



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	08X146
School Name:	P.S. 146 EDWARD COLLINS
Principal:	JANET SANDERSON-BROWN

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Edward J. Collins School School Number (DBN): 08X146
Grades Served: Pre-Kindergarten- Grade 5
School Address: 968 Cauldwell Avenue, Bronx, New York 10456
Phone Number: (718) 328-9664 Fax: (718) 328-5858
School Contact Person: Janet-Ann Sanderson Email Address: JSander@schools.nyc.gov
Principal: Janet-Ann Sanderson
UFT Chapter Leader: Laurian Kidd
Parents' Association President: Elsa Aguirre
SLT Chairperson: Michael McNiff
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, New York 10462
Superintendent's Email Address: Kames@schools.nyc.gov
Phone Number: (718) 828-6653 Fax: (718) 828-2760

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, New York 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-3113

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)
Janet-Ann Sanderson	*Principal or Designee	
Laurian Kidd	*UFT Chapter Leader or Designee	
Elsa Aguirre	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael McNiff	Chairperson/Teacher	
Rebecca Beghin-Johnson	Secretary/Teacher	
Elsa Aguirre	Facilitator/Parent	
Abigail Cotto	Time Keeper/Teacher	
Laurian Kidd	Financial Liason/Teacher	
LaTasha Westcott	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bethzeida Perez	Member/Parent	
Tiffany Martinez	Member/Parent	
Tamika Thomas	Member/Parent	
Janet-Ann Sanderson	Member/Principal	
	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.

The Edward J. Collins School (P.S. 146X) is an elementary school that has 461 students from pre-kindergarten through grade 5. The school population comprises of 44% Black, 53% Hispanic, 1% White, and 1% Asian students. 15% of the students who attend P.S. 146X receive special education services and 12% of the student body are English language learners.

The mission of the P.S. 146X school community is to create a safe learning environment that will maximize the potential of each student. We believe that all children can learn when they are provided with effective instruction for their learning style. The collaboration between parents, educators, school communities, and external stakeholders will ensure that our students are consistently ready for the next level, in turn, making them college and career-ready.

The element of the Framework for Great Schools in which P.S. 146X has made the most progress over the 2014-2015 school year is in Rigorous Instruction. Ensuring engaging, rigorous and coherent curricula in all subject areas that are accessible to a variety of learners and is aligned to the Common Core Learning Standards was our area of Celebration on the 2014-2015 Quality Review Report. Even though P.S. 146X has made significant progress in the element of Rigorous Instruction, it will continue to be an area of focus for the 2015-2016 school year.

Careful data analysis of our on-going assessments and analysis of student learning outcomes has led P.S. 146X to identify instructional reading levels as an area of focus for the 2015-2016 school year. Increasing the reading levels, and the comprehension of complex text, is a goal for all of our students. However, there will be a special concentration on increasing the instructional reading levels of the students in kindergarten through second grade. The resources that we will use to help reach this goal have been included in our budget. The resources are:

- Generation Ready ELA and Mathematics Consultants (\$50,000)
- SmartStart Education (\$95,236)
- IReady Phonics Program (\$16,712)

Further review of the performance of our students on the New York State testing grades, has also led us to identify academic writing in grade three through grade five as an additional area of focus for the 2015-2016 school year. In addition to the resources stated above, we will be using the resources stated below to improve the writing skills of our students.

- Think CERCA Common Core Aligned Writing Program (\$9,800)
- Writing Poetry Program (\$21,000)

SmartStart Education is a company that provides Response to Intervention (RTI) services and supplemental literacy instruction. SmartStart Education also provides a series of professional development workshops for our teachers and our parents.

Response to Intervention for math will be provided to our students through a program called Wowzers.

P.S. 146 has also chosen to partner with Generation Ready for the 2015-2016 school year. Generation Ready is a national provider of professional learning services. Their mission is to, "Support teachers and school leaders in order to

educate a stronger, more vibrant generation of students prepared to meet life's challenges." The Generation Ready ELA and Mathematics consultants will be:

- Providing professional development for Monday PDs
- Mentoring new teachers
- Supporting teachers in their planning and preparation of daily instruction
- Modeling lessons in the classroom
- Supporting teachers in the classroom
- Providing feedback to the teachers
- Supporting teachers during their team meetings

Parent engagement in education is one of the biggest predictors of student success. P.S. 146 will conduct a minimum of four evening workshops aimed exclusively towards building the capacity of our parents. Allocations in the budget have been set aside in the amount of \$3,338 to facilitate the parents of our students becoming our partners in educating their children.

The instructional after school extended day for our third through fifth grade students will begin in November 2015 and extend to March 2016. Allocations in the budget in the amount of \$29,274 have been set aside to fund this program.

The instructional after school extended day for our first and second grade English language learners will also begin in November 2015 and extend to March 2016.

P.S. 146X has formed a special partnership with Bronx International High School to offer additional academic and social and emotional support. The English language learners from Bronx International High School mentor the English language learners from P.S. 146X on a weekly basis.

P.S. 146X is particularly proud of the partnership with Bronx Arts and DreamYard. This inspiring partnership afforded our students the opportunity to participate in the, "DreamYard Project Tokyo-Bronx Poetry Exchange". Third, fourth and fifth grade poets wrote their own poems and had the opportunity to compete with other poetry students in Maine and Japan via video conference.

Elective programs play an essential role in providing a student with a well rounded education. We educate the whole child by incorporating the arts into the school day. The following elective programs will be in full effect for the 2015–2016 school year:

- Art Instruction
- Poetry Program
- Technology Instruction
- Dance Program

Character education helps to develop a positive school climate. Teaching our students how to be kind, caring and considerate is a main goal of the school community of P.S. 146X. When done effectively, character education will reduce discipline referrals, decrease bullying, and increase academic achievement for all learners.

Steps to Success is the program we use to aid the character building of the students that attend our school. This program consists of developing structures for teaching expected behaviors and social skills by rewarding positive behaviors. Classes are able to earn "Big Feet" in recognition of the positive behaviors they may demonstrate on a whole. Individual students are able to earn "Gold Slips" for notable individual exhibited behaviors. However, students are issued "Pink Slips" for exhibited behaviors that are undesired or not positive. Students are able to use the Gold Slips they have earned to shop in our big store events that happen three times a year.

The overall goal of the P.S. 146X staff and school community is to graduate students with academic excellence, leadership skills, and distinguished moral principles that will make them college and career ready.

08X146 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	455	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.5%	% Attendance Rate		90.1%	
% Free Lunch	94.4%	% Reduced Lunch		3.3%	
% Limited English Proficient	12.4%	% Students with Disabilities		20.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.1%	% Black or African American		44.0%	
% Hispanic or Latino	52.9%	% Asian or Native Hawaiian/Pacific Islander		1.3%	
% White	0.4%	% Multi-Racial		0.2%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	11.1	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.8%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		11.42	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	14.6%	Mathematics Performance at levels 3 & 4		25.9%	
Science Performance at levels 3 & 4 (4th Grade)	64.1%	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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	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	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(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>The Framework for Great Schools Element, Rigorous Instruction, is aligned to the DTSDE Tenet 3 (Curriculum Development and Support). Increasing a student’s instructional reading level will have a direct impact on the level of text complexity the student is able to comprehend. In order to engage a child in rigorous instruction, it is essential to develop the student’s full literacy potential. The priority need that will be addressed in this goal and action plan is increasing the instructional reading level of students.</p> <p>Some of the strengths that have been identified by the School Leadership Team are as follows:</p> <ul style="list-style-type: none"> Curricula that is aligned to the CCLS and instructional shifts Robust Arts Program (Renaissance) Team meetings embedded in the teachers’ schedule Talking about student data Looking at student work 		

Some of the Growth Areas that have been identified by the School Leadership Team are as follows:

Increasing the instructional reading levels of the students (especially kindergarten through second grade)

- Increasing the effectiveness of data review to better make instructional adjustments to garner higher academic achievements from our students
- Ensuring the consistency of higher-order thinking, probing questions that deepens conceptual understanding

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, 80% of the kindergarten through second grade students will improve by at least two instructional reading levels as measured by Fountas and Pinnell.

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>Educators will engage students in small group instruction for identified reading needs.</p>	<p>Students who are below level in Reading</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • SmartStart Education
<p>Educators will administer interim assessments in reading and analyze the data.</p>	<p>Students who are below level in Reading</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • SmartStart Education

Educators will determine the skills that are lacking and embed these skills in upcoming lessons for reinforcement.	Students who are below level in Reading	September 2015 to June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers • SmartStart Education
Educators will provide weekly communications to parents in regard to the progress of their children.	Students who are below level in Reading	September 2015 to June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • RTI providers SmartStart Education • Teachers trained in administering Fountas and Pinnell • myON • Scheduling adjustments • AIMSweb • Voyager • Foundations • ReadyGEN 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st 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.
By February 2016, 80% of the kindergarten through second grade students will improve by at least one instructional reading level as measured by Fountas and Pinnell.
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.	E
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.	E
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.	E
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.	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>It is the goal of P.S. 146X to establish a school culture that supports and sustains our students’ social and emotional developmental health. A safe environment is critical for quality teaching and learning is to take place. A key element in producing such an environment is to ensure that school leaders, teachers, students, parents and the community understand their individual responsibilities in maintaining the highest standards of student behavior. It is important that our students understand that there are social behaviors in conjunction with academic achievement that will prepare them for college and/or their future careers. The priority need that will be addressed in this goal is the continued implementation of the school’s Steps to Success program and improved teachers’ classroom management which will produce the expected behaviors and social skills.</p> <p>Some strengths that have been identified by our School Leadership Team are as follows:</p> <ul style="list-style-type: none"> Steps to Success Program Partnership with local High School to support the development of our ELL population The School Implementation Team <p>Some growth areas that have been identified by our School Leadership Team are as follows:</p>		

- Ensuring the consistency of the implementation of Steps to Success throughout the school
- Increasing the percent of school staff and faculty that effectively use the systems that are currently in place to document student behavior
- Utilizing key personnel to support classroom teachers in creating structures within their classrooms to support positive student behavior

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, 90% of the teachers will receive a rating of at least Effective in components 2a and 2d of the Danielson Framework for Teaching as measured by the observations performed by the principal, and the assistant principals.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Have three Steps to Success Gold Slips Store Events for the 2015-2016 school year.</p>	<p>Students</p>	<p>September 2015 through June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselor • Steps to Success Team • Parent Coordinator
<p>Provide professional development and support to classroom teachers on management strategies especially for students who receive a high number of pink slips.</p>	<p>Teachers</p>	<p>September 2015 through June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselor

			<ul style="list-style-type: none"> • Steps to Success Team • Parent Coordinator • Psychologist
Provide professional development for classroom teachers on how to accurately document student behavior.	Teachers	September 2015 through June 2016	<ul style="list-style-type: none"> • Psychologist • Guidance counselor School Implementation Team

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.											
<ul style="list-style-type: none"> • Steps to Success materials that will be issued to teachers and staff • Resources for the Store Events • Time in the schedule for Steps to Success Planning Team to meet • Scheduled time for the School Implementation team to meet 											
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		P/F Set-aside	X	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.
By February 2016, the number of pink slips issued for student exhibited behaviors that are undesired or not positive will be decreased by 20%.
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>The Framework for Great Schools Element, Collaborative Teachers, is aligned to the DTSDE Tenet 4 (Teacher Practices and Decisions) which is indicated as a key area of focus for this school year. In the 2013-14 Quality Review Report, the practice of assigning student learning tasks based on identified academic need was inconsistent across classrooms. In the 2014-2015 we made significant gains in differentiating instruction to meet the needs of all learners. In order for students to achieve their targeted goals, teachers must continue to provide instruction that leads to multiple points of access for all students. The priority need that will be addressed in this goal and action plan is increasing the use of Differentiated Instruction to meet the diverse needs of individual students.</p> <p>Some strengths that have been identified by the School Leadership Team are as follows:</p> <ul style="list-style-type: none"> <u>•</u> The departmentalization of Grade 2 through Grade 5 <u>•</u> Teacher inter-visitation <u>•</u> Subject planning meetings <u>•</u> Uniformed curriculum maps <u>•</u> The use of AIMSweb, Fountas and Pinnell, and Envision for progress monitoring <u>•</u> Pre and post simulated assessments 		

Some areas of growth that have been identified by the School Leadership Team are as follows:

- Adapting instruction and learning activities for different learning styles
- Scaffolding assignments in order to make content accessible to all students
- Using data from various sources to inform lesson planning in order to plan next steps for students
- Continuing professional development in using assessment in instruction
- Using protocols to examine student work to promote individual academic success
- Increasing the number of inter-visitation in all subject areas

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 80% of all instruction will incorporate differentiation as reflected in the presentation, process, and/or product, to meet the diverse needs of individual students as measured by the observations performed by the principal, and the assistant principals. Moving from whole instruction to differentiated instruction will have a vast impact on the results of the AIMSweb benchmark assessment of Tier 3 students. By May 2016, the number of students in Tier 3 will be 15% or less than the baseline 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). • 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>Professional development with a special focus on questioning and discussion techniques, differentiated instruction, and assessment in instruction.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Coaches • Consultants
<p>Increasing the number of inter-visitation in all subject areas.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Coaches • Consultants • F-status personnel • Teacher Leaders
<p>Increasing the use of protocols to examine student work.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals

			<ul style="list-style-type: none"> • Coaches • Consultants • F-status personnel • Teacher Leaders
Frequent Observations with targeted feedback and next steps.	Teachers	September 2015 to June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals

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.											
<ul style="list-style-type: none"> • MOTP Score Tracker from ADVANCE • Facilitators for Professional development • Coaches • Consultants • Scheduling • Talent Coach for District 8 											
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		P/F Set-aside	X	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.
By February 2016, 60% of all instruction will incorporate differentiation strategies to meet the diverse needs of individual students as measured by the observations performed by the principal, and the assistant principals.
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.	H
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>The Common Core is a set of high-quality academic standards in English Language Arts and Mathematics. These learning goals outline what a student should know and be able to do at the end of each grade level. These standards were created to ensure that all students graduate from high school with the skills and knowledge necessary in college, career, and life. The priority need that will be addressed in this goal and action plan is increasing the performance of our 3rd, 4th, and 5th grade students on the New York State Common Core ELA Exam.</p> <p>The strengths that have been identified by the School Leadership Team are as follows:</p> <ul style="list-style-type: none"> Common Core Aligned resources for instructional use Access to technology SmartStart Education Partnership with High School in support of our ELL population <p>The growth areas that have been identified by the school Leadership Team are as follows:</p>		

- Implementation of the Common Core aligned resources for instructional use
- Increasing the use of complex texts
- Implementation of instructional strategies presented at professional developments

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, 80% of the students will show an increase of 5% growth on the New York State Common Core ELA Exam.

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>
<p>Continued professional development around the Common Core Instructional Shifts.</p>	<p>Teachers</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers • Coaches • Consultants • SmartStart Education
<p>After school extended day instructional time.</p>	<ul style="list-style-type: none"> • Grade 3- Grade 5 students • Ell students 	<p>December 2015 to April 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Teachers
<p>SmartStart Education Providers.</p>	<p>Students who receive RTI</p>	<p>October 2014 to June 2016</p>	<ul style="list-style-type: none"> • Principal

			<ul style="list-style-type: none"> • Assistant Principal • Teachers • Coaches • SmartStart Education

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.

- Professional development
- SmartStart Education
- EngageNY
- Achieve the Core
- Per Session for teachers
- myON

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	X	Title I TA		P/F Set-aside	X	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.

By February 2016, students will increase their Rally exam score by 25%.

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.	E
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.	E
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.	H
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.	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>Parent engagement is a very important part of our school’s success. We have also identified that the collaboration of the parents along with the teachers will further enhance the students’ academic achievement. In the 2014-2015 school year, a vote was taken to change the Parent Association to a Parent Teacher Association. The newly formed Parent Teacher Association will strive strengthen the relationship between the parents and the teachers. The PTA will infuse a strong partnership between teachers and parents in providing a quality education for their children. The priority need that will be addressed in this goal is increasing the current level of parent and teacher engagement during the Parent Teacher Association meetings.</p> <p>Some strengths that have been identified by the School Leadership Team are as follows:</p> <ul style="list-style-type: none"> Partnerships with community organizations that support our parents and students Academic and Informational workshops Parent Coordinator Newsletters Middle school visits Father and daughter functions Mother and son functions 		

- Father and son functions
- Mother and daughter functions
- Partnership with High School in support of our ELL population
- Communication with parents
- Family Day Carnival

Growth Areas

- Increasing the attendance to Parent Teachers Association meetings
- Increasing the attendance to Academic and Informational workshops

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, the attendance of the parents attending the Parent Teacher Association meetings will increase by 50% as measured by sign in sheets.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <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>Continue the collaboration with CBOs such as Bronx Works, Mercy Center, and Catholic Charities of New York, to provide a host of academic, social, emotional, vocational and civic learning opportunities.</p>	<p>Parents and students</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Parent Coordinator • Parent Teacher Association President • Parent Teacher Association Members
<p>Host literacy and mathematics events for parents and community stakeholders</p>	<p>Parents and community stakeholders</p>	<p>September 2015 to June 2016</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Parent Coordinator

			<ul style="list-style-type: none"> • Parent Teacher Association President • Parent Teacher Association Members
Increase the reciprocal communication with parents and community stakeholders.	<ul style="list-style-type: none"> • Parents • Parent Teacher Association 	September 2015 to June 2016	<ul style="list-style-type: none"> • Principal • Assistant Principals • Parent Coordinator • Parent Teacher Association President • Parent Teacher Association Members
Continue to conduct social functions such as the Father / Son Game Night”, and “Mother / Daughter Craft Night” to foster student social and emotional growth.			

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.											
<ul style="list-style-type: none"> • Bronx Works • Mercy Center • Catholic Charities of New York • Resources for workshops • Scheduling • Methods of communication with parents 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 st 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.

By February 2016, the attendance of the parents attending the Parent Teacher Association meetings will increase by 25% as measured by the sign in sheets.

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

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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)	<ul style="list-style-type: none"> • AIMSweb • Fountas and Pinnell • myON 	<ul style="list-style-type: none"> • SmartStart Education service providers • “Strategies for Writers” program • After school extended day instruction 	Small group	During the day and after school
Mathematics	<ul style="list-style-type: none"> • AIMSweb • Envision Benchmark Assessments 	<ul style="list-style-type: none"> • Differentiated groups • Modeling • Fluency practice • After school extended day instruction 	Small group	During the day and after school
Science	Instructional Reading Levels	SmartStart Education	Small group	During the school day
Social Studies	Instructional Reading Levels	SmartStart Education	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • Teacher referrals • Parent referrals • Community Organizations 	<ul style="list-style-type: none"> • At risk counseling • Behavior modification plans 	<ul style="list-style-type: none"> • One-to-one • Small group 	<ul style="list-style-type: none"> • During the school day • After school

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The strategies in place that ensures the staff is highly qualified are as follows:</p> <ul style="list-style-type: none"> • Weekly team meetings with coaches, F-status administrators and consultants • School leaders attend Network Team Institutes in Albany, New York presented by the New York State Education Department • Teachers and staff attend out of the building professional development opportunities during the school day and in the evenings • Highly effective teachers serve as mentors for new teachers • Teachers participate in inter-visitation cycles and receive feedback from their peers • Departmentalization • Partnerships with CBOs

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).
<p>The strategies in place that enables all students to meet Common Core State Standards are as follows:</p> <ul style="list-style-type: none"> • School leaders attend Network Team Institutes in Albany, New York presented by the New York State Education Department • Principals, assistant principals, classroom teachers, speech teachers and paraprofessional, receive job embedded professional development and attend out of the building professional development opportunities • Results from principal and assistant principal observations drive the professional learning topics

- The Professional Development committee meet to assess the learning needs of the teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

In preparation to assist preschool children from early childhood programs to the elementary school we:

- Have informational sessions and workshops for the parents of preschool children
- Have both preschool teachers and elementary school teachers collaboratively work on curriculum maps for ELA and Mathematics to ensure vertical alignment and coherence
- Have joint professional developments with teachers of preschool children and elementary school teachers

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.

Teachers meet with the principal, coaches, consultants and the members of the School Implementation Team, regarding the use of assessment results to improve instruction and to increase student achievement. Teachers also have horizontal and vertical team meetings to ensure alignment and coherence of instruction.

Teachers participate in data conversations after the administering of interim assessments such as AimsWeb, or Fountas and Pinnell, in order to make the necessary adjustments to the RTI program.

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	495,475.00	X	5A, 5B, 5C, 5D, 5E
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$82,962	X	5B, 5D, 5E
Title II, Part A	Federal	83,953.00	X	5A, 5B, 5C, 5D
Title III, Part A	Federal	11,200.00	X	5C, 5D
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,280,855.00	X	5A, 5B, 5C, 5D

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. **P.S. 146X**, 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. **P.S. 146X** 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)

P.S. 146X, 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>P.S. 146x Edward J. Collins</u>	DBN: <u>08x146</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>24</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _____ The funds will be used to supplement an English Language enrichment program for the ELLs. This program will focus on the four modalities (reading, writing, listening, speaking), but with strong emphasis on writing. The program will provide extra support for the students to be able to receive a proficient rating on their NYSESLAT score. It will incorporate technology for the listening portion, classroom libraries, student presentations, and art (oral and written), parent involvement, and class trips. The class trips will include a visit to a library, museum, and show, which will provide the students with the opportunity to write informative and explanatory texts as stated in the ELA Common Core Standards for writing.

-The students that will be participating in this program will be our first and second grade students who are either at the intermediate or advanced levels.

-This program will be an after school program that will be given 2 times a week for three hours a day. It will start in December and end in April.

-The language of instruction will be English.

-There will be one teacher who has a ESL certification.

-There will be an art teacher intergrating art with writing to motivate the children to become better by having them draw pictures and expressing it in their words and giving them a voice.

-The materials used for this program will consist of classroom libraries, computers, smart board, picture cards, work books and art suplies. _____

Part C: Professional Development

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

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

Begin description here: _____

There will be 3 professional development sessions given to support the teachers that have ELL students as well as the other teachers. These sessions will include the use of the SIOP model (the use of sheltered instruction to make content understandable), differentiated instruction and ELLs, and instructional activities to support writing with ELLs.

The teachers that will receive this training will be the teachers that have ELL students in their classrooms and the other teachers so that all teachers will be able to support ELLs

1. The teachers will receive this training on three consecutive Mondays from 2:30pm-3:40pm.

-
2. Topics to be covered will be the use of the SIOP method, differentiated instruction, and writing activities for ELLs.

-
3. These workshops will be provided by the ESL teacher and an Assistant Principal.

-

-

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: _

There will be three parent workshops to help parents breakdown language barriers. The workshops it make parent s to become comfortaable with Englis by giving them access to supports.

-
1. Familiarize the parents with DOE website by having them navigate it. Also to find the translations of notices in their language

-
2. Literacy Skill - Use a picture in a book to demonstrate comprehension. Exploring dictionaries in other languages and using it for them to explore words.

-
3. Using the website by having them typing in their language and having it translated in English.

-
4. Peruse the internet in finding websites and programs that can assist them in their language and transition from the their language to English. Demonstrate the power of goggle and google chrome.

-
The three workshops will empower the parents by providing them with support to diminish language barriers by providing them literacy basic skills and increase their computer skills for language support.

-
The workshops will be held over the course of three weeks on three evenings.

1. Topics to be covered will be using pictures in a book to help with words, adult online resources for ELLs and perusing the DOE website and focussing on it support for ELLs parents.

-
2. The workshops will be led by the ESL teacher, and parent coordinator.

-
3. The parents will be notified by notices given to the students to take home. There will be several notices in the lobby for the parents to take home with them. There will also be a notice on the school easel that is in the front entrance of the school. These workshops will be highlighted on the school calendar.

Part E: Budget

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

Allocation Amount: \$ _____

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 	\$6,720	<u>Enrichment after-school program for ELLS. Teacher salary per-session</u> <u>Teachers per-session for parent evening meetings.</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>\$5000</u>	<u>PD provided by SIOP teachers that teach ELLS</u>
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>\$1,120</u>	<u>Materials and supplies for the ELLs Enrichment Program.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>240</u> <u>2,000</u>	<u>Supplies and refreshments for parent meetings</u> <u>Cultural Trips for the students</u>
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 08	Borough Bronx	School Number 146
School Name P.S.146x Edward J. Collins		

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 Janet Ann Sanderson	Assistant Principal Almoree Hercules
Coach Ellen Nelson	Coach type here
ENL (English as a New Language)/Bilingual Teacher Annie Arroyo	School Counselor Jose Ortiz
Teacher/Subject Area Shari McCaine/ Grade K	Parent Elisa Aguiree
Teacher/Subject Area Rebecca Beghin-Johnson/Grade 5	Parent Coordinator Yvette Johnson
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Dr. Karen Ames	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	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	406	Total number of ELLs	52	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	43		3	4		2			2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

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

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	13	5	2	4	2								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1		1									0
Haitian														0
French	2	1				1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	2	2		2								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)	3	1	1	1	2	1								0
Emerging (Low Intermediate)	3	3	0	0	1	0								0
Transitioning (High Intermediate)	4	4	4	0	1	0								0
Expanding (Advanced)	2	8	3	3	3	4								0
Commanding (Proficient)	9	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The early literacy skills of ELLs are assessed with NYSTITELL, MOSL ,NYSESLAT, and AIMSWEB. ELLs in grades K-2 are also assessed, on a continual basis with the computer-based program I-Read. Ongoing assessment of running record is also part of Fountas and Pinnell. ELLs are also assessed through the year in Fountas and Pinnell running records and progress is tracked through the benchmarks of ELA and Math Rally Tests .
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
There are two patterns in our NYSITELL abd NYSESLAT data. First, students are making progress in English proficiency as they advance through the grades. The younger students cluster at lower proficiency levels, while upper-grade students ELLs have higher English proficiency. This can be seen in their overall performance when compared with students scores in their NYSITELL. The students intially are weak in their speaking skills when taking the NYSITELL but improve when taking the NYSESLAT. The progression from "entering" in Kindergarten to "comanding" in the upper grades suggests that instruction of ELLs is effective, and our students are acquiring English.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Patterns across NYSESLAT modalities show that our ELLs are stronger in oral language than in written language. As noted, many of the ELLs are proficient in oral English, but still struggle with reading and writing. Deficits in written English are not unique to our ELLs. Many of our native English-speaking students also perform below level in reading and writing, and the school has several programs in place to address these needs. ELLs receive the same curriculum as non-ELLs, and are not segregated for instruction. Any instructional supports available to non-ELLs are also available to ELLs. P.S. 146 is an RTI school. This means that we consider each child individually, provide evidence-based interventions, and closely monitor students' responses with ongoing assessments. All students, including ELLs, are provided with some level of Tier II and III interventions using programs such as , I-Read, Envision Math, ThinkCerca, MyOn, and guided reading which contiually assess students which are inter- woved into the daily instruction. For our ELLs with strong oral English and poor written English, it is important to leverage their oral skills in support of reading and writing tasks. Encouraging students to speak (in a Think-Pair-Share or KWL or word bank activity) before they read will activate prior

knowledge, including word knowledge, and provide a reading or writing scaffold. Similarly, graphic organizers, which allow for a quick and easy conversion from oral language to written language, exploit students' oral strengths. Comprehension Reading Strategies, I-read, and Foundations builds in oral language that is scaffolded and include phonemic awareness and phonics activities to help build fluency, and comprehension which is very helpful for many of our ELLs.

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?

Our school does not have any other programs but ESL, so our students do not take Native Language Arts assessments. However, Newcomer ELLs in the testing grades are provided with Spanish translations of NYS Math, Science and Social Studies exams. For students with native language literacy, this is very beneficial. However, many Newcomers who are provided with this accommodation still do poorly on exams, because they are Newcomers and have not received enough of the content area to meet standards. Teachers, administrators and other members of school leadership use the results of ELL Periodic Assessments to monitor ELL's progress in the acquisition of English and to identify areas of skills that need to be retaught or reinforced for particular students. However, the ELL Periodic Assessment are just one of many tools that we use to do that. Most of the literacy and math programs used in the school generate students' data to monitor progress, and these assessments are more frequent, and more detailed than the Periodic Assessment results. Although, we consider the Periodic Assessments as one of our assessment tools but it is not our most useful tool for measuring ELL's progress. The ELL Periodic Assessment is valuable in familiarizing the ELLs with the format of the NYSESLAT exam, and allow the opportunity to practice the test's directions and tasks.

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](#).]

RTI for ELL students is designed to add layers of support to the standard core curriculum. These layers of support diminish or increase over time according to the students' needs. The ELL students are given the AIMSWEB assessment which is an universal screening. This give the teachers clear indicators of tier I, II, and III in specific domains based on the benchmarks. Once the students are flagged as being at risk a plan of instructional support will be delivered to the students with language support services. Voyager Passport and Ticket To Read ELA RTI programs. There is an initial assessment for the tier III students identify in Aimsweb. ELL students are included and are instructed in a group of 8-10 students. will be taught through small group instruction. The instruction is differentiated by the the children skill level. This instruction addresses native and second language concerns by identifying lack of specific skills or deficiencies for support. For Voyager there is interaction with student and teacher with meaningful discussion and guided reading which allow development of second language skills. Ticket To Read is an online program that is differentiated at the children reading level. Both programs generate data. Four times for the year, data is sent home to parents for to inform them of the ELLs progress. ELA RTI has demonstrated improvement in ELLs comprehension of the core subjects and reduce the referral rate.

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

When planning instructional lessons, the teacher has to consider how to include several supports that will enhance and enable the ELL students second language development. This is done through the use of collaborate learning, vocabulary work before a reading, the use of pictures and real world items, songs, chants, and TPR. By using these ESL methods, the ELL students will be better able to comprehend the instruction that is being taught. The teachers that have ELL students in their classrooms incorporate these methods in their palnning. All other content area teachers use various forms of these methods in their teaching.
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?

P.S.146 does not have a dual language program.

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

The way in which we measure the success of our ESL program in the NYSESLAT scores that our students obtained. In 2015 NYSESLAT scores showed that the majority of our students moved up a level while nine students tested out. We measure the success of our ESL program by the growth and achievements of our students. We also measure success as full integration of ELLs, with full access to all resources in the school. We measure success in our parent surveys, by the number of parents who choose to place their children in our ESL program, and by the lack of barriers to the school for immigrant parents. We measure success by the development of our teachers, and their growing confidence and expertise in teaching ELLs. Most importantly, we measure success by the progress we see in our students, as they work toward their short and long-term goals.

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.

Potential ELLs are identified at registration. Every new registrant is met by the school's licensed ESL teacher, who assists with the completion of the HLIS and conducts an initial assessment of the entering student. If the registering student is new to the NYC school system, the parent completes a HLIS, with the assistance of a licensed ESL teacher. The form is available in English, Spanish, French, and many other languages to match our community's needs. The ESL teacher assists the parent with the HLIS, and conducts a brief interview about the student's home language and previous schooling. Translation into Spanish or French is provided by the ESL teacher or other bilingual staff. Translation into lower-incidence languages may be provided by parent volunteers, or if necessary, school staff can contact the DOE Translation and Interpretation Unit for assistance. If the registering student is not new to the NYC school system, information about home language, previous assessments and service entitlements status is retrieved from previous school records and/or the ATS system. Students registering that have been enrolled in a school outside of NYC or NYS for two or more years that were previously enrolled in NYC must complete the entire ELL identification process including determination of the home language. All entering students, including potential ELLs, are given an initial assessment to help guide class placement. The assessment is given by the ESL teacher as part of the registration process. Tasks address all four language modalities: students are asked to describe a complex picture and answer questions about it, read aloud from leveled texts, answer comprehension questions, and provide a brief age-appropriate writing sample. If the HLIS indicates that the student's home language is other than English, the NYSITELL is administered within 10 days of registration. These tests are scanned through ATS to determine eligibility for services. Students who qualify for language services by their home language and the NYSITELL, are (subject to parent choice) provided with ESL services, as described in this document.

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).

Registering students are given an initial assessment that addresses the four modalities: Students are asked to describe a complex picture and answer questions about it, read aloud from leveled texts and answer comprehension questions, and a brief age-appropriate writing sample. These assessments will help to determine if the student is a SIFE student.

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).

Students with disabilities that have IEP and home language other than English must have their English language development reviewed by The Language Proficiency Team. This team will recommend if the student will take the NYSITELL or not. This team consists of the school psychologist, social worker, IEP teacher, ESL teacher, and the Assistant Principal.

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 every NYSITELL report is scanned, the ESL teacher prints an RLAT report that has the entitled and non-entitled students for language services. From this report, the entitlement and non-entitlement letters are then printed and distributed to the parents and a copy of the letter is placed in the student cumulative record.

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).

The ESL teacher notifies the parents of their child's eligibility for ELL services and provides information and program selection through parent orientations. After the parents are informed of all three program models, they must return the completed and signed form within five school calendar days. Schools are responsible for entering parent choice as indicated on the Parent Survey and Program Selection form. ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. If the parent chooses an option that is currently available in the school, the school must place the student in that program immediately and provide the student with a full schedule. If the parent's choice is not available in the school, the school must inform the parent that the selection is not available at the school, provide the parent with the following two options, and maintain the parent's response. The school can keep the student enrolled at the current school in an available program or transfer the student to a different school where the parent's selection is currently available.

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.

The parents are interviewed when they are filling out the HLIS. It is at this point that the ESL teacher assist them in either Spanish or French with the help of school staff. Translation into lower-incidence languages can be provided by parent volunteers. The office of DOE Translation and Interpretation Unit can also be contacted if needed. At the parent orientation meeting, these options are also provided along with the Parent video that is available in different languages.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ESL teacher contacts parents and make various appointments with the parents to make sure that the Parent Surveys and Program Selection forms are returned. The ESL teacher also meets with the parents during the drop off and pick up time of school ensure the timeliness of getting back the survey.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
All of our forms have been returned in a timely fashion, but if it were to happen , the students are placed in ENL. The survey is then counted toward minimum thresholds established by NYSED's CR Part 154 that require the opening of a bilingual program.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL teacher contacts the parent and notifies them of the placement letter and informs them that the letter is being sent home. The teacher then will contact the parent if the letter is not returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Parent Survey and Program Selection forms are kept on file at the school. Parents of ELLs with continuing entitlement to language services are kept on file at the school. Other letters sent to the parents are non-entitlement letters, which are sent to incoming students identified as potential ELLs who test out of services of NYSITELL. A non-entitlement letter is sent to parents of ELLs that achieve proficiency on the NYSESLAT. A placement letter is also sent to parents of newly-entitled ELLs after they have completed the Parent Survey and Program Selection form. Each of these letters are sent in the parent's home language. Copies of all letters are kept on file at the school and a copy is placed in the students records.
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.
ELLs are assessed annually with the NYSESLAT in accordance with NYSED and NYC DOE guidelines. The ATS report that is used to determine the NYSESLAT eligibility of these students is in the RLER report. The NYSESLAT is administered to students singly (for the speaking tasks) or in small groups of 18 or fewer, by the ESL teacher and the team, in the ESL classroom. The ESL classroom is in testing condition, with charts and other materials covered and desks separated in rows. A "Testing Do Not Disturb" sign is posted on the door. All school staff are informed of the testing schedule by memo, and announcements are made requesting quiet around the ESL classroom during testing. All ELLs who fall within a NYSESLAT grade band may be grouped together for testing, including newcomer, SIFE, and long-term ELLs and ELLs who are SWD. Testing is scheduled as early in the day as possible, and without disrupting student's regularly scheduled lunch times or dismissals. Testing materials are kept secure, and testing is conducted with strict adherence to the guidelines set out in the NYSESLAT materials and memoranda.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Parents of ELLs with continuing entitlement to language services are sent a letter, in their home language, informing them of their child's continuing entitlement.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents of ELLs overwhelmingly choose ESL . In 2015-2016, we have 16 newly-entitled ELLs, and all parents have chosen on ESL program. The parents say that they want their child to learn English in school and that they will teach the home language at home.

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.

ESL instruction is delivered through push-in and pull out sessions. The ESL students that are pulled out to the ESL classroom are provided with supplemental instruction that addresses their particular needs. Grouping is heterogenous, mixing ELLS at all proficiency levels. Push in ESL is with grades K and 1 with the classroom teacher. Pull out in ESL groups is with combine adjacent grades of 2-3 or 4-5 students grouped together. ESL groups are also mixed together with special education and general education ELLS.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P.S.146 has one fully-certified full-time ESL teacher serving 52 ELLS and 9 former ELLS. Students at the Entering and Emerging levels receive eight periods of ESL instruction per week which is 360 minutes. Transitioning and Expanding students receive four periods of ESL instruction per week which is 180 minutes. Commanding students receive two periods of ESL instruction per week which is 90 minutes.
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.

ESL is delivered in pull-out sessions that allow ESL instruction to address specific needs of ELLS and to use supplemental materials and resources in the ESL classroom. These pull-out sessions allows the use of ESL teaching methods that might not be appropriate for the English proficient students, such as read-alouds, vocabulary study activities, or songs and chants. The push-in sessions allow the ESL students to be taught content-based lessons with their classrooms that ensure that they do not miss important lessons.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Ells with a Spanish language background are assessed with the NYSITELL upon arrival in a NYC school. The NYSITELL provides a formal measure of the student's Spanish literacy. For ELLs with non-Spanish backgrounds, teachers conduct informal assessments by asking students to read or write in their native language. Although we do not provide instruction in languages other than English, we understand that measuring a student's native language proficiency is important, because research shows that higher native language literacy supports success in second language acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The way to ensure that the ELLs are being appropriately evaluated in all four modalities is to have various activities throughout the classroom instruction. The use of Think-Pair-Share, partner and group work enable the ELL students to use their listening and speaking skills while providing a method of evaluation for the teacher, Other activities that can be used for assessment would be shared reading and writing activities. These activities would provide the ELL students with a way to use their reading and writing skills while providing a method of evaluation for the teacher. The other ongoing assessments that the ELL students would have throughout the school year would include I-Read, Aimsweb, Fountas and Pinnell, and Envision Math. These programs would provide the assessments that would be needed in order to appropriately evaluate the ELL students in listening, speaking, reading, and writing.
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
 - a. SIFE students are identified at registration by the ESL teacher. SIFE students are placed in an age-appropriate class and given all appropriate intervention services. Subject to home language, NYSITELL results and parent program choice, the student is given ESL support for a minimum of 360 minutes a week. SIFE ELLs receive pull-out instruction, where they are grouped with other Newcomer ELLs and given basic English instruction and practice that they need. P.S. 146 currently have no SIFE students.
 - b. P.S. 146 is an elementary school, and most of our Newcomers ELLs are in the lower grades K-2. Most of these students are given ESL support with their grade-level group at the appropriate levels indicated by NYSITELL or NYSESLAT data. As

described in 2 and 3 above, ESL is delivered in push-in and pull-out sessions. This ensures that the ESL instruction targets their particular needs. Newcomer ELLs in the lower grades who have had prior schooling, and have some literacy in their home language are grouped together with Newcomer ELLs in the upper grades who are within 2 years of arrival. This group is taught basic vocabulary and survival English, as well as academic English and given native language support for instruction in content areas. Materials in the ESL classroom include computer workstations and multi-lingual library of fiction and non-fiction books, support Newcomer instruction. Newcomers may be asked to read or write in their home language or demonstrate understanding of material through a picture of a physical response. Newcomer ELLs are given all possible supports such as same curricula, intervention services, and supplemental instruction to prepare them for the NYSESLAT test. Newcomer ELLs who are within their first year and are in testing grades are not required to take the state ELA exam. They do have to take the State Math exam and if they are in fourth grade, the State Science exam. These Newcomers are provided with the appropriate testing materials and supplemental instruction such as extended day sessions that emphasize reading and writing in these subjects in small group instruction. They are also provided with testing accommodations for these formal assessments, along with any native language testing materials.

c. Developing students are provided with the ESL supports with their grade-level group at the appropriate level indicated on the NYSESLAT. As described in #3, ESL instruction is delivered in push-in and pull-out sessions, content areas are addressed, a variety of ESL researched based teaching methods are used, and data is used to target instruction.

d. There are three long-term ELLs at P.S. 146. We are a K-5 school, and students are placed in a grade according to their age, long-term ELLs are 5th graders who have repeated a grade at some time in their schooling. Most of these students are Proficient in oral English, but not in written English, although they are typically at an Advanced proficiency in Reading/Writing on NYSESLAT. These students are given ESL support with other ELLs on their grade, and in pull-out sessions, and are provided with any intervention services available in the school to address their identified needs.

e. Former ELLs are now required to have two years of supplemental ESL services that consist of 90 minutes of instruction per week. They are also provided with two years of testing accommodations.

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.

Students who are re-entering after having been enrolled in a school outside of NYC or NYS, are required to have a new HLIS form filled out by their parents. Students who re-enter NYC public schools and or NYS schools for less than two years will continue in the ELL status in effect at the time of discharge from the NYC and or NYS public schools.

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?

Students in self-contained Special Education classes, including ELL-SWDs, take part in the same curriculum as general education students, and are offered all of the same materials and programs that are offered to general education students. These materials are RALLY, ReadyGen, Envision Math, guided reading materials, Think Cerca, and Strategies for Writers. Special Education classrooms teachers and the ESL teacher of ELL-SWDs use instructional strategies (e.g., Chunking, content and scaffolding) to support mastery of content area knowledge. English language development is supported by ESL/SWD teaching methods, including building word banks, working with graphic organizers, and explicit study of English grammar and writing conventions.

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?

In order for our ELL-SWDs to achieve their IEP goals and attain their English proficiency, several instructional pieces are used. The first thing that is done in order for the students to achieve their goals is for the ESL teacher to not only read the ELL-SWDs IEP goals, but to utilize the entire IEP. The IEP contains the strengths and weakness of each student, along with the type of learner that student may be. With this in mind, the ESL teacher then begins to construct instructional plans that will help these students. These instructional plans include the use of small group instruction, guided reading, visual aids, total physical response, graphic organizers, vocabulary development, re-wording of instructions and the use of audio visual aids. We also utilize many online programs such as I-Read, Reading A-Z, AIMSWEB, and Myon. Out of classroom personnel such as SETTS for at risk students, RTI services for students struggling in math provide help for these students as well. Our ELL-SWDs in grades 3-5 are included in our academic after school academy which focuses on reading skills, and mathematics. All of these things helps to ensure that our ELL-SWDs are able to achieve their IEP goals and attain their English proficiency.

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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



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

Chart

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

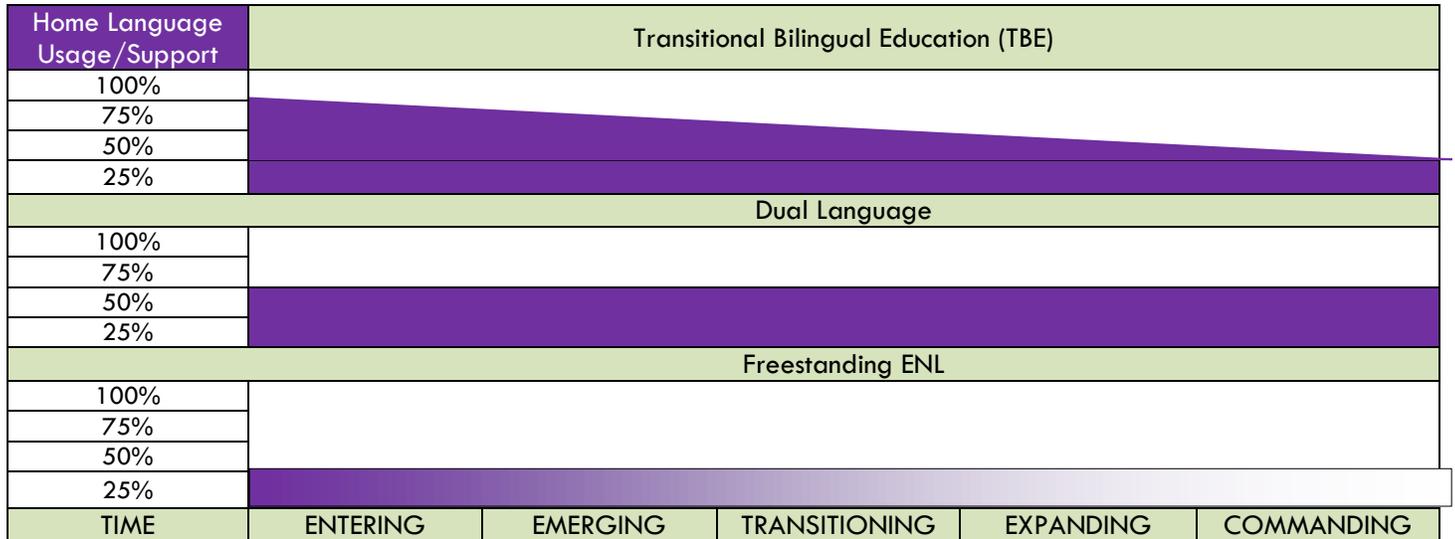


*Note “other approved services” does not apply to New York City at this time.

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. ELLs may participate in any appropriate targeted intervention program available to any other student at P.S. 146. Since 2010-2011, the Response to Intervention instructional framework began and continues to provide interventions, and monitor students' responses to those interventions with the use of the Passport and Ticket to Read programs. The Envision math programs had materials that are used to reteach and assess students to target any problem areas that need help. The Harcourt Science program has intervention and reteaching materials to assist the students using pictures, real world items, and Smart board activities. All students including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
In our current program, the ELL students needs are being met by several different methods. As stated previously, students at the entering and emerging levels are receiving eight 45 minute periods of ESL per week. The students that are transitioning and expanding are receiving four 45 minute periods of ESL per week. Within these periods, the students are receiving various forms of ESL methodologies. The use of modeling, think-alouds, partner and group work, think-pair-share, read alouds, and shared reading to promote oral language and listening skills. While the use of brainstorming, graphic organizers, word banks, vocabulary work, on-line programs, and fiction and non-fiction writing helps to promote reading and writing skills. The use of vocabulary review, pictures, real word items, peer partnering also help the ELL students with Social Studies. Small group instruction and the use of manipulatives enhance the ELL students learning in math. Classroom teachers are given a list of their ELL students at the beginning of the year. Cluster teachers are also give a list of ELL students.
12. What new programs or improvements will be considered for the upcoming school year?
No new ELL-specific programs are planned for 2015-2016. However, the school's continued development of its RTI model, and enhancements to instruction using the Common Core Standards, continue to benefit all students, including ELLs.
13. What programs/services for ELLs will be discontinued and why?
No programs have been discontinued in 2015-2016.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are placed in classes with English proficient students, and provided with push-in and pull-out support. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs. ELLs have the same opportunities as English proficient students to participate in supplemental programs. P.S. 146 offers an After School program to all students in grades 3-5, including ELLs. Instruction in After School focuses on supporting students in ELA and Math. Also there is a specific after-school program for grades 1 and 2 ELLs for support on NYSESLAT.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ELLs have the same curriculum as English proficient students (supplemented with push-in, pull-out). Therefore, they are provided with all of the instructional materials that are given to English proficient students. P.S. 146 has a number of instructional programs that include special supports for ELLs and were designed to address ELLs needs. Envision Math (K-5) includes Spanish language materials that we use with Spanish-speaking Newcomer ELLs. SuccessMaker, a computer-based literacy and math program that all grade 2-5 students use, also had Spanish-language components to support Newcomer ELLs in learning content materials. Reading for Real and Reading A-Z provides instructional strategies and activities to improve ELL's reading comprehension and to practice independent reading strategies. Every classroom in grades K-5 is equipped with an interactive white board. The school also has two full-size Technology Labs. The lower-grade Technology Lab has 28 desktop workstations where Pre-K-1 students (including ELLs) work primarily with the Waterford literacy and math programs. The upper-grade Technology Lab has 32 workstations, where grades 2-5 students (including ELLs) work with SuccessMaker and various online tutoring and assessment tools. The students can access the internet for research and projects. ELLs have full access to all technological equipment in the school. ELLs have extra resources in the ESL classroom. There are three desktop workstations. The ELLs use the ESL classroom computers to access the internet for research materials and to obtain materials in English and their home language. The ESL classroom provides many other resources for ELLs. These include a large leveled library of fiction and non-fiction trade books, including texts that address ELL needs, such as wordless books, repetitive and cumulative texts, and phonic readers. There are big books, reference books, and native language books, including Spanish/English and French/English dictionaries and glossaries, and Spanish and French fiction and non-fiction trade books. There is also a large collection of language learning tools and manipulatives, such as picture cards, letter stamps, tiles, word puzzles, language and math games, and realia like play food and money. The classroom is equipped with a globe, maps, and atlases, and other content-area tools to support content-area knowledge. ESL instruction provides as many scaffolds as possible.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

ESL instruction is in English. However, native language support is available. ELLs with native language literacy are provided with bilingual dictionaries(pre-literate ELLs are given picture dictionaries). ELLs also have the use of many Spanish language materials in the ESL classroom, including a large collection of fiction and non-fiction trade books. Several of the literacy and math programs used in the school, including SuccessMaker and Envision Math, have Spanish-language components for Newcomers. Newcomer ELLs are provided with Spanish-language versions of practice and summative assessments in Math, Science, and Social Studies. Spanish-speaking Newcomers are also provided with Spanish-English glossaries to support them in ELA assessments. For Newcomers who have had prior schooling in French, oral translation of assessment materials is provided by a French speaking teacher. If no French-speaking teachers are available, assistance is requested from the DOE's Translation & Interpretation Unit. There are no TBE or Dual Language programs in our school.

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

P.S. 146 has a number of instructional programs that include special supports for ELLs that were designed specifically to address ELL's needs. EnVision math(K-5) includes Spanish language materials that we use with Spanish-speaking Newcomer ELLs. SuccessMaker, a computer-based literacy and math program that all grade 2-5 students use, also has a Spanish-language components to support Newcomer ELLs in learning content material. Reading for Real and Rally are other programs that provide instructional support and activities to improve ELLs reading.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year. The students who enroll throughout the year participate in all the instructional programs that were listed previously (see question 15). In addition to this, ELLs have songs, chants, Total Physical Response, and phonemic awareness games, modeling, vocabulary work and pictures to enhance their comprehension.

19. What language electives are offered to ELLs?

Language electives are not offered at P.S. 146.

20. For schools with dual language programs:

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

P.S. 146 has no dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers of ELLs are provided with professional development (PD) to support ELL instruction. Some PD takes place outside of the school, at meetings and workshops offered by OELL or consultants. Other PD is given inside our school by the certified ESL teacher, staff or outside experts. All staff, including Assistant Principal, ESL teacher, Common Branch teachers, Special Education Teacher, Guidance Counselor and the Parent Coordinator, receive PD related to ELLs. Professional Development takes place in the school on designated days. PD is also given on designated days in November and June.
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?
Professional development on the Common Core Learning Standards is offered to the teachers of ELLs by the Office of English Language Learners throughout the school year. PD about Common Core Learning Standards is given through the school year at designated days (September, November, and at faculty meetings).
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff are supported in assisting ELLs as they transition to middle schools by school administrators, the ESL teacher, the Guidance Counselor, the Parent Coordinator, and the Parent Association. Students and parents are provided with information about middle school applications, and information fairs. Parents with limited English proficiency are assisted by bilingual staff, including an ESL teacher and the Guidance Counselor.
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.
All teachers must have professional development that specifically addresses the needs of English language learners. As prescribed by CR Part 80, all teachers and administrators must have 15 percent of these PD hours, while ESL teachers must have 50 percent that are dedicated to language acquisition, including best practices of co-teaching strategies and integrating language and content instruction. The office of English Language Learners provides PD that address these issues. The ESL teacher will also provide PDs that will address this issue, along with various outside staff.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents, including parents of ELLs are active at P.S. 146. The ESL teacher is in constant contact with the parents in order to provide them with not only information about their students, but to share the best ways in which they can help their students. The parents are aware of their students levels, strengths, weaknesses, and are provided with many different resources for their student to improve their language development. The parents are made to feel that they are in a partnership with the school community to help them with their student.

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.

The ESL teacher keeps a Parent Engagement Binder that records all and any parent interaction that takes place during the school year. These records are then stored in the school.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. All ELL parents are kept in constant communication of school activities through the Parent Coordinator, the teachers, letters home, and the PTA. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit. The school acts as a resource for parents, providing information about services available outside of the school. Information about DOE events, including all workshops aimed at parents of ELLs, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a parent room with a library of resources for the parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges, and CBO's. The school also promotes parent involvement through a number of social events and celebrations. There are annual events such as Father-Daughter dance and Mother-Son dances, Father-Son game night, holiday parties, and the Family Day Carnival effectively draw the parent into the school.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Three CBO's that the school works with are Bronx Works, which provides adult ESL classes, as well as immigration and refugee services, including translation and interpretation, Mercy Center, which offers programs for adults, such as computer training, and can also help with translation and interpretation, and the Catholic Charities of NY, which also offers immigration and refugee services. All of these CBO's also refer out to other organizations for needed services. Parents of ELLs can access any of these CBO's through the school's Parent Coordinator.

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

The needs and wants of parents, including parents of ELLs, are assessed annually through a survey conducted by the Parent Coordinator and Parent Association President. The survey assesses parent satisfaction and levels of involvement, and tries to identify barriers to parent participation. The survey is distributed in English and Spanish, with oral translation in low-incidence languages provided by parent volunteers. In addition to the formal survey, parents are always invited to share their needs and wants through the PA, at monthly meetings, or through the Parent Coordinator. The Principal also maintains an Open Door Policy and encourages parents to share their concerns with her. The ESL teacher focuses on parent of ELLs. Every year, every ELL parent is asked to come in to a Parent Orientation Meeting, to choose a program for a new student or acknowledge continuing services for their child. ESL teacher also monitors the Parent Preferred Language codes collected for the home language survey and support efforts to facilitate communication between the school and the parents of ELLs.

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

Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door policy for all parents. Parents are directly surveyed about their needs. Teachers and administrators reach out to all parents in writing and in person for feedback about their child's education. As described above, we offer a variety of activities, opportunities and services to address the needs of the parents.

D. Additional Information

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

Paste response here:

School Name: P.S.146x Edward J.Collins**School DBN: 08x146**

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)
Janet Ann Sanderson	Principal		10/30/15
Almoree Hercules	Assistant Principal		10/30/15
Yvette Johnson	Parent Coordinator		10/30/15
Annie Arroyo	ENL/Bilingual Teacher		10/30/15
	Parent		1/1/01
Shari McCaine/Grade K	Teacher/Subject Area		10/30/15
Rebecca Begin-Johnson/Grade 5)	Teacher/Subject Area		10/30/15
Ellen Nelson (Math)	Coach		10/30/15
	Coach		1/1/01
Jose Ortiz	School Counselor		10/30/15
	Superintendent		1/1/01
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08x146 **School Name: P.S146 Edward J. Collins**
Superintendent:

Before you begin, please check the following:

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

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

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

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

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

Information about parent's preferred languages is collected on the Home Language Identification Survey, which is completed with an informal interview of the parent's and student. Parent preferred language is entered into ATS. Home language information is also collected on the Emergency Contact Blue Card. In addition, the Parent Association conducts an annual survey of parents that includes question about home languages.

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 languages that our parents prefer are English, Spanish, and French.

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.)

During the school year, the school distributes notices such as school calendars, after-school information, No School notices, PTA meetings, and Parent-Teacher conferences.

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.

The parents have the opportunity to meet with the teachers every Tuesday afternoon from 2:20 -3:00 P.M. to discuss their child's academic progress. The other meetings take place in September for open school night, in November, for parent-teacher conference and in March for parent-teacher conference. The other meetings may occur when the teacher makes appointments with the parents to discuss other concerns.

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.

The school has notices that are translated into the preferred parent languages for the students two weeks before the notices are handed out. If there is a language that is needed to be translated that we do not have, the office of Translation and Interpretation will be used to assist us as needed.

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.

If at any time, a need for interpretation of any documents are needed, the school will contact the office of Translation and Interpretation in order to provide the assistance that we would need to translate the notice that is needed, in the language that is needed.

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.)

The teachers are provided with the Chancellor's Regulation A-663 in their teacher's handbook at the beginning of the school year during the first staff meeting.

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

To fulfill Section VII of Chancellor's Regulations A-663, we will inform parents of their right to have translation and interpretation services at the school, and give them the information about how to get translation services. We will inform parents in a written communication (in English, Spanish, and French), and also post the information in the school lobby, the Guidance Counselor's office, and the Main office. Staff and Parent Association Officers will be informed about parents rights, and about available translation resources, so that parents are not prevented from communicating with the school's administration solely by language barriers.

Part F: Monitoring and Quality Control

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

The school gathers feedback from parent surveys, parent-teacher meetings, phone calls, letters, and PTA meetings.