language Learners, and other high-need student groups include differentiation by, process, product or content. Providing multiple points of entry to read and understand complex text. Embedding the use of technology to address a variety of learning needs. Instructional practices that address student modalities such as visual, tactile, kinesthetic, etc. Explicitly teaching Tier II academic vocabulary as evidenced by the vocabulary wall. The use of SIOP model to ensure that teachers contrast</p>	<p>All students K-5</p>	<p>September 2015- June 2016</p>	<p>Classroom teachers, AIS teachers, coaches, Math Specialist teachers</p>

<p>lesson with both language and content objectives</p>			
<p>Three NY Ready Math State Exam simulations</p> <p>The school will ensure this action is implemented through the use of data tracking. The school wide assessment calendar and curriculum pacing calendars embed interim assessments that school leaders and teachers analyze to determine the effectiveness of instruction and the impact on student learning. Team teachers meet weekly to examine student work and create instructional plans that address the needs of targeted populations by grade. Administrators regularly visit classrooms to ensure that instruction is effective and follows the CCLS aligned curriculum. Teachers are provided with timely feedback to improve the quality of instruction. Additionally, teachers attend professional learning workshops or engage in inter-visitations to explore best teaching practices. The Instructional Team Leaders (ITL) in addition to the Core Team (cabinet of administration) meet weekly to discuss trends across grade levels and with varying populations. These teams make key instructional decisions</p>	<p>All students K-5</p>	<p>November 2015, January 2016 and March 2016</p>	<p>Classroom teachers, AIS teachers, coaches, Math Specialist teachers</p>
<p>Families will be engaged and supported to understand rigorous instruction and the CCLS through the implementation of parent workshops. Coaches in both literacy and math conduct a parent meeting to introduce</p>	<p>All students K-5</p>	<p>September 2015 - June 2016</p>	<p>Classroom teachers, AIS teachers, coaches, & Math Lead Teachers.</p>

parents and families of students in grades 3-5 to the English Language Arts and Mathematics state exams. Additionally, teachers make use of the Tuesday Parent Engagement time to expose parents to the academic performance of their child in relationship to the standard as well as providing resources and helpful tips to support their children at home			
---	--	--	--

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>Utilizing Title I Priority Focus Funds have been set aside to pay for :</p> <ul style="list-style-type: none"> • In-house and off-site professional development for Teacher Mentors • AIS Teachers • AUSSIE Consultant for Math teaching guidance, with direct modeling, • Go Math Think Central Dashboard-student Access • Calendar of learning opportunities via Teacher’s center • Grade level teacher leaders to revise and update curriculum after school. • Professional learning supports for Guided Reading and Running Record implementation <p>Secretary to input data into “Dropbox”</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		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.
Performance Based Assessment (PBA) tasks and end of unit Literacy assessments and Go Math Chapter Tests
Professional Learning around areas of needs discovered via the PBA
Weekly professional learning embedded in their classroom practice, coaching, co-teaching, inter-class visitations and modeling occurring as a routine part of the Readers’/Writers’ workshop,

Collaboratively problem-solving sessions (Professional Learning Communities) with teachers working together to discuss students' assessment data

Simulated ELA & State Math exams (3 times per year)

Analyzing student work to determine the areas of needs and trends for each student, class and grade.

Data is collected electronically via Dropbox to track patterns within classes and grades.

Administrators and coaches access this data to determine areas of strengths and needs to provide further support

A mid-point benchmark assessment used to determine progress towards meeting annual goals includes the ELA and Mathematics Ready Simulation exam. The ELA simulation is administered on January 11-13. The mathematics mid-point assessment is conducted on March 15-17.

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	HE
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	HE
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>Areas of Strength</p> <ol style="list-style-type: none"> SWD will participate in special initiatives with Leadership Academy, designed to provide differentiated instruction that meets the needs of different learning styles and encourages collaboration which will support their social growth. ELLs in grades 3-5 will be socially supported through the puppetry in practice residency where they work collaboratively to create animation under the tutelage of an experienced animator. (SOP 5.2) Guidance Counselors will support students in Breakfast and Lunch Clubs in areas of self-esteem, doing your best, academic achievement and building social skills as well as personal coping skills. (SOP 5.3) Additional resources will be provided through software and online activities that are linked to our curriculum map, including RAZ kids, IReady, AWARD Reading, and ST Math. (SOP 5.5) Principal and staff will attend workshops offered by CFN 551 in improving strategies for the SWDs and ELLs. (SOP 5.2) SWD Liaison will attend monthly meetings; ensure students are receiving supports and services. (SOP 5.2) IEP teacher will monitor student IEP goals and annual reviews. (SOP 5.5) 		

7. Social Worker interns will work 1 on 1 with “At Risk” students to encourage, support, and monitor progress (SOP 5.3)
8. Response to Intervention team will meet weekly to support teachers with “At Risk” students. (SOP 5.5)
9. Social-Emotional Intervention Team which includes the Principal, Social Worker, Guidance Counselor, Assistant Principals, and Head Teachers will meet weekly to identify families in need of social services and connect them with community resources. (SOP 5.5)
10. Students take an active role in safety squad and keep our school safe during arrival in assigned door posts (SOP 5.3)
11. During our safety meetings we review the school occurrences to monitor the various levels based on this information we modify and/or continue to implement preventative interventions. In addition, we practice tabletop scenarios to help us prepare for unforeseen situations (SOP 5.3)
12. Through our Positive Behavior Intervention & Supports (PBIS) we promote positive behavior through our PBIS Expectation Matrix that is posted within the classroom with our PBIS Star Behavior Board. In addition, through our monthly assemblies a short presentation (skit, video) is presented by the guidance counselors and the dean, through the monthly theme related to good character. (SOP 5.4). We also celebrate STAR students at our assemblies, present them with certificates, ribbons to wear all month and a pizza party celebration to follow.
13. Every Friday we have a drawing for students who have received good behavior tickets throughout the week and those whose names are drawn select a prize in the Main Office.
14. Direct coaching and feedback provided to the teachers from a Ramapo Trainer.
15. Provisions, such as book bags, coats and school supplies are made to students in temporary housing through donations and parent association donations.
16. The school day starts off with The Principal’s Principles, shared during morning announcements. Every day there is a different reminder of principles of good character. The staff and students recite the Pledge of Allegiance, along with the school pledge where they promise to be a S (Show respect) T (Treat others the way you’d like to be treated) A (Achieve excellence) R (Remember to be Responsible).

Priority Needs

1. The parent Association can develop a support group; a forum where parents can join to discuss ways in which to support their children academically, socially and emotionally at home.
 2. The Mathematics consultant and math coach will analyze trends from the 2014-2015 exam to construct more challenging questions that are CCLS aligned and complex in nature. These trends and exemplary student tasks will be shared with teachers and implemented in classrooms during demonstration lessons.
- The 2015 Item Analysis tool will serve as an instructional guide for teachers in grades 2-5 to continue to construct lessons and tasks that embed higher order thinking that is CCLS aligned

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, to improve student social and emotional developmental health, all teachers will engage in PBIS and classroom behavior monitoring with class DOJO. As a result there will be a 10% decrease in student occurrences as measured by the NYCDOE online occurrence reporting tool OORs

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Guidance Counselors and teachers will support students in Breakfast and Lunch Clubs in areas of self-esteem, doing your best, academic achievement and building social skills as well</p>	<p>Students who have difficulties with coping skills and too much stimuli.</p>	<p>September 2015 through June 2016</p>	<p>Assistant Principals, SETSS teacher, Speech teacher, and IEP Teacher.</p>

as personal coping skills. (SOP 5.3)			
Social-Emotional Intervention Team which includes the Principal, Social Worker, Guidance Counselor, and Assistant Principals will meet weekly to identify families in need of social services and connect them with community resources. (SOP 5.5)	Students who are having difficulties coping successfully socially and emotionally	October 2015 through June 2016.	Principal, Social Worker, Assistant Principals, Dean, and Guidance Team.
Response to Intervention team will meet weekly to support teachers with "At Risk" students. (SOP 5.5)	Students who are not making adequate academic progress in their classrooms.	September 2015 through June 2016	Assistant Principals, SETSS teacher, Speech teacher, and IEP Teacher.
We celebrate STAR students at our monthly assemblies, present them with certificates, ribbons to wear all month and a pizza party celebration to follow. Parents will be invited to the monthly celebrations. (SOP 5.4).	For the students who have been STARs during the previous month.	October 2015 through June 2016	Principal, Assistant Principals, Dean, Guidance Team and Parents.

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.											
Utilizing Title I Priority Focus Funds have been set aside to pay for:											
The breakfast and lunch clubs are facilitated by teachers; they are compensated for this time. There is a monthly adjustment to the schedule the first Monday of the month to facilitate the four assemblies that take place on that day.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<ul style="list-style-type: none"> Lunch clubs are monitored by the teacher who is facilitating the group and s/he shares this progress with the student's classroom teacher as well as administration. This progress monitoring occurs on a weekly basis. Students reviewed by SEIT are monitored on a rotation of six weeks, coordinated by our social worker and monitored by administration and the classroom teacher.

● Students reviewed by the Response to Intervention Team occurs every 4 to 5 weeks and is monitored by the Assistant Principal who facilitates these meetings, the assistant Principal who supervises the mini-school of the students and the student's teacher.

* Social Worker will also monitor the parent Support group monthly, for needed resources such as outside family counseling.

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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>School Strength:</p> <p>According to the School Quality Review (2014-2015) the school rated proficient in the area of school culture 3.4, to “Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations.”</p> <p>Additional strengths as outlined in the QR Report include:</p> <ul style="list-style-type: none"> Monthly walkthroughs for which teachers are provided with actionable feedback Parent newsletters, and workshops are held to inform parents of the CCLS as well as conducting workshops on domestic violence and nutritional health Teachers log and document workshops and meetings held with parents during “parent engagement time.” Teachers stated that they are more connected to their students’ families this year. Parents stated that they appreciate the opportunity to meet with their child’s teacher about progress. Consistency of practice is maintained through New Teacher Orientations and mentoring <p>Teachers will have the opportunity to take part in differentiated professional learning sessions that are developed and implemented by teachers as well as outside consultants.</p> <p>Principal and Assistant Principals will utilize the Danielson’s Rubric to provide teachers with specific actionable feedback that is data driven to improve teacher practices and in turn student outcomes.</p>		

Teachers will participate in teacher lead inquiry work. This inquiry work will then drive curriculum development in order to craft targeted and differentiated instruction that meets the needs of all of the diverse learners in their classes.

Priority Needs: Strengthening the curriculum map and resources for embedding the bilingual programs

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the SWD and ELL student subgroups will have improved their ELA score to reduce the number of Level 1s by 5% by close monitoring of student progress and addressing learning gaps by the School Implementation Team and improved planning for ELL instruction with the Sheltered Instruction Observation Protocol (SIOP) model.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers work in professional learning communities every Monday for eighty minutes to analyze student work and tailor the curriculum to meet the needs of their students. Teachers utilize the model inquiry approach to identify the areas of needs and identify target populations. They then create SMART goals and scaffold the work for these students to ensure their academic success. (S.O.P 4.2, 4.4., 4.5)</p>	<p>Teachers in grade level /department specific groups</p>	<p>September 2015 through June 2016</p>	<p>Principal, Assistant Principals, Coaches, and teachers</p>
<p>The Bilingual Committee to meet to revise and scaffold</p>	<p>K-5 Teachers</p>	<p>September 2015 through June 2016</p>	<p>Coaches and teachers</p>

the curriculum with methodologies for the ELL. (S.O.P 4.3, 4.4) The Dual Language teachers to meet across grades monthly to deepen their understanding of ELL strategies and strengthen the curriculum map. (S.O.P 4.3, 4.4)			
Principal will assign teachers to APs and herself, and establish a schedule for informal observations. These observations will utilize the Danielson Rubric to improve instruction in order to support student growth in Math and Literacy. Administration will place an emphasis on 3b from the Rubric to improve discussions and questioning techniques. (S.O.P 4.2, 4.4)	All Teacher and students	September 2015 through June 2016	Principal and Assistant Principal
A support group for parents to join to discuss ways in which they can support their children academically, socially, and emotionally at home will be facilitated by the Parent Coordinator and the Social Worker.(S.O.P 4.2, 4.4)	Special Education Teachers	September 2015 through June 2016	Parent Coordinator and Social Worker

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.											
Utilizing Title I Priority Focus Funds and Title III Funds have been set aside to pay for:											
We will continue to use the Model Inquiry Model as a tool with our Inquiry team as we look at student work using the protocol for looking at student work and the student analysis worksheet. Professional development on the Danielson’s rubrics (Professional text (SIOP) for ELL teachers to improve instructional text.Support of the Talent Coach											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

NYS ELA and Mathematics simulated practice tests will be administered in January /February/March 2016. These results will be analyzed and used to extrapolate the areas of deficiency. Teachers will then develop instructional action plans to address these areas of need so that students will achieve their targeted goals.

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

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

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>Areas of Strength:</p> <ol style="list-style-type: none"> Identifying all students for targeted interventions and AIS supports. (SOP 2.5) Classroom Teachers setting goals by group levels using an action plan strategy guide for support with targeted lessons. (SOP 2.3) Classroom teachers monitoring progress with monthly assessments (SOP 2.5) High level 2 students mentored by "adoptive" volunteer staff and teachers (SOP 2.2) Parent workshops facilitated by the coaches, Mercy College's Parent Center, and Our "WE CARE" Parent center focusing on how parents can work with their children and on addressing specific areas of need and understanding standardized tests (SOP 2.2) Staff Developers, Coaches, Assistant Principals and the Principal working with classroom teachers in analyzing data identifying skills, and co-teaching. (SOP 2.5) Principal and A.P.s conducting observations and snapshots using the Charlotte Danielson rubric to provide timely, specific feedback to teachers. (SOP 2.5) 		

8. School has designed various afterschool programs to address the needs of different levels and subgroups of students including the ELL Academy for English Language Learners, Project Soar for students with special needs and level one students, Saturday Test Prep for students high level two and above, and Time on Task for at risk students in grades K-2 (SOP 2.4)

9. Principal and A.P.s make strategic decisions about professional learning for staff including weekly teacher team meetings, monthly staff meetings, and regular PL sessions provided by AUSSIE consultants in collaboration with instructional coaches (SOP 2.5)

Priority Needs: Teacher team leaders to monitor student progress and adjust the curriculum accordingly

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 1b, and be written as SMART— Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, students in grades 3, 4, and 5 will meet or exceed performance levels in ELA, by an increase of 5% by deepening students experience in rigorous classroom instruction that is aligned with the NYS Common Core Standards.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
Curriculum writing, embedding strategies for SWD & ELL students	SWD & ELL	September 2015 through June 2016	Teachers, coaches, Assistant Principals, AUSSIE Consultants
Selected level 3 & 4 students engaged in Renzulli projects & tasks according to their learning styles and interests.	4 th & 5 th Grade Students with Level 3 & 4	September 2015 through June 2016	Principal, Library Media Specialist
Strengthening the Dual language Program for improved bilingual, bi-literate, and bicultural outcomes.	Bilingual Classes	September 2015 through June 2016	Principal, Network Support Staff, Coaches, Assistant principals
Escorting parents to Mercy College for parent workshops via school buses	Parents & Guardian	September 2015 through June 2016	Principal, Parent Coordinator, Mercy College

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.

Utilizing Title I Priority Focus Funds have been set aside to pay for:

- Teacher teams would need to work on the curriculum after school.
- Classroom resources would need to be purchase in Spanish for the Dual language classrooms.
- Intervisitations to Dual language schools will be arranged by support staff.
- Buses will be chartered to escort parents to the Mercy College campus.

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

	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.

Progress on these action plans will be monitored by the Principal, Coaches, and the Parent Coordinator by keeping a calendar of events, Agendas, sign in sheets, and completed work projects.

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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	HE
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	HE
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	HE
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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>Our schools strengths include the following:</p> <ol style="list-style-type: none"> The PS 46 “We CARE” Center will help bridge the culture of the home and school, by offering workshops that the parents are interested in, and maintaining an environment available for parent group discussions regarding improved outcomes for their children. (SOP 6.2) Teachers and school leaders welcome parents into the school community during regularly scheduled parent events, such as Meet the Staff Night, Parent Teacher Conferences, Open School Week, and Parent Engagement Tuesdays (held weekly). Our learning environment survey indicates that 95% of parents either agree or strongly agree that the school makes it easy for parents to attend meetings by holding them at different times during the day and providing an interpreter or in other ways (Learning Environment Survey). (SOP 6.2, 6.3 & 6.5) The Parent Coordinator will secure workshops from Professional community resources on asthma, obesity, and other family issues. (SOP 6.4 & 6.5) The principal has facilitated workshops on “Introducing the Common Core” and understanding your child’s test scores to parents/ families. This workshop was translated for our Spanish Speaking parents. (SOP 6.4) Parents will be included in workshops to support their children’s learning facilitated by the Staff Developer and the coaches. (SOP 6.4) 		

6. Guidance counselors with the support of community based agencies (such as NYFoundling, Jewish Board, Visiting Nurse Services) will facilitate workshops on topics of concern that connect to the lives of our students and their children, i.e. signs of physical abuse, domestic violence, etc (SOP 6.4)
7. Sessions on citizenship and conversational English via the NYC Mayoral Program for parents of ELL will be conducted on Saturdays. (SOP 6.3)
8. Our state of the art parent center (established through a RESO grant) is equipped with a SMARTBOARD and computers that are accessible to parents daily during school hours. (SOP 6.3)
9. A monthly newsletter is sent home regarding school events and community activities. It will also include excerpts from the School-Parent Compact found in the SCEP. (SOP 6.3)
10. We have weekly social emotional intervention team meetings to address students and families that are in crisis. We have a social worker who connects families with agencies to support them and their children's success. (SOP 6.2)
11. We have monthly movie nights, Bingo Nights, and Karaoke Nights, which foster a feeling of trust and belonging in our school community. (SOP 6.2)
12. Parents are invited to monthly assemblies where students of the month are recognized for showing respect, treating others the way they would like to be treated, achieving excellence and being responsible. (SOP 6.2)
13. The quality reviewer noted that PS 46 has a very "caring staff that creates a very safe, supportive and respectful learning environment that enables both student and adult learning. (SOP 6.2)
14. Teachers and the school leader send newsletters to inform parents of important events and school expectations related to both social behavior and academics. (SOP 6.3)
15. An annual Thanksgiving food drive is organized in collaboration with Our Lady of Refuge. Our neediest students and their families are provided with food through the drive and the community soup kitchen. (SOP 6.2 & 6.4)
16. Fifth grade parents are invited to a workshop on building and maintaining healthy relationships with their child provided by NYC Healthy Relationship Training Academy. (SOP 6.4)
17. A classroom teacher will facilitate a workshop for parents on the use of technology programs used in school and at home (Raz-Kids, STMath, Think Central, etc) to support student success in reading and math (SOP 6.3 & 6.5).

Our schools priority needs include:

1. Facilitation of parent workshops related to PBIS, to ensure that parents and families are familiar with school-based efforts to establish a positive/ safe learning environment and to share such techniques so these efforts can be continued within the home. (SOP 6.4)
2. Progress reports (available in Spanish) will be sent home three times yearly (fall, winter and spring quarters) to share student data communicating student's strengths and areas in need of improvement. (SOP 6.5)
3. As a result of grade level inquiry studies teacher teams will conduct parent meetings and establish rigorous homework assignments/ tasks to communicate the needs of students and instruct parents on supporting their child at home (i.e. reading comprehension bookmark). (SOP 6.5)

4. Increase parent engagement through grade-level events and celebrations. For example, fourth grade teachers will host a science fair in the Spring where students present projects. Projects will be designed to engage both the child and their parent. Parents will be invited to the culminating Science Fair presentation. (SOP 6.2)

5. Arrange various social events to help foster parent networks including, more activities for fathers of students, For example, PS 46 will host a Breakfast with Dads and Dads take their children to school day. PS 46 will also host a cultural luncheon In the Spring during our multi cultural assembly where parents will participate in the assembly by speaking about their culture and talk about a food that represents their country. Parents will gather after the assembly to meet with one another and try food from the various cultures. (SOP 6.2 & 6.4)

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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS46 will increase the outreach of community resources to enrich the civic life of the school by 50% by increasing the amount of scheduled school-wide and grade events to the calendar and encouraging families to participate.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Establish a forum and agenda by which parent workshops can be planned (PBIS, Inquiry Teams, Multi-Cultural Committee)</p>	<p>Parents/ Guardians</p>	<p>Sept. 2015 – June 2016</p>	<p>Sept. 2014 – June 2015</p>
<p>Modify/ Finalize progress reports ensuring that the report provides accurate data related to academics and behavior. Reports will be written in understandable terms and translated in Spanish.</p>	<p>Parents/ Guardians</p>	<p>Sept. 2015 – May 2016</p>	<p>Principal, Assistant Principals, Coaches, and teachers</p>

Establish a forum by which grade level events can be planned/ organized Ensure the budget allows for the purchasing of necessary materials, for example tri-boards, flashcards, etc.	Parents/ Guardians	Sept. 2015 – June 2016	Grade level teams - School administrators
The PTA in collaboration with school leaders will plan a Breakfast with Dads.	Parents/ Guardians	Sept. 2015 – May 2016	Parents Association

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Utilizing Title I Priority Focus Funds and Title III Funds have been set aside to pay for:											
<ul style="list-style-type: none"> • Parent workshops related to the data results of inquiry teams, time will be allotted during Monday’s weekly teacher PD. The PBIS Core Team meets weekly and the school-wide team meets monthly. During these meetings planning and preparation will ensue. • Consumable supplies and materials will have to be purchased or obtained through World Vision such as paper, tri-boards, flashcards, etc. • School events such as science fairs, Spelling Bee’s, a multiplication challenge, etc will be planned by grade during common planning time, embedded in the weekly prep schedule. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
We will create a Parent Engagement Survey and seek completion from parents in order to reflect the needs and perceptions of parents in our school. Parents will be asked to fill out the survey during the Christmas break in December and then again during Parent Teachers Conference in February 2016. After viewing the survey, Administrators, School PA and our Parent Coordinator will meet in order to address the questions and concerns gathered from the survey. This will enable us to implement a Parent Involvement Strategic Plan in an effort to address the needs of our parents in order to improve our Learning Environment Survey Score by increasing our Satisfaction Score of Engagement by 5%. We will compare the December results from the survey, with the February results and decipher if progress was made. We will then ask the parents to complete the survey again in April and in June in order to compare and continuously monitor progress for increasing family engagement in our school.
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 at 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)	Identified by Classroom Teacher based on State ELA and DRA assessments	Zero Periods; Project Soar Afterschool program, ELL Academy Afterschool Program	Small Group	During & After School
Mathematics	Identified by Classroom Teacher based on State Mathematics and Go Math assessments	Zero Periods; Project Soar Afterschool program, ELL Academy Afterschool Program	Small Group	During & After School
Science	Identified by Classroom Teacher based on formative assessments	Zero Periods; Weekly Science Club after school program	Small Group	During & After School
Social Studies	Identified by Classroom Teacher based on formative assessments	Zero Period	Small Group	During & After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Identified by SEIT & Rtl. SEIT students are selected based on behavioral/ guidance referrals and occurrence reports. Rtl students are selected based on teacher referrals. Teachers refer students that are failing to make adequate academic gains.	Daily breakfast & lunch clubs	Small Group, or one to one	Before & During School

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>Recruitment:</p> <p>Attracting highly qualified teachers begins with a rigorous evaluation and screening process, where potential candidates must exhibit teaching competency with a demonstration lesson with the student population they are likely to teach. Each teacher that is newly hired to the school receives staff development and mentoring on the non-negotiables, the curriculum and best practices at PS46.</p> <p>Retention:</p> <p>Retaining our teachers is a priority and a collaborative school effort.</p> <p>A coach or staff developer is assigned to every first year teacher as a mentor. This is our second year of having our mentor teachers trained by New Teacher Center, as part of a cohort to receive training and development to better implement protocols for mentoring new teachers.</p> <p>New teachers to the school also undergo 3 full days of professional development with the Assistant Principals, and Coaches.</p> <p>A support system with buddy teachers and peer mentors is in place for all teachers.</p> <p>Class assignments have been rearranged to assign our most highly qualified teachers with our at risk students.</p> <p>Support:</p> <p>Classroom teachers are supported with team-teaching assignments that match up personalities and skill sets.</p> <p>Teachers are sent to Professional Development sessions that are offered throughout the city.</p> <p>Tapping into teachers’ skills to have them model demonstration lessons and facilitate “Teacher Team” meetings.</p> <p>Teacher leaders are recognized and developed for leadership roles in their grades and the school. Professional Learning for teachers is designed around feedback from surveys, teacher interest, and needs.</p>

Extra Efforts:

The school always recognizes teachers' extra efforts with "Perfect Attendance" awards, and "Kudos" on going the extra mile in the weekly newsletter called "Spotlight on PS 46".

Also, PS 46 taps into teachers' after school skills for enrichment programs that include a Musical Theater club, Art club, basketball and Stepping to name a few. All clubs are facilitated by our teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

The Principal is part of the District 10's cohort of principals and meets monthly to transform school leaders practice by collaboratively problem solving, analyzing data, and being kept abreast of the latest resources to improve student achievement. The PS 46 coaches attend monthly meetings facilitated by outside support and New Teacher's Center and they turn-key that information to the teachers and staff. The assistant principals conduct monthly meetings with teachers on Danielson's Rubric and other pertinent information for staff improvement and growth.

Teachers and Paraprofessionals will attend weekly Professional learning sessions. These sessions will be facilitated by outside consultants, our PS46 coaches, and other teachers. They will review pertinent information regarding their individual department and grade.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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/information, early intervention services, etc.).

We currently do not have a preschool program at PS 46. Students who are coming from outside preschools are invited to come to our school for a tour. The Parent Coordinator and the Parent's Association president invite the parents to a workshop that reviews a few introductory items, mainly where and how to get supports, how to help your child at home, and a welcome to PS 46. The parents also receive school supplies for their child and a list of summer reading for their preschooler.

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 school leaders and staff support are focused on building a distributive teacher leadership, the school is committed to establishing a core group of teacher representatives to work with the consultant and the school's Literacy Coaches or and staff developer, to write and develop the school's Common Core Learning Standards aligned ELA curriculum units and assessments based on ReadyGen and GO Math, focused on supporting and developing skilled, critical thinking, lifelong readers, writers, and mathematicians. This teacher leadership group is the Curriculum Literacy & Math Team- across grade, vertical teacher team focused on leading their peers to implementing the Common Core Standards, guided by the Coaches and Consultants. Their task was to collaboratively refine and improve last year's integrated thematic units of the school curriculum's scope and sequence, aligning best practices in instruction and intervention including assessments. They regularly shared their progress with other staff members through scheduled grade level teacher team meetings and professional sessions for feedback and refinement of the units and assessments. Professional development to review and adjust the assessments takes place during Teacher Teams. The teachers meet by grade with the coaches to review and select appropriate multiple assessments.

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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) 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	1,351,411.00	X	13, 17, 20,22,26
Title I School Improvement 1003(a)	Federal	16,979	X	13, 17, 20,22,26
Title I Priority and Focus School Improvement Funds	Federal	265,594	X	13, 17, 20,22,26
Title II, Part A	Federal	284,587.00	X	13, 17, 20,22,26
Title III, Part A	Federal	59,920.00	X	20, 26
Title III, Immigrant	Federal	0	X	N/A
Tax Levy (FSF)	Local	7,151,160.00	X	13, 17, 20,22,26

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **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, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

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

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

School-Parent Compact (SPC)

PS 46 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with 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 will 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 learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>The Edgar Allan Poe Literacy</u>	DBN: <u>10X046</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>199</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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>14</u>
of certified ESL/Bilingual teachers: <u>14</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 goals of the ELL Academy are to help students acquire a level of proficiency in their second language; to provide differentiated instruction to all students in order to meet their English language needs; to encourage students to have a positive outlook in their abilities to learn a new language; to provide specialized instruction so that students may acquire a level of proficiency in their NYSESLAT exam; to help students demonstrate academic progress in Mathematics and English Language Arts by using different teaching strategies and tools as a guide and; to help students transfer skills of the native language into their second language acquisition.

The ELL Academy meets on Wednesdays and Thursdays from 2:40-4:40 PM and currently serves 3rd, 4th, and 5th grade students for an approximate total of 199 students. The students invited and attending the program are currently at the Beginner or Intermediate stages of English development. There are 13 classrooms with licensed teachers in either Bilingual or ESL Instruction. There is also 1 Bilingual computer lab teacher to co-teach with Reading A-Z (RAZ Kids) and Spatial Temporal (ST) Math. The classes will rotate into the lab 1 time per week for 30 minutes. The day is divided into one hour of literacy and one hour of math.

The curricula used to foster the English language modalities of speaking, listening, reading and writing are the Common CORE Clinics by Options, Phonics for Reading by Curriculum Associates and the "NYSESLAT" practice books. As a supplement to the Math block, each group is using "Numbers Exploration", the 4th grade is using "Advantage Mathematics" and the 5th grade is using "Math to Know. The ST Math Games are used on the laptop (or mini-ipads) once a week to supplement the topics covered in math.

The program will run from October 2014 until April 2015, for 40 sessions, giving students a total of 80 hours of instruction in the ELL After School Academy.

- The ELL Academy consists of students in grades 3, 4, & 5. Grade 3 has 5 classes. Grade 4 has 4 classes & Grade 5 has 4 classes, for a total of 13 classes. The average number of students per class is 16. There are 13 classroom teachers employed in the program and 1 Bilingual computer teacher. Ten teachers retain a NYS Bilingual Certification in Spanish, and 4 of the teachers retain an ESL certification. The program will run from October 29, 2014 until April 29, 2015, for 40 sessions, giving students a total of 80 hours of instruction in the ELL After-School Academy. The after-school program is scheduled for 2 hours on Wednesdays and Thursdays from 2:40 – 4:40 PM. The teachers will focus on 1 hour of literacy and 1 hour of math using The Common Core Clinics English Language Arts and Common Core Clinics Mathematics books. They will also have math in the computer lab utilizing ST Math (Spatial Temporal Math program) with all visuals for the ELLs.

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: Professional Development will consist of unpacking the NYSESLAT with the Staff Developer Widalys Quiles. Teachers will all be given their list of ELL students and what stage of English proficiency they are currently. Ms. Quiles will provide for them the actual gap analysis for targeted instruction. Staff will also receive PD on the Sheltered Instruction Observation Protocol (SIOP) model of planning instruction for the ELLs. This PD will be facilitated by the Network CFN 551 support staff Nancy Rosario-Rodriguez and Lillian Garcia, assigned to the school. The SIOP planning Guide Books have been ordered for each ESL and Bilingual teacher.

-
PD for the Bilingual/ESL teachers will be conducted as follows:

September 18, 2014: at 8:50 AM: The S.I.O.P Model: Facilitated by Nancy Rosario-Rodriguez;

Participants: TBE, & ESL Teachers

October 3, 2014, : at 8:50 AM: The S.I.O.P Model: Facilitated by Nancy Rosario-Rodriguez; Participants:

DL Teachers

November 14, 2014 : at 8:50 AM: Using a Bar Model to Develop a Compare Word Problem: Facilitated by Dr. Scafidi (AUSSIE Consultant): Participants ESL & DL Teachers

December 3 & 10, 2014: at 8:50 AM; Review of the Dual Language Program Model: Facilitated by Nancy Rosario-Rodriguez; Participants: DL Teachers

January 16, 2015 at 8:50 AM: Math Focus for ELLs: Facilitated by Dr. Scafidi (AUSSIE Consultant):

Participants TBE, ESL & DL Teachers

February 10, 2015: at 8:50 AM: Guided Reading for ELLs: Facilitated by Olivia Atanasovska (AUSSIE Consultant) Participants TBE, ESL & DL Teachers

March 13, 2015: at 8:50 AM: Math Focus for ELLs: Facilitated by Dr. Scafidi (AUSSIE Consultant):

Participants TBE, ESL & DL Teachers

April 15, 2015: at 8:50 AM: Using Language and Content Objectives: Facilitated by Nancy Rosario-Rodriguez & Lillian Garcia (Network Support) Participants TBE, ESL & DL Teachers

May 6, 2015: at 8:50 AM: Looking at Authentic Assessments for ELLs: Facilitated by Nancy Rosario-Rodriguez & Lillian Garcia (Network Support) Participants TBE, ESL & DL Teachers

June 3, 2015: at 8:50 AM: ESL & Native Language Objectives: Facilitated by Nancy Rosario-Rodriguez & Lillian Garcia (Network Support) Participants TBE, ESL & DL Teachers

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The parents are full partners in the education of their children at P.S. 46. This year the PS 46 "We CARE Parent Center" will open their doors as an additional resource for the parents. This center has been created with funding received from the Bronx Borough President's office. The Parent Center will be a place of full operation with a Parent Coordinator who works closely with the Parents Association in coordinating, planning and providing all parent literacy classes, parenting workshops and parent volunteer workshops.

Parents will also be invited to participate in a parent institute on Saturdays for 20 sessions to enrich and expand their participation in their children's education via ESL classes, literacy classes, trips and art projects. This institute will help bridge the culture of the home and school. Parents will be included in parent workshops to support their children's language acquisition as it is developed through the various programs. The program that is scheduled to begin this year along with our parent workshops is "We are

Part D: Parental Engagement Activities

New York", a NYC Mayoral Program that was very successful in the past, and we look forward to the sessions this year. These services will be provided by a certified ESL teacher, the Library Media Specialist, and the parent Coordinator. The parent classes will be held from 8:30 AM to 12:30 PM, and a light breakfast will be served.

The schedule for the 21 parent workshops is as follows:

- November 8, 15th, 22nd
- December 6th, 13th, 20th,
- January 10th, 17th, 24th, 31st,
- February 7th, 27th,
- March 7th, 14th, 21st, 28th
- April 18th, 25th,
- May 2nd, 9th & 16th,

All 21 workshops will be conducted by our school Library Media Specialist, Ms. Ramirez, along with our ESL teacher Ms. Cabral on Saturdays from 8:30 AM to 12:30 PM in the library. The title of all of the workshops is "ESL Lessons Integrating the use of Technology". Parents will be engaged in cooperative learning groups to practice, role-play, and conduct hands on activities. The goal is to provide the parents with tools to enhance their English language proficiency and to provide informative workshops of their interest. Lessons will be taught using modalities such as: listening, speaking, reading and writing.

Part E: Budget

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

Allocation Amount: \$61312

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 10	Borough Bronx	School Number 046
School Name Edgar Allan Poe Literacy Development		

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 Jennifer Alexander-Adé	Assistant Principal Roxanna Bello-Sullivan
Coach Annabelle Paredes	Coach Widalys Quiles
ENL (English as a New Language)/Bilingual Teacher K. Kuks	School Counselor Miriam Ayala
Teacher/Subject Area Alfredo Arroyo/Science	Parent Yudelis Padilla
Teacher/Subject Area type here	Parent Coordinator Fidelina Miguel
Related-Service Provider Virginia Marrero	Borough Field Support Center Staff Member Jose Ruiz
Superintendent Melodie Mashel	Other (Name and Title) type here

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	6	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	18	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]	2	Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (excluding pre-K)	1091	Total number of ELLs	430	ELLs as share of total student population (%)	0.00%
--	-------------	----------------------	------------	---	--------------

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/> No <input 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	2	1	2	1	2	1								0
Dual Language	2	2	2	2	2	1								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	430	Newcomers (ELLs receiving service 0-3 years)	404	ELL Students with Disabilities	88
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	84	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	184	2	42	5	0	3	0	0	0	0
DL	131	0	13	10	0	4	0	0	0	0
ENL	89	0	14	11	0	9	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	20	36	37	37	30	29								0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE SP	24	14	20	7	34	23	31	32	17	35	15	13							0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>100</u>	Number of students who speak three or more languages: <u>0</u>
---	--

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	45	61	72	60	53	38								0
Chinese														0
Russian														0
Bengali	2	1	2	1	2	1								0
Urdu	1													0
Arabic	1	1		1										0
Haitian			1											0
French			1	4	2	1								0
Korean														0
Punjabi			2											0
Polish														0
Albanian														0
Other		2	3	2	4									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)	26	17	11	10	9	21								0
Emerging (Low Intermediate)	10	18	15	16	18	7								0
Transitioning (High Intermediate)	13	25	20	9	11	12								0
Expanding (Advanced)	8	45	34	44	23	19								0
Commanding (Proficient)	14	3	4	5	4	13								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	73	6	0	0	0
4	65	9	0	0	0
5	60	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	43	20	14	0	1	0	0	0	0
4	28	19	21	0	4	0	2	0	0
5	64	0	4	0	1	0	1	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	9	5	19	6	16	3	2	4	0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
At PS46, we use the DRA2 to assess and monitor progress of literacy skills. The DRA2 has also been purchased in Spanish (EDL) to assess student's development in their native language. The DRA2 assesses the literacy skills in Reading Comprehension, fluency, and decoding of the ELLs in English and the EDL assesses the students' skills in Spanish. The baseline results of the DRA2 in the DL, TBE, and ESL programs show that in the DL and ESL classes there are a number of students who are below or approaching standards as opposed to the TBE classes where 85% of the students are below level. The DRA2 is administered 3 times per year for all students and the EDL is administered 2 times a year for our students in the bilingual classes.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSITELL data collected this past September indicates that 90% of the students who were tested did not pass the NYSITELL. The patterns across NYSESLAT modalities reveal that there needs to be a heavy emphasis on Reading and Writing particularly in Grades K – 2. There is an improvement from Second to third grade by lessening the number of students in the beginning levels in Reading and Writing. The number of proficient students increases in Reading and Writing as the students move up the grades. In the area of Listening and Speaking the increase of Beginners in 3rd and 4th grade is mainly due to the influx of newcomers.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across the NYSESLAT modalities has effected instruction. We understand that we have to start with student's strengths and the success in listening and speaking modalities will transfer to reading and writing. To ensure this transfer of knowledge and understanding takes place, a focus of "Accountable Talk" and questioning techniques have been emphasized. However, according to the overall NYSESLAT Proficiency Results (*NYSITELL for New Admits) patterns identified: great majority of our ELLs are in the intermediate and advanced proficiency levels and most pass the Speaking modality of the NYSESLAT. We must target reading and writing. Our curriculum emphasizes developing reading comprehension in the course of (writing in response to reading, close reading, sleuth work, reading and language analysis activities) and developing writing through PBA and conventions. In addition our curriculum team members represented by monolingual, ENL, Bilingual and Special Education teachers are adjusting the ReadyGen curriculum to

modify instruction (not the content since content needs to remain rigorous) to best meet the needs of our students including ELLs and Special Education students.

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?

In the TBE program, the data in Kindergarten shows that all ELLs are at the beginning level of English proficiency 25 out of 25 students, therefore those students will receive most of their instruction in their native language. They will receive 360 minutes of ESL instruction per week. The NYSESLAT analysis for the First Grade TBE students, shows that 21 of them are on the Beginner level, 4 are intermediate, and 2 are advanced. In the Second and Third grade classes, 50% and 72% of the students are in the beginning levels. The students' levels of English Proficiency increases when they get to Fourth and Fifth grades with only 24% and 14% of the students on the beginning levels.

The teachers will use this data from the NYSESLAT to group students in order to differentiate instruction between the beginner, intermediate and advanced ELL student, and support them with the four modalities of listening, speaking, reading and writing.

Dual Language Program

In the First Grade DL classes, the data for the ELLs shows that 54% of the students are in the beginning level. The intermediates and advanced students make up the remaining 43% and 3% of the classes. The second grade classes have fewer beginners at 15%. The majority of the second grade DL students fall into the Intermediate category with 47% of the students. The advanced and proficient students are 26% and 12%. The majority of the Third Grade students in the DL classes fall into the Advanced Category with 48% of the students. In the Fifth grade the majority of the students are in the advanced and proficient levels at 46% for both categories.

ESL Program

In the ENL program there isn't significant movement across the early grades. In the First, Second and Third grades 75% of the students are Beginners and Intermediates. In the Fifth Grade, 84% of the students are Advanced or Proficient. The data shows that across all of the grades, writing still needs to be strengthened.

The school is learning from the Periodic Assessments that more instruction in writing is needed in order for our students to be ready for the Common Core Learning standards. Native Language in TBE and DL are taught in the Core Content. In ESL, the native language is supported with online resources and other materials.

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](#).] This year our instructional focus with RtI is to begin with a rigorous evidenced based core curriculum. This is our Tier 1 intervention. Our Tier 2 for RTI is a double dose of instruction where our ELLs receive extra support and attention in specific groups. Our Tier 3 is intensive intervention in small groups. These interventions are based on individual student needs. Our literacy curriculum builds in text-based conversation and team talk protocols. Our Literacy consultant and Generation Ready Math consultant and coaches have modeled and provided professional development to teachers in grades K to 5 underscoring unit adaptations including scaffolded RtI interventions for instruction, close reading and student-to-student discussion. Go Math has ELL language support, activities as well as RTI, and enrichment.
6. How do you make sure that a student's new language development is considered in instructional decisions?

To ensure that our ELL student's second language development is considered in instruction decisions, most ELL students are placed in a ENL, Dual language, or a TBE classes. In these classes both students and teachers are encouraged to use SIOP strategies to make content and language accessible and comprehensible. SIOP strategies are used as a scaffold to help Emergent Bilinguals learn English. These strategies are also used as a way to cultivate students' bilingualism using all of their languages as a resource for learning (reading, writing, listening and speaking) in the classroom. With the use of both languages students take notes about their reading in both languages and discuss what they are learning in both languages. In a bilingual classroom, mini lessons alternate between English and Spanish. Key vocabulary and syntax is developed in both languages side by side. With independent reading, there's a combination of both English and Spanish. In the ENL classroom topics are read about extensively in English while students are encouraged to discuss and research these topics in their native language. In the ENL classroom there's wide reading around a particular topic to develop content knowledge and language, there's use of multilingual websites and books, and there's listening to text in the home language. The new language is increased according to the performance levels within the bilingual program. The more proficient the student becomes, the more time they will have on the new language.
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?

In Dual Language programs, English Proficient (EP) students will be assessed in the second language by formative assessments, teacher conferences, and their portfolio writing. The specific assessment tool in most cases are "Running Records". The level of language proficiency for the EPs in the second language is low. The EP are performing on par with the non-ELL students on the State and City Assessments.

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

The success of the programs for ELLs is evaluated by baseline and benchmark measures. We participate in the ELE along with interim assessments for the ELLS. Although we did not meet Safe Harbor for our ELLs in the ELA, our latest accountability report shows that our ELLs did make safe harbor for the Math.

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.

Students who are newcomers to the NYC Public school System are identified at registration via an oral interview conducted in English or Spanish with the Home Language Identification Survey by a member of the PS46 Registration Team.

If the child's home language is determined to be a language other than English, the LAB-R is administered within 10 days of enrollment by an ESL certified teacher. An ATS report, RLER provides a list of students eligible to receive the LAB-R. We also use the "reminder to administer" the LAB-R memo that is automatically faxed from central. To verify all students are entered into the computer correctly the Pupil Accounting School Secretary, along with the assistance of the Language Access Coordinator will review the Home Language Surveys to ensure every student with a language other than English is tested. The Language Assessment Battery-Revised is used to determine eligibility for Bilingual or English as a Second Language Program. Children who score at or below proficiency on the LAB-R become eligible for ESL services. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The LAB-R is hand scored after administration to expedite appropriate program placement and proficiency level. Notifications are sent to parents to ELL's after the identification process.

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).

While interviewing student during the registration process if the child's response leads to the possibility of SIFE then the SIFE Oral Interview Questionnaire/LENS are used to determine SIFE Status.

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).

During the registration process of newly enrolled students the teacher who administers the HLIS will also inquire if student has an IEPs. If so the teacher will advise parent or guardian that the Language Proficiency Team (LPT) will review evidence of the student's language development and provide recommendation either to take the NYSITELL or not to take the NYSITELL. If teams determines that the child should not take the NYSITELL the recommendation is sent to Principapl Ade and she agrees with LPT then the determination is sent to the superintendent or designee for review. Determination and placement of the student is made within 20 days of enrollment. The members of the LPT are Rena Clarke-Davis, Assistant Principal, Daisy Aguilera, Bilingual Psychologist, Widaly Quiles, Language Access Coordinator (LAC)/teacher.

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

After the NYSITELL is scanned and a score is determined, LAC reviews the scores with testing coordinator, Testing Coordinator. Afterwards the entitlement and non-entitlement parent notification letters are sent in Spanish and English, within the five school days after the scanning. If it is determined that another language is needed, LAC will download the letter in the preferred language of correspondence.

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

Parents are informed of their right to appeal ELL status within 45 days of enrollment during the ELL parent orientation and program selection process as well as via the non-entitlement and entitlement letters.

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.

During the registration of a newly admitted student if the HLIS determines that child is eligible for the NYSITELL parents are provided with orientation including the video that is shown in the preferred language of the parent, the Guide for Parents of English Language Learners Guide and program selection form and survey is also provided in the language of preference by the Language Access Coordinator. Parents are advised that upon the NYSITELL scores their child will be placed in the program of their choice. If the coordinator is not available to provide the orientation at registration, then parents are contacted via letters and phone calls within the first 5 days and invited back to attend an orientation. Copies of the parent selections and the home language are filed in the Main Office. The originals are placed in the student's cumulative record. Since we currently have TBE and DL, parents are informed at registration that these programs are available at our school. If a parent has not indicated their preferred placement, the Bilingual program will be the default program selection for the student.

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

During the newly enrolled ELL Parent Orientation parents complete the Surveys and Program Selection forms in their preferred language. For those parents who are provided with orientation over the phone and also via letters, for forms not returned, the default program selection is bilingual education. The Bilingual Coordinator accesses ATS to input parent choice on ELPC routinely. Outreach to parents is made via the phone and letters to inform them of TBE or DL availability. ste response to question here:

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. For outstanding Parent Survey and Program Selection forms Widalys Quiles follows up via phone calls including utilizing interpreters provided by se NYC Translation & Interpretation Unit in addition sending letters to parents
9. Describe how your school ensures that placement parent notification letters are distributed. Teachers will pick up and sign for the parent notification letters with the Language Access coordinator. Teachers, then back pack these letters and keep a copy of the letter in the student's file. The bilingual coordiantor is responsible for these files.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The original HLIS, Parent Survey and Selection forms are placed in the students' cumulative folders and copies are filed in the Principal's office according to school year and alphabetically. Non-entitlement and entitlement letters are sent home and copies are placed in cumulative folders. The Bilingual coordinator is responsible for maintaing these letters and the files.
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. Language Access Coordinator and the testing coordinator, the testing coordinator are in constant contact throughout the school year to review ELL status and meet prior to the administration of the NYSESLAT to review ELL students from K to 5. Both staff members review several ATS reports including but not limited to RLER, RLAT, and RELC. An NYSESLAT Speaking team administers the Speaking section and Castrodad monitors daily during the administration time frame to ensure all students are tested including make-ups of all sections.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Teachers will pick up and sign for the parent notification letters which are sent home in Spanish and English, with the bilingual coordinator. The letters are available in the preferred language of the parent. Teachers, then back pack these letters and keep a copy of the letter in the student's file. The bilingual coordiantor is responsible for these files.
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 Aspiria Consent Decree? Describe specific steps underway. (Refer to question six).
At PS 46 we offer all three programs: transitional bililingual, dual langauge and English as a New Language from K to 5. For the most parts parents receive their first choice with TBE as default. Trends are monitored by the bilingual coordinator. Our trends indicate that all 3 programs are still needed, and so we will continue to offer all 3 programs.

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.

PS46 offers instruction for our ELLs via TBE, DL, or ENL programs. The ENL program has 2 models of instruction either as an ENL freestanding class or a push in or pull out model with an ENL teacher. A certified ENL teacher, teaches the push in or pullout model for students in grades K-2. And another certified ENL teacher, teaches the pull out model for Grades 3 – 5. Students of mixed proficiency are heterogeneous grouped in the free-standing ESL classes. However, students in the push in or pull out models are grouped by proficiency levels. When the ENL pushes into a class, she co-teaches with the classroom teacher.
 - b. TBE program. *If applicable.*

Students in the Transitional Bilingual Program receive instruction in both English and Spanish by certified bilingual teachers. Students are grouped heterogeneously by proficiency level. Language allocation in the TBE meets state mandates as per CR PART 154. HLA in TBE is taught in the content area of Social Studies and Science.
 - c. DL program. *If applicable.*

The Dual Language model uses a 50/50 English/Spanish model in grades K-5. Spanish instruction is instruction in the content area. English instruction is in the common core area. These changes are being implemented due to the new Ready Gen Core Curriculum. The students in the DL program are mixed heterogeneously by proficiency, with many having already become proficient on the NYSESLAT assessment.
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)?

The bilingual classroom teacher is assisted by, Ms. Quiles, the Bilingual Staff Developer, to ensure that a program is created that explicitly delivers the mandated instructional time in compliance with CR 154. Entering and emerging level students in the push in/pull out programs receive 360 minutes per week - one unit of study ENL and the second unit in ENL/ELA. Students at the transitioning and expanding levles receive 180 minutes weekly and commanding students continue to receive services for an additional two years. The ENL teachers' programs are monitored by the principal to ensure that the mandated hours are received by each student.

Literacy instruction in DL classrooms alternates from native language to English language the allocation of language arts instruction in DL classes is 50% ELA and 50% NLA. Native language instruction is implemented with instruction in the content areas. In our 7 period day, the goal is to implement the NL for 3 full periods, the ELA for 3 full periods, and 1 period for lunch.
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.

Content areas are delivered in each program model in various ways according to the program. In the ENL classes content is delivered in English only. In the Dual Language classes content is delivered in Spanish and Common Core Literacy is delivered in English for a 50/50 split of both languages daily. In the TBE classes content area of the curriculum is delivered in Spanish for 35 minutes with 10 minutes of ENL support. The goal of Content Area instruction in the TBE model is to transfer the knowledge acquired in their native language to English, as the students become more English Proficient.

Native language supports are provided in all content areas. All DL and TBE classrooms receive class sets of Go Math in both English and Spanish. Also, science and social studies curriculum materials (textbooks, workbooks, supplemental materials) are provided in both English and Spanish. DL classes alternate the language of instruction in the content areas by unit, switching language approximately once a month. There is no native language instruction in ENL classes; instead, teachers used research-based ESL strategies, such as TPR, visual aides, to support language acquisition in all content areas. They may also uses other resources to assist with comprehension.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The ELL students are appropriately evaluated in their native language with formative assessments created by the teachers. The teachers also maintain conference logs and student portfolios. The teachers also administer the DRA in Spanish which is the EDL. The transitional bilingual and dual language programs both have guided reading materials in the native language and leveled libraries in the native language as well. Math, Science, and Social Studies materials are also available in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELL students are appropriately evaluated in all 4 modalities of English acquisition throughout the year with formative assessments created by the teachers. The teachers also maintain conference logs and student portfolios. The curriculum units have also been revised to include Listening and Speaking outcomes of the Common Core Learning Standards to ensure that lessons are planned with all modalities in mind and to assess students proficiency in those areas. Paste response to question here:

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

The classroom teachers have all been notified of any SIFE students in their classrooms. We will continue to use a guided reading teacher whose schedule has been divided between general guided reading groups and guided reading/writing groups for SIFE students to service students with interruption of formal education. We will also continue to use Raz-Kids, a differentiated program that uses technology on the students' Reading level. These students will also meet with the Bilingual Social Worker Ms. Maydwell or a Guidance Counselor to help them adapt to their environment.

b. PLAN FOR ELLS IN US SCHOOLS LESS THAN THREE YEARS (NEWCOMERS)

ELLs in schools less than three years will be placed in their appropriate program based on the NYSETILL or NYSESLAT scores. Their scores will be analyzed and instruction that supports their individual needs will be delivered. Additional supports such as AIS small groups, 1 to1 instruction as needed, ELL Academy After-School program, and Push in Supports with "Estrellita" a native language program for beginners will be provided to applicable students.

c. DEVELOPING 4-6 YEARS OF SERVICE

An emphasis on Enrichment will be placed for these students, along with target differentiation. We will continue to monitor their progress, and use interest survey to generate projects and more independence.

d. LONG TERM SIX YEARS OR MORE

Students' progress will be closely monitored by the classroom teacher, bilingual staff developer Ms. Quiles, and guidance to ensure that the student receives the support he/she needs.

e. PLAN FOR FORMER UP TO TWO YEARS AFTER EXITING

Former ELLs in years 1 & 2 after reaching commanding will continue to get support to maintain their gains. Parents will be given the options to have their child either stay in TBE or switch to DL. They will continue to get testing modifications for extra time during years one and two after reaching commanding. They will be monitored by their classroom teachers and given opportunities in the classroom for continued English acquisition,

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

The students periodical in-house assessments will be monitored by their classroom teacher and if additional support is needed the assistant principal will be informed. If it is determined that the academic progress is adversely affected then principal will consult with qualified personnel and parent to review the possibility of a reversal in ELL status. The initial identification or re-identification is monitored by the bilingual coordinator, the supervisor for Bilingual education, and the testing coordinator to make sure the students are not adversely affected.

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?

Instructional strategies and grade level materials teachers of ELL-SWD use that both provide access to academic content areas and accelerate English language development are the ReadyGen curriculum and the AWARDS Reading program online component. The AWARDS program is a research based program that scaffolds comprehension with engaging non-fiction literature. In Mathematics, the students will be instructed with Go Math.

Teachers will use sound teaching practices for ELLs, such as providing many picture supports, cooperative learning groups to encourage speaking, develop listening skills, using TPR, and providing instruction that supports their learning styles. Our special education teachers differentiate the tasks and always provide kinesthetic, audio and tactile experiences to students to ensure they accomplish the task.

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?

At PS46, we use curricular, instructional and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by creating a school schedule and calendar that allows all of SWD to be mainstreamed according to their IEPs,

Chart for certain periods of the day, such as Gym, Drama, or Art. The teachers of SWD have also been provided a weekly common prep for PD where they learn techniques for working with the SWD population. To date the teachers of SWD students have already participated in F.A.T. City, a program by Rick Lavoie, that coaches participants through experiences of Frustration, Anxiety, and Tension that many children with learning disabilities experience.

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.

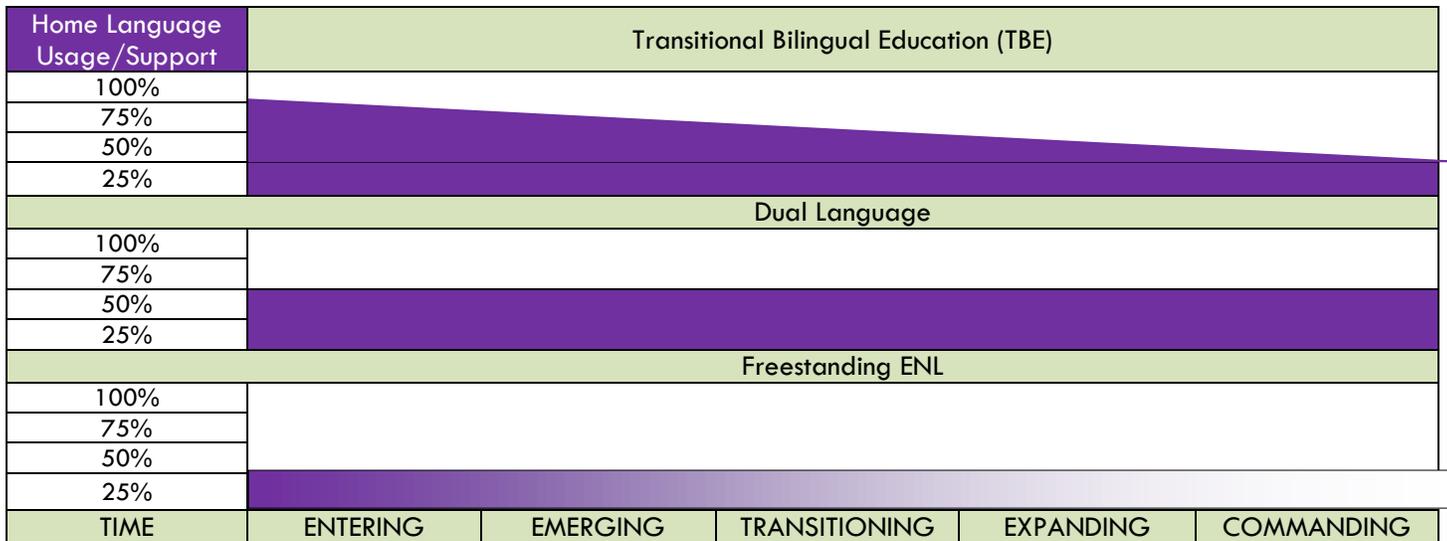


*Note: “other approved services” does not apply to New York City at this time.

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. Intervention services offered are guided reading, AIS, afterschool programs some students are also targeted thru the inquiry cycle population study by the grade level Professional Learning Community. Tagreted interventions in Math, Social Studies, and Science is in small groups with assessments to monitor progress and identify any gaps.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This year our school is using a Common Core aligned program in grade K-5, ReadyGEN (K-5). ELA programs provide daily scaffold instruction to meet the needs of ELL students. Our bilingual and ELL classes are using daily SIOP strategies to provide appropriate access points, so that students are making meaning of the content. These strategies guide teachers in promoting the language development of the ELLs in their classes. Go Math is our core math program. The program enhances the learning of all of our students, especially the ELLs. The program is common core aligned and is designed to ensure that all students have deep conceptual knowledge of the math skills. The lessons build from the concrete to the abstract. Students learn many different strategies, using hands-on exploration, pictorial representation, and then step by step procedure. The students are challenged as they apply their math skills to real world word problems. Our ELL students benefit from the differentiated instruction activities which support language. Math words are displayed with visuals .The pronunciation of the words and the use of graphic organizers help elicit meaning of the words for the students. Each class has the math words displayed so that the students have a frame of reference during math instruction that can be used to help explain their mathematical thinking to justify their answers. In addition, there are daily RTI strategies built into every lesson which rely on visual representation and the use of math manipulatives which aid in supporting students' success in math. Go Math provides many opportunities for the teacher to assess the students' level of understanding. At the beginning of each chapter there is a pre-diagnostic assessment which identifies the students who will need extra support in order to successfully master the skills of the chapter. After the guided practice of each lesson, there is a check point where teachers assess students to determine whether students will be able to work independently or in the guided math group (RTI). At the end of each lesson students must be able to answer the essential question of the lesson. During this time students engage in accountable talk. From this discussion the teacher determines whether or not the students understood the lesson of the day. In addition to daily assessments, students take chapter tests which assess mathematical content and practice. Teachers use data from these assessments to determine skill mastery, the need for whole class re-engagement or small targeted group instruction.
12. What new programs or improvements will be considered for the upcoming school year?

The ENL pullout and pushin teachers will be incorporating the program, Language Power that provides rigorous instruction in the four language domains: listening, speaking, reading, and writing-
13. What programs/services for ELLs will be discontinued and why?

We do not plan to discontinue any services for the ELLs this year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In order to continue to meet the instructional expectations called for in the Common Core State Standards (CCSS) our title III monies will be used to implement a supplemental afterschool program, ELL Academy, to improve students' skills in reading, writing, and word study. Our goal is to provide support for our ELL students to achieve success in mastering the skills to pass the standardized test for their perspective grades. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as non-ELL students. Beginning in October and ending in May, about 140 students in bilingual education classes in grades 3 through 5 will participate in an after-school program that will run two days a week for a total of 80 hours. This program will be aligned to the CCSS and the New York State ESL Standards. The program will consist of an intensified reading and writing academy in which ten to twelve students per class will be able to better develop reading, writing, listening and speaking skills. Our ELL students are also supported with an extra ELL teacher who is trained in "Estrellita" and works with small groups for student supports.
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.

Each of our classes is equipped with a SMART Board. The SMART Board is an interactive, electronic whiteboard that enhances instruction and learning. The SMART Notebook software makes it possible for teachers to create content rich, dynamic lessons addressing specific student skills. These boards increase the interactive atmosphere in the classroom which in return increases the learning experience and student engagement. The teacher can go online via for additional home language supports. Additional instructional supports for the ELLs include "Spatial Temporal (ST) Math" which is an online Math tool in all visuals, and Estrellita a phonics based support.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In the Bilingual Education program, each classroom is enriched with bilingual libraries. Students are exposed to literature surrounding various cultures and traditions. Teachers use blue ink for all charts to differentiate the Spanish language. Teachers in TBE programs use the color blue (Spanish) to separate language use around the classroom. This separation of languages allow students to refer to the charts when working independently. The flow of the day or daily schedule clearly defines the subject,

objective, and language of instruction. In the English as a Second Language program, students have access to bilingual glossaries and buddy systems. There are bilingual paraprofessionals to support students in Bilingual Special Education classrooms. In addition both programs heavily rely on the use of SIOP strategies to make content comprehensible for ELL students.

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

All services and resources provided by our school correspond to ELLs' ages and grade levels. Our goal is to provide support for our ELLs to achieve success in mastering the necessary skills needed to meet the demands of the CCLS and work towards becoming college and career ready. This will fuel a positive movement towards qualitative performance and hold ELLs to the same high standards and expectations as all students.

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).

Before the beginning of the school year newly enrolled ELL students are invited with their families to attend a parent orientation during which they are informed about the variety of programs available for their children based on ELL eligibility. The Parents Association holds meetings on a monthly basis which these parents are welcomed to attend. They receive a welcome packet in English and Spanish with children books and school supplies.

19. What language electives are offered to ELLs?

Language electives are currently not offered to any students at PS46.

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)?

PS 46 has a self-contained Dual Language program. EP and ELL's are integrated for 100% of the day.

ELA is taught in English. Social Studies and Science is taught in Spanish, and Math is taught in both English and Spanish.

Emergent literacy is taught in both languages according to the schedule.

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.)
As per our professional community calendar, ELL teachers including TBE, DL, and ENL personnel partake in Department Meetings whereby they share professional resources and best practices. Teachers have analyzed NYSESLAT and converted raw scores to scale scores to determine student groups to target the four modalities. In addition we have established first Wednesdays of the month to meet as department. DL and TBE teachers will continue in a book study of "Teaching Reading and Writing in Spanish and English in Bilingual and Dual Language Classrooms by Yvonne and David Freeman and workshops will be facilitated by the literacy coach and staff developer.:
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?
Through the launching of literacy units and common grade meetings teachers of ELLs and literacy team discuss resources to support ELLs to meet the CCLS. In addition, teachers of ELLs refer to the NYSED's New Language Arts Progressions (NLAP) and Home Language Arts Progressions (HLAP) for lesson planning to ensure that students are meeting the CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
This year we have been awarded with the Arts Continuum Grant from the Office of Arts & Special Projects. Our fifth graders have partnered with 45X, a middle school. In addition our guidance counselors have provided workshops to parents of fifth grade students focusing on the middle school application process.
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.

The language allocation policy will be a big part of our professional development for the ELL personnel at our school. We will also continue to work closely with our BSFC to provide professional development in Jose P. and other pertinent information to our staff. All of the DL teachers will receive professional development by BSFC. We will continue to inform our teachers of professional development opportunities outside of our school offered by the OELL and others. A yearlong calendar has been developed by the coaches and Staff Developer to implement monthly PD for all ELL personnel. Items included differentiated instruction, SIOP Model, Language Acquisition. Through the UFT Teacher Center, professional institutes will be provided to selected staff members including assistant principals, guidance counselors, parent coordinator, and teachers of ELL's. In November, December, March. In addition, a spring and summer institute will be offered to additional staff members that teach ELL's. In December, teachers of ELL's, Parent Coordinator, Bilingual Guidance Counselors, and Assistant Principals will be invited to attend a citywide conference for ELL's. This session will focus on zeroing in on academic language. Teacher Center will also be providing these workshops. Our Bilingual/ESL Coach will be facilitating the grade 3-5 sessions. Teacher Center Coach/Liaison and Literacy Staff Developer attend ongoing Professional Development for the Estrellita Program and other PD offered by venues such as TC, R-BERN etc., and turnkey the information to teachers of ELL students.

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?

PS 46 provides 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 during parent meetings. Parent teacher conference are scheduled for November and March annually. Teachers also meet with parents during the extended "Tuesday Parent Engagement" time. Teachers also schedule parents to come in during their prep periods if need be. Translation is provided by support staff in Spanish for Parent Teacher Conferences. The parent coordinator also secures translations through outside resources and DOE phone translation options.

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.

During Tuesday Parent Engagement teachers keep a record of attendance as well as any form of outreach including but not limited to phone calls or emails during the school year.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We believe in supporting our parents as partners in the educational program of their children. All school related information is available in the language spoken by the families in our school community. Assemblies, shows, math bingo night, and literacy night are held throughout the year for children and families. Each assembly and/or show is organized by the grade level supervisor and teachers. Parents are invited to monthly PA meetings to discuss how the school may further meet the needs of their children. Our parent coordinator, is actively involved in providing parents of ELLs with appropriate information and services. She helps ensure that parents of ELLs are contributing members of the education community. Translation is provided by support staff in Spanish for Parent Teacher Conferences. The parent coordinator also secures translations through outside resources and DOE phone translation options.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS46 partners with Arts Horizons, a community based organization which uses language and ESL methodologies as part of their instruction. The parents will be guided by the ENL teacher and Library Media Specialist through lesson on citizenship and Conversational English. This year the parents have also been invited to workshops on domestic violence, childhood obesity, The Common Core, and health and fitness. We will also offer additional workshops sponsored by the Bronx Borough President's office. Workshops have also been scheduled in our parent center in our school. The Parent Center has a partnership with Mercy College. Dr. Aramina Vega-Ferrer has spearheaded this initiative to support parent learning and involvement. Parents have also been invited to workshops at the Mercy College parent center. PS 46 has provided a bus to help parents travel to the college for the workshops.

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

The needs of parents are evaluated by individual conversations between the teachers, administration and the parent coordinator. Questionnaires and surveys in the home language are distributed at Parent Association meetings, as well as sent home with students. Parents are invited to monthly PA meetings to share ideas and concerns they may have. The PA president then collaborates with the parent coordinator and administration to address the needs of the parents.

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

Parent Involvement activities address the needs of the parents by successfully establishing a Saturday program, bringing in teaching artists, and sending home all communications translated in Spanish for parent understanding. Paste response to question here:

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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Alexander-Ade	Principal		1/1/01
Roxanna Bello-Sullivan	Assistant Principal		1/1/01
Fidelina Miguel	Parent Coordinator		1/1/01
Kim Kuks	ENL/Bilingual Teacher		1/1/01
Yudelis Padilla	Parent		1/1/01
Alfredo Arroyo/Science	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Widalys Quiles	Coach		1/1/01
	Coach		1/1/01
Miriam Ayala	School Counselor		1/1/01
Melodie Mashel	Superintendent		1/1/01
Jose Ruiz	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10X046** School Name: **PS46**
Superintendent: **M. Mashel**

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.

For newcomers to the New York City public school system, two certified ESL teachers, conduct an oral interview to the student and parent, as well as administer the Home Language Identification Survey to the parent. Home language Surveys are available in fourteen languages other than English. P.S. 46 has staff that provides translation services in the following languages: Spanish, French , and Albanian. If the child's home language is other than English, the LAB-R is administered within 10 days of enrollment by an ESL certified teacher. The Language Assessment Battery is used to determine eligibility for Bilingual or English as a Second Language Program. Children who score at or below proficiency on the LAB-R become eligible for state- mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Parents are informed in their home language their child's Lab-R score through an entitlement letter which explains the instructional programs available.

Parents and guardians of newly enrolled ELLs are encouraged to participate in a Newcomer Orientation conducted by the Bilingual Coordinator, and the Parent Coordinator describing bilingual and ESL programs within 10 days of admission. During this orientation, parents receive a Parent Guide in their home language, research regarding the education of English Language Learners and watch a video describing program models that are available. If there is not a version of the video in the language needed, parents may view the English video with an interpreter. Based on this information, parents and guardians may select an available bilingual, Dual Language, or ESL model that will help students succeed. A Parent Selection Form translated in their home language is to be completed after the orientation. Parents are asked to number choices of programs based on preference (Transitional Bilingual Education, Dual Language and Freestanding English as a Second Language). Programs offered at P.S. 46 are aligned to parental requests. The parent selection process has resulted in parents making a more informed choice. Parents of newly enrolled English Language Learners can select an available transitional bilingual, Dual Language, or ESL program that will help meet students' linguistic and academic needs. PS 46 places students in instructional programs based on the parent's choice. After reviewing the Home Language Survey, entitlement and Parent Survey and Program Selection

Forms in the parent's home language, students are placed accordingly within ten days of admission. The ESL teachers make every effort to make communicate with the parents of ELLs about the programs available to them, either by using other staff, volunteers, and or the DOE approved vendors. This ensures parents make an informed choice in their child's placement in our school. Parent choices are reviewed on an individual basis to ensure that students will be placed in a program that will result in academic success.

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

The major findings of our school's written translation and oral interpretation needs are that our population requires Spanish translations for all communications. Signs describing the availability of phone translations are posted in the lobby and Main Office as parents enter the building. The Parent Coordinator assists the parents in identifying the language they would need to communicate with the staff. The school community is notified of these availabilities at Parent Orientations, Parent Meeting, and SLT meetings. Other languages that families at PS46 speak are French, Bengali, Albanian, and a few African dialects.

Part B: Creating a Communications Calendar

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

The following documents contain critical information about educational programs and services and must be translated: monthly newsletters, monthly calendars, parent-teacher conference announcements, after-school program information and other general letters from the school leadership.

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.

Typical face to face meetings with parents throughout the school year are: September Parent Orientation, November and March Parent -Teacher Conferences, and Tuesday evening Parent Meetings during parent engagements set by classroom teacher. Teachers are also available during their prep for scheduled meetings with parents.

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.

During registration, PS46 determines the primary language spoken by the parent of each student via the oral interview and completion of the Home language Identification Survey. This provides the specific language spoken by the families and if the primary language is not English, the Bilingual Staff Developer, and the Parent Coordinator will determine if the parent may need language assistance in order to communicate with the staff. Parents are provided with translated Program Selection Forms and parent guides. We maintain a current record of the primary language on the Blue Emergency cards and in the ATS System 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.

PS 46 provides translation and interpretation services to all parents who require assistance. If no staff member is available, who is fluent in the language of the parent, and the parent is accompanied by another adult, that adult may serve as an interpreter. PS 46 will also utilize the phone translation services provided by the DOE.

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.)

All staff members are introduced and reminded about the available translation services via flyers from the Bilingual Coordinator, posters from the Parent Coordinator, and by principal via weekly staff newsletters.

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

Part F: Monitoring and Quality Control

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

The Parent Coordinator will administer parent surveys during the Winter and Spring parent association monthly meeting.