2018-19

COMPREHENSIVE EDUCATIONAL PLAN
(CEP-CS)

DBN: (i.e. 01M001): 31R046

School Name: P.S. 046 ALBERT V. MANISCALCO

Principal: ANDREA MAFFEO
Comprehensive Educational Plan (CEP) Outline

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# Section 1: School Information Page

## School Information

<table>
<thead>
<tr>
<th>School Name: The Albert V. Maniscalco School</th>
<th>School Number (DBN): 31R046</th>
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</thead>
<tbody>
<tr>
<td>BDES Code: 3531000010046</td>
<td></td>
</tr>
<tr>
<td>Grades Served: Pre Kindergarten - Grade 5</td>
<td></td>
</tr>
<tr>
<td>School Address: 41 Reid Avenue</td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-987-5155</td>
<td>Fax: 718-987-1703</td>
</tr>
<tr>
<td>School Contact Person: Andrea Maffeo</td>
<td>Email Address: <a href="mailto:amaffeo@schools.nyc.gov">amaffeo@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal: Andrea Maffeo</td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader: Eileen Schmidt</td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President: Grelon Williams</td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson: Margaret Guzowski</td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson): Stacey Benedetto</td>
<td></td>
</tr>
<tr>
<td>Student Representative(s): None</td>
<td></td>
</tr>
<tr>
<td>CBO Representative: None</td>
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</tr>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District: 31</th>
<th>Superintendent: Anthony Lodico</th>
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<tbody>
<tr>
<td>Superintendent’s Office Address: 715 Ocean Terrace Staten Island, NY 10301</td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address: <a href="mailto:ALodico@schools.nyc.gov">ALodico@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Phone Number: 718-420-5667</td>
<td>Fax: 718-420-5677</td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)

| FSC: Staten Island | Executive Director: Kevin Moran |
Executive Director’s Office Address: 715 Ocean Terrace Staten Island, NY 10301

Executive Director’s Email Address: KMoran2@schools.nyc.gov

Phone Number: 917-755-7339  Fax: 718-420-5677
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrea Maffeo</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Eileen Schmidt</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Grelon Williams</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Stacey Bernedetto</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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</tr>
<tr>
<td>None</td>
<td>CBO Representative, if applicable</td>
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</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Jessica Occhipinti</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Patricia Gigante</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Laura De La Cruz</td>
<td>UFT</td>
<td></td>
</tr>
<tr>
<td>Blanca Beltre</td>
<td>PTA</td>
<td></td>
</tr>
<tr>
<td>Christine Gloster</td>
<td>PTA</td>
<td></td>
</tr>
<tr>
<td>Gerri Ann Kelly</td>
<td>PTA</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
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</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community.

This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a report, entitled Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students.

The Framework for Great Schools and CEP Development

The Framework for Great Schools encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor’s Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans that align with
the first five elements of the Framework for Great Schools (listed below). The sixth element, Trust, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction:</strong> 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment:</strong> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers:</strong> 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership:</strong> 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties:</strong> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust:</strong> 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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

**Section 4: CEP Overview**

1. What is your school’s mission statement?

| The mission of P.S. 46R is that, in harmony with the home and community, all students will attain Common Core Standards in education that will provide them with the essential knowledge, creative abilities and social development to become productive citizens. |

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2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

PS 46R is a small Pre-Kindergarten through fifth grade Title I elementary school located in the South Beach section of Staten Island. The school serves a diverse population from low to middle income households. P.S. 46R has 11% English Language Learners, 33% students with special needs and 72.3% of the students are eligible for free lunch. The school is committed to being an open and accessible school creating an environment which provides rich experiences and a spirit of inquiry in all areas of academia. Students are engaged in developing community, societal responsibilities and philanthropic activities. Parents can easily meet with the principal, assistant principal, and teachers. Staff and counselors discuss issues and concerns to support all students. The school works in tandem with parents to achieve student success, meet the Common Core Standards and make sure students are college and career ready. Parents are involved in decision making policies, advocate for the school, and support activities, events and school programs.

The administration and teachers collaboratively work to develop teaching strategies that motivate and keep children intellectually engaged and challenged. A solid foundation of knowledge in content areas is designed, based on the Common Core Standards. The teaching staff provides all students with classroom instruction which meets their learning needs and strengths. Professional development allows teachers to remain on the cutting edge of changes in education based on societal needs and projections. During 2018-2019 school year we will deepen our study of mathematics. P.S. 46R will have one teacher trained in the Algebra 4All methodology. One teacher from grades two, three and four will attend monthly training conducted by the Field Support Center (FSC) in mathematics. This training called "Divide and Conquer is designed to a bridge to the Algebra 4All training for the lower grades. P.S. 46R will also have three days of summer training in mathematics provided by the National Training Network (NTN) We will also continue the work that has already been started in English Language Arts with the Core Collaborative. Highly qualified teachers are then able to bring to their students the skills and talents they need to become productive members of society.

Assessment is an integral component of the educational process used to guide and inform instruction. The school uses a variety of assessments, both formative and summative, to drive our educational process. Current practices and differentiated learning strategies are enhanced through assessment data. The work of Paul Bloomberg’s Core Collaborative will be the focal point of strengthening the use of formative assessments. Data will be studied and curriculum will be adjusted based on student trends. In ELA, teachers will use Goal Book Pathways to monitor progress towards the CCLS using pre and post assessments. In Mathematics pre and post GoMath unit tests will be analyzed. Teachers will also use additional assessments, such as periodic assessments in ELA and math, Accelerated Reader, Accelerated Math, Star Reading, and TC Writing to have multiple sources of data to inform instruction.

The school offers services for students at risk of not meeting the Common Core Standards, ENL students, and Special Education students. P.S. 46R has a Title III After School Program to afford ENL students additional instruction in English Language Arts that will be in session from November 2018 until May 2019. Last year P.S. 46R, through a 21st Century Grant was awarded an after-school program run by the YMCA. This program, still in its infancy, will include educational support, social and emotional support as well as physical activity and the arts. It will be in session every day from 2:30-5:30 and is open to 150 students based on varying activities. This program will run everyday from September to June. P.S. 46R will also offer an after-school tutoring and test prep program for students from grades 1-5. This program will run on Wednesdays and Thursdays from 2:30PM - 4:30PM beginning in November and ending in early May.

PS 46R values the significant role the Arts provide in enhancing the educational achievement and emotional and social development of all students. As part of the school’s core academic subjects, the teachers, in collaboration with the art teacher, parents, administration, and community agencies work to provide a sequential and comprehensive arts program. During the 2018-19 school year Councilman Matteo provided P.S. 46R with an art grant for an after school program with the Staten Island Children’s Museum. Matteo’s after-school art program will continue in the 2018-2019 school year.
Students at P.S. 46R are engaged in community activism and philanthropic endeavors such as the March of Dimes, Cespino-Russo Post No. 1544, Bread of Life. Through our work with these organizations we teach the children the meaning of philanthropy, altruism and community service.

In order to grow healthy minds and healthy bodies P.S. 46R was fortunate to receive a PE Works grant for the 2016-2017, 2017-2018 and 2018-2019 school year. This grant helps to monetarily support the school by partially funding a licensed physical education teacher who works with all of the students on health, nutrition and physical activity. The teacher also received a grant that created an after school nutrition club and gardening program. The PE teacher partnered with Reebok to create a morning walking program called "Boox".

The Albert V. Maniscalco School provides a strong foundation for learning, citizenship, and global participation. PS 46R stays informed of educational trends and types of educational programs and expertise that our students will need to be college and career ready. P.S. 46R has many strengths to offer to the students. Although P.S. 46R is a small school, every child feels comfortable and supported by the staff. The staff knows all of the students’ needs and works to support them. As evidenced by the School Survey, all teachers feel that high expectations are set for students by administration and staff and the belief is that all students can learn. Teachers trust each other and administration to do what is best for the school. As evidenced by the Elementary School Quality Snapshot all students were reported as good on Student Progress on the State English Language Arts Test and Fair on the State Math Test. Also noted on the Quality Snapshot is that all student progress for English Language Arts and Math was reported as excellent for lowest performing students. Based on an analysis of the data one weakness is in relation to student achievement. Although students are making steady progress not enough are achieving a level 3 or 4 on English Language Arts and Math state tests. On the 2016-2017 State ELA exam 32% of the students scored at or above the state standard. This is a 4.8% gain in students meeting the standard in ELA when compared to the 2015-2016 State ELA exam. On the 2016-2017 State Math exam 30% of the students scored at or above grade level. This is a 2.1% gain in students meeting the standard in math.

3. Describe any special student populations and what their specific needs are.

P.S. 46R has a large special education population. The school has 69 students with special needs. This is 33% of the school's population. Students are identified as Learning Disabled, Autistic and Emotionally Disturbed. Many of the students also have social and emotional needs that effect their instructional abilities.

4. Identify 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.

After analyzing data in relation to student achievement, the staff and the administration of P.S. 46R, will focus on the formative assessment process to help students to achieve the Common Core Standards. Through collaboratively developed curriculum maps, unit planning and revision of lessons in ELA, writing and math, teachers and administrators will reflect upon the impact of the work to decide which items to cut, keep and/or create while keeping in mind the lens of the standards and instructional shifts. The instructional focus is to engage in a school-wide initiative to increase growth in reading comprehension, by building a wide range of reading strategies to use across all content areas.

The 2017-2018 School Quality guide from 2017 to 2018 reported that rigorous instruction was rated 3.35 that was a 1.13 gain from 2017 from 2.21 to 3.35. This was the area that the school showed the most progress. We also improved in the following areas; Collaborative teaching went from 4.22 in 2017 to 4.32 in 2018, Supportive environment went from 2.42 in 2017 to 2.72 in 2018, Effective School Leadership went from 3.67 in 2017 to 4.40 in
2018, Strong Family ties went from 3.75 in 2017 to 3.87 in 2018 and Trust went from 4.41 in 2017 to 4.77 in 2018. The staff of P.S. 46R will work collaboratively to ensure that all students receive a high quality education that will set the student on the path to be college and career ready.
<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,OK,01,02,03,04, 05</th>
<th>Total Enrollment (2017- 18)</th>
<th>269</th>
<th>SIG Recipient (Y/N)</th>
<th>No</th>
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<tbody>
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<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
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<td>Self-Contained English as a Second Language</td>
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<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
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<td># SETSS (ELA)</td>
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<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
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<td># SETSS (Math)</td>
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<td># Integrated Collaborative Teaching (Math)</td>
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<td>School Configuration (2017-18)</td>
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<td>% Reduced Lunch</td>
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<td>% Limited English Proficient</td>
<td>12.6%</td>
<td>% Students with Disabilities</td>
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<tr>
<td>Racial/Ethnic Origin (2017-18)</td>
<td>% American Indian or Alaska Native</td>
<td>0.4%</td>
<td>% Black or African American</td>
<td>14.5%</td>
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</tr>
<tr>
<td>% Hispanic or Latino</td>
<td>40.9%</td>
<td>% Asian or Native Hawaiian/Pacific Islander</td>
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</tr>
<tr>
<td>% White</td>
<td>34.6%</td>
<td>% Multi-Racial</td>
<td>1.5%</td>
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</tr>
<tr>
<td>Years Principal Assigned to School (2018-19)</td>
<td>12.63</td>
<td># of Assistant Principals (2016-17)</td>
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</tr>
<tr>
<td>% of Teachers with No Valid Teaching Certificate</td>
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<td>% Teaching Out of Certification</td>
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<tr>
<td>% Teaching with Fewer Than 3 Years of Experience</td>
<td>4%</td>
<td>Average Teacher Absences (2014-15)</td>
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<tr>
<td>Student Performance for Elementary and Middle Schools (2017-18)</td>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>31.7%</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>29.4%</td>
<td></td>
</tr>
<tr>
<td>Science Performance at levels 3 &amp; 4 (4th Grade) (2016-17)</td>
<td>86%</td>
<td>Science Performance at levels 3 &amp; 4 (8th Grade) (2016-17)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Performance for High Schools (2016-17)</td>
<td>ELA Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>Mathematics Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Global History Performance at levels 3 &amp; 4</td>
<td>N/A</td>
<td>US History Performance at Levels 3 &amp; 4</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Year Graduation Rate</td>
<td>N/A</td>
<td>6 Year Graduation Rate (2011 Cohort)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regents Diploma w/ Advanced Designation</td>
<td>N/A</td>
<td>% ELA/Math Aspirational Performance Measures (2015-16)</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall NYSED Accountability Status (2018-19)</td>
<td>Reward</td>
<td>No</td>
<td>Recognition</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>In Good Standing</td>
<td>Yes</td>
<td>Local Assistance Plan</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus District</td>
<td>Yes</td>
<td>Focus School Identified by a Focus District</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Priority School</td>
<td>No</td>
<td>Focus Subgroups</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)**

### Elementary/Middle School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Yes
  - Multi-Racial: N/A
  - Limited English Proficient: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Yes
  - Multi-Racial: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Science (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Yes
  - Multi-Racial: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - ALL STUDENTS: N/A

### High School

- **Met Adequate Yearly Progress (AYP) in ELA (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Yes
  - Multi-Racial: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Yes
  - Multi-Racial: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - ALL STUDENTS: N/A

- **Met Adequate Yearly Progress (AYP) in Graduation (2016-17)**
  - American Indian or Alaska Native: N/A
  - Black or African American: N/A
  - Yes
  - Multi-Racial: N/A
  - Asian or Native Hawaiian/Other Pacific Islander: N/A
  - ALL STUDENTS: N/A
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The staff of P.S. 46R is diligently working to provide students with rigorous instruction aligned to the Common Core Standards. Teachers and staff continually analyze data of individual students to inform instruction. In analyzing state testing data in both reading and math, students are making progress however, the majority of the students are still not meeting the standard, 32% in ELA and 30% in Math. The Elementary School Quality Snapshot revealed that the lowest performing students in both ELA and Math are making the most progress.

P.S. 46R has many strengths, including an experienced staff that work together to review instruction and provide the best quality instruction for students. Go Math is utilized to provide rigorous instruction while supplementing where necessary to meet student needs. This year while we are still using ReadyGen, we are revising curriculum maps, units and lessons to better meet the needs of our students. We are also implementing the TC Writing Project to improve student writing. Collaboratively the teachers will work to align ReadyGen and the TC writing Units. During 2018-2019 school year we will deepen our study of mathematics. P.S. 46R will have one teacher trained in the Algebra 4All methodology. One teacher from grades two, three and four will attend monthly training conducted by the Field Support Center (FSC) in mathematics. This training called "Divide and Conquer is designed to a bridge to the Algebra 4All training for the lower grades. P.S. 46R will also have three days of summer training in mathematics provided by the National Training Network (NTN).

In reviewing Advance data, specifically observations, formative and summative assessments, the 2014 - 2015 Quality Review Report and principal performance observation recommendations, a priority appears to be a need for more scaffolding, differentiated and rigorous instruction. Although teachers analyze data there is a need for the data to be more consistent and aligned vertically and horizontally to identify trends, strengths and weaknesses in pedagogy which will result in increased student performance.

As per the Quality Review the school’s area of celebration was rooted in the grade level impact teams that use structured protocols to identify a problem of practice and collaborate to strengthen their instructional practice which leads to rigorous instruction.

Part 2 – Annual Goal
Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019, there will be a 10% increase (a total of 6 students) including SWD and ENL students moving from level 2 to level 3 as measured on the State English Language Arts and a 10% increase (a total of 9 students) including SWD and ENL students moving from level 2 to level 3 on the State Mathematics test.
## Part 3a – Action Plan

### Activities/Strategies

Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

### Target Group(s)

Who will be targeted?

### Timeline

What is the start and end date?

### Key Personnel

Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the 2018 – 2019 school year teachers of all grades and subjects will work collaboratively with administration, and each other to improve learning in English Language Arts and Math for all students. In order to achieve this goal we will use a strategic comprehensive assessment system using multiple measures of data. After analyzing the NYC DOE’s June Instructional reports and Item Skills Analysis. The standard that the city out preformed P.S. 46 was R.L.2 (central message). One such measure will be to benchmark the school's identified priority standard R.L.2. School wide it will be measured 4 times a year, using a common standard assessment from Goalbook Pathways. Together the findings will be analyzed during our Impact teams meetings. Teachers will be provided with professional development on informative and summative assessments using data to make informed instructional decisions in ELA, Math, and all content areas. During common planning and teacher team meetings, teachers will make necessary adjustments to the curriculum maps, units and lesson plans, TC Writing and Go Math based on analysis of student data. A focus on the domain operations and algebraic thinking will be tracked using GoMath baseline and benchmark assessments. Teachers will be using descriptive feedback using success criteria and rubrics as well as self and peer assessment. Cycles of learning walks (September-November, December-February and March-June) using a lesson study protocol will provide data that will be used to inform discussions and insure pedagogical shifts.</td>
<td>All teachers and paraprofessionals</td>
<td>Implementation will be ongoing learning cycles.</td>
<td>Principal, Assistant Principal and all teachers</td>
</tr>
</tbody>
</table>

| Professional Development will be provided for staff on strategies to address the needs of students with disabilities and English Language Learners. Staff will be provided with differentiated methods of instruction to meet the needs of these students based on formative and summative assessments. The data will be used to create a variety of groupings including English Language Learners and Students with Disabilities. These groupings will provide instruction that allows students to work towards | All teachers and paraprofessionals | Implementation will be ongoing learning cycles. | Principal, Assistant Principal, and all teachers |
meeting the standards. The SETSS and ENL teachers will push-in to model different methods for the classroom teachers. In addition, P.S. 46R will be a Computer Science 4All and Algebra 4 All school. Grades 2-4 will also be involved in the FSC professional development "Divide and Conquer". A partnership with NTN for Algebra 4 All is providing PS 46 with year long professional development to address the teaching of mathematics for teachers in grades K-5.

The Parent Coordinator and other school staff will attend regularly scheduled parent/guardian meetings to share information and respond to questions and inquiries. P.S. 46R will build the capacity for strong parent/guardian involvement through various Parent/Guardian Workshops, PTA meetings, Grade Specific Newsletters, after school parent engagement, literacy nights, social media and other educational functions.

Teacher Teams will meet twice a month to collectively look at student data during Impact team meetings. Teacher team newsletters, parent/guardian newsletters, surveys and oral and written feedback will keep all constituencies informed as to strategies implemented to support student needs.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Monthly PTA meetings are held and the school community is invited to attend. Key personal responsible for implementation Principal, Assistant Principal and parent coordinator.

### Part 4 – Budget and Resource Alignment

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

The following resources will be used to implement this action plan:

- **Human Resources**
  - Principal/ Assistant Principal
  - All Teachers and staff
Instructional Resources

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

Schedule Adjustments

- Common preps for planning
- Monday and Tuesday after school professional learning

| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. |
|---|---|---|---|---|---|---|---|---|
| X | Tax Levy | X | Title I SWP | | Title I TA | X | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21st Century Grant | | SIG | | PTA Funded | | In Kind | X | 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 2019, as a result of teachers’ effective use of data-based student groupings and other data-based instructional strategies, there will be a 2% increase in the number of all students who will score at least level 3 on the mid year ELA and math periodic assessment. In addition, by the end of February 2019, the benchmark will be compared to the Periodic Assessment baseline in both ELA and math to determine the number of students projected to meet the state standard on the State ELA and Math exams. This data will be used to predict meeting the goal of 4% increase in the number of students, including Special Education and English Language Learners, scoring a 3 on the State English Language Arts and Math tests as measured by the state standard will be achieved.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

<p>| Teachers College Running Records in ELA K-5 |
| 3-5 ELA/Math Periodic Assessments |
| Pre and Post chapter tests in Go-Math |</p>
<table>
<thead>
<tr>
<th>Goalbook Pathways Pre and Post assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Wide Benchmark Assessments grades 3-5</td>
</tr>
</tbody>
</table>

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

P.S. 46R is a supportive community school as evidenced by parent and teacher responses on the 2016-2017 School Quality Guide. The school scored 3.87 in Strong Family and Community Ties, an 3.35 in rigorous instruction, and a 4.77 in trust. The students and parent/guardians know who to go to for support or help. P.S. 46 is a small school and as a result, the staff is familiar with most of the students, and the students know who to go to for assistance. One of the weaknesses observed is a lack of relationship skills among students. On the 2017-18 School Quality Guide, teachers rated classroom behavior at 76%. According to 2018 OORS data there is a need to continue to address the social emotional needs of our students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, as a result of school-wide implementation of the P.S. 46R STAR PBIS Program, Restorative Circles, and the Sanford Harmony Program, there will be a 5% decrease in the number of incidents involving student disciplinary action, as measured by OORS report.\(^n\)
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
</tr>
<tr>
<td>Students and Staff</td>
<td>Professional Development Daily from September 2018-June 2019</td>
<td>Principal, Assistant Principal, All teachers, school staff and Parent Coordinator</td>
</tr>
<tr>
<td>Students and Staff</td>
<td>Professional Development on September 5th and 18th Daily 20 minute lessons from September 2018-June 2019</td>
<td>Principal, Assistant Principal, All teachers, school staff and Parent Coordinator</td>
</tr>
<tr>
<td>Students and Staff</td>
<td>September 2018 PBIS kick-off Assembly September 7 - STAR store grand opening. September 21</td>
<td>Principal, Assistant Principal, All teachers, school staff and Parent Coordinator</td>
</tr>
</tbody>
</table>

During the 2018-19 school year students will be able to navigate social interactions appropriately and increase positive experiences with peers and adults, allowing for increased engagement within learning, by participating in school-wide programs such as Sanford Harmony and P.S. 46R STAR (PBIS) program and Restorative Circles. During the enrichment period the ENL teacher and cluster teachers will assist in classrooms to facilitate groups in order to provide support to students. A team of teachers co-developed the STAR (PBIS) program that focuses on positive reinforcement for positive behaviors. As part of the 21st century grant counseling services will be for students identified as in need but not mandated through an IEP.

The teachers, staff and guidance counselor will implement the Harmony Program, a research based social/emotional teaching program. The program contains five units of study and five themes which include, twenty minutes of daily lessons in diversity and inclusion, empathy and critical thinking, communication, problem solving and peer relationships. Teachers and staff involved in the Harmony Program will use the meet-up and buddy-up strategies so all students including students with disabilities and English language learners will be able to participate in this activity. Daily meetings, with a focused lesson, during a 20 minute Harmony period is set aside for all classes. This will take place first thing in the morning to set the tone for the day.

Staff will collaboratively create a positive behavior intervention system (PBIS). The incentive program is entitled P.S. 46R STAR. This program is intended to provide positive reinforcement for positive behaviors. There are behavior rubrics that were co-created by a team of teachers and these rubrics were discussed with the students and then used to create class rules. Students can earn tickets throughout the day from any staff member. Reminders of the program are posted around the school and the STAR store is in the cafeteria so the students can see what they can purchase with their tickets on a daily basis.
### Part 3 – Program Implementation

| Parents/guardians will be informed about the Harmony Program via workshops, PTA meetings, social media and notices. The program provides a home school connection for every unit by providing strategies for reinforcing the program at home. | Students, staff and parents | Monthly meetings from September 2018 - June 2019. Kick off at PTA meeting September 2018 and Curriculum conferences September 2018 | Principal, Assistant Principal, All teachers, school staff and Parent Coordinator |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Monthly PTA meetings are held and the school community is invited to attend. Family Fun night, and various family activities with the YMCA. Key personal responsible for implementation: Principal, Assistant Principal and parent coordinator, YMCA coordinator.

### Part 4 – Budget and Resource Alignment

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

The following resources will be used to implement this action plan:

**Human Resources**

- Principal/ Assistant Principal
- Parent Coordinator
- All Teacher and Staff
Instructional Resources

- Harmony Program
- PBIS

Restorative circles

Schedule Adjustments

Staff involved will volunteer during lunch and preps

20 minute Harmony period

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th></th>
<th>Title I SWP</th>
<th></th>
<th>Title I TA</th>
<th></th>
<th>Title II, Part A</th>
<th></th>
<th>Title III, Part A</th>
<th></th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>PTA Funded</td>
<td></td>
<td>In Kind</td>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td></td>
<td>SIG</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 2019 the Harmony and PBIS programs will be well established in the school and the number of OORS reports will be reviewed to see if we are on target to reduce the number of student discipline reports by 2%, specifically in category A24.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

We will review OORS reports specifically category A24 to monitor progress toward our goal. Parent sign in sheets for activities, and YMCA attendance records.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.  
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

P.S. 46R is a collaborative community school as evidenced by teacher responses on the 2017-2018 School Quality Guide. When analyzing the data from the School Survey 95% of teachers agreed or strongly agreed that they use their overall their professional development experience this year have included opportunities to work productively with colleagues in their school. Although teachers work collaboratively on grade planning, teacher teams and the sharing of educational ideas which allow them to reflect on their teaching practice, the inter-visitation process is still developing. We continue to grow in our sharing of ideas through the use of teacher inter-visitation which will contribute to improved teacher practice. Teachers will conduct professional learning and participate in multiple lesson studies. Teacher inter-visitations will be conducted vertically and horizontally within the school using a lesson study protocol.

Part 2 – Annual Goal

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.  
| Teachers will conduct cycles of professional development to share best practices during the 2018-2019 school year. Teachers will continue to participate in the Japanese lesson study model to work collaboratively on developing coherent instruction through observing grade teachers deliver the same lesson and collectively reflect and refine their lessons. By June of 2019 all classroom teachers will have completed three cycles of the Japanese lesson study. |
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
</table>
| • Evidence-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).                                                                 | Teachers                              | September 2018- June 2019 in 6-8 week cycles | Principal, Assistant Principal, all teachers and school staff                              |
| The Impact team lesson study protocol by the Core Collaborative will aid us in setting up structures for inter-visitation. In house inter-visits will be based on the alignment to the deeper understanding and continued implementation of the school instructional foci of increasing student engagement and formative assessment. Before inter-visitation teachers will meet to discuss the lesson they are about to view. During the lesson the observers will collect evidence using an inter-visitation checklist through the lens of the instructional strategies. After the visit all teachers will reflect, provide feedback to the visited teacher, brainstorm revisions and plan next steps. | Teachers                              | September 2018- June 2019 in 6-8 week cycles | Principal, Assistant Principal, all teachers and school staff                              |
| Teachers of self-contained special education classes, SETSS and ENL classes will also be involved in inter-visitation to share methodologies to help address the needs of all students.                                                                 | Teachers                              | September 2018- June 2019 in 6-8 week cycles | Principal, Assistant Principal, all teachers and school staff                              |
| Parents/guardians will be kept informed via SLT meetings, PTA meetings, grade newsletters, social media and parent coordinator newsletter.                                                                                                                      | Teachers and Parents                  | Monthly PTA meetings and parent newsletters from September 2018- June 2019 | Principal, Assistant Principal, Parent Coordinator, All teachers and school staff          |
Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including
human resources, instructional resources, schedule adjustments, etc.

The following resources will be used to implement this action plan:

**Human Resources**

- Principal/ Assistant Principal
- All teachers
- Parent Coordinator

**Instructional Resources**

- The NYC Department of Education Inter-visitation toolkit
- ReadyGen
- GoMath
- TC Writing

**Schedule Adjustments**

- Prep changes and sub coverage to allow teacher to inter-visit
- Common preps and Monday/Tuesday Professional learning time

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February of 2019 all grades will participate in the Japanese lesson study and develop strategies to support all
learners by designing instruction for all students. Teacher teams will inter visit one another vertically and horizontally
among the school.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Inter-visitation logs and reflections on inter-visitation protocol sheets by the teachers. will be used to monitor inter-
visitation cycles.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action
plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

P.S. 46R has effective school leadership as evidenced by parent and teacher responses on the 2017-2018 School Quality Guide. When analyzing the data from the School Survey 100% of the teachers say that the leadership makes clear to the staff his or her expectations for meeting instructional goals. 100% of the teachers say that the leadership communicates a clear vision for the school. 100% of the teachers say that leadership sets high standards for student learning and 100% of the teachers say that the leadership knows what is going on in the classroom. Teachers and staff work collaboratively and are working on developing and facilitating their own professional learning. Although teachers are working on developing their own professional learning teachers are not comfortable with taking the lead in staff development. Distributed leadership needs to grow in order for the professional development to be grounded to the teachers’ needs. P.S. 46R will be involved in several mathematics professional learning opportunities such as Algebra 4All and Divide and Conquer. These programs will allow teachers to share ideas and turn key train their colleagues which will foster teacher lead professional learning.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2019 all 18 teachers will be involved in three lesson studies that will create opportunities to lead professional learning for their grade and develop deeper strategies with their colleagues, around Danielson domain 1 planning and preparation and domain 3 student engagement.
Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| • Evidence-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). | All teachers and staff | 8-12 week cycles of professional development from September 2018-June 2019 | Principal, Assistant Principal, and all teachers |
| The administration will support teachers to engage in distributed leadership. Teachers and staff will work collaboratively to plan and administer professional learning. The administration will utilize the Handbook for Professional Learning – Research, Resources and Strategies for Implementation provided by the NYC Department of Education in order to support and nurture the professional growth of all teachers and staff. Staff surveys and professional evaluations will be used to guide and impact change. | All teachers and staff | 8-12 week cycles of professional development from September 2018-June 2019 | Principal, Assistant Principal, and all teachers |
| In order for teachers to become more comfortable taking the lead in staff development, teachers will be asked to volunteer to present in areas in which they feel comfortable preferably to small groups on grade level. Teachers will also attend outside professional development, such as TC Writing, Harmony, Algebra 4All, Divide and Conquer and PBIS and then turn key the material to their grade teams. Also after inter-visitations teachers will be expected to lead the discussions around the visit. | All teachers and staff | 8-12 week cycles of professional development from September 2018-June 2019 | Principal, Assistant Principal, and all teachers |
| During each professional learning session strategies will be discussed concerning how to address the needs of students with disabilities, English language learners and other high need student sub-groups. | All teachers and staff | 8-12 week cycles of professional development from September 2018-June 2019 | Principal, Assistant Principal, and all teachers |
| Strategies discussed and learned during professional learning sessions will be shared at PTA meetings, parent workshops and through parent newsletters. Parent workshops will revolve around increasing awareness of Harmony/PBIS programs which address the direct relationship between increased positive behavior, student engagement and student achievement. Emphasis will be placed on praising desired behaviors in order to provide motivation which will ultimately lead to student achievement. Academic resources such as Mathemats, TC Writing, curriculum/unit focus will be shared with parents via newsletters, PTA meetings and during Tuesday parental involvement time. | All teachers, staff and parents | Monthly PTA meetings and weekly Tuesday Parent outreach from September 2018-June 2019 | Principal, Assistant Principal, all teachers and Parent Coordinator |
3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Monthly PTA meetings are held and the school community is invited to attend.

Part 4 – Budget and Resource Alignment

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

The following resources will be used to implement this action plan:

Human Resources

- Principal/Assistant Principal
- All teachers
- Parent Coordinator

Instructional Resources

- A Handbook for Professional Learning - Research, Resources and Strategies for Implementation
- ReadyGen
- Go Math
- Harmony
- Teachers College Writing Project

Schedule Adjustments

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February of 2019 at least 50% of the teachers will have conducted a professional learning activity or a parent workshop.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Agendas and evaluations of professional learning or parent workshops.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

**Part 1 – Needs Assessment**

<table>
<thead>
<tr>
<th>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</th>
<th>P.S. 46R creates a welcoming environment for families as evidenced by the parent responses on the 2017-2018 School Quality Guide. When analyzing the data from the school survey 99% of families say that they are greeted warmly when they call or visit their school, 99% of families say that their school communicates with them in a language and in a way that they can understand, and 95% of families say that teachers work closely with them to meet their child’s needs. Parents and guardians know who to contact at school if they are in need of assistance or advice and they often attend fun family functions, PTA Meetings and other parent learning events. Although many parents attend the aforementioned parent functions based on sign in sheets, there is a significantly lower number in attendance at PTA meetings and learning events.</th>
</tr>
</thead>
</table>

**Part 2 – Annual Goal**

| Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. | By June of 2019 there will be a 20% increase in the number of parents completing surveys in order to provide meetings that meet the needs of the parents/guardians and community. |
### Part 3a – Action Plan

**Activities/Strategies:** Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and Guardians</td>
<td>Monthly PTA meetings and Tuesday parent engagement from September 2018 – June 2019</td>
<td>Principal, Assistant Principal, and Parent Coordinator</td>
</tr>
<tr>
<td>Special education teachers and ENL teacher</td>
<td>On Parent Engagement Tuesdays from September 2018 – June 2019</td>
<td>Principal, Assistant Principal, Parent Coordinator, Special education teachers and ENL teacher</td>
</tr>
<tr>
<td>Parents and Guardians</td>
<td>Periodically from September 2018 – June 2019</td>
<td>Principal, Assistant Principal, Parent Coordinator Virtual Y staff and all teachers and staff</td>
</tr>
<tr>
<td>A needs assessment survey will be sent to families to see what topics would be of interest for future workshops. We will also have evaluations after every learning event to see if we met the parent/guardians’ needs.</td>
<td>Periodically from September 2018 – June 2019</td>
<td>Principal, Assistant Principal and Parent Coordinator</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

The Parent Coordinator Community Website, specifically the key communication and best practice checklist will be consulted to help engage parents/guardians and get them to attend more PTA meetings and learning opportunities. Incentives will be used, such as raffles, donations from local businesses, and food to help to entice parents to attend these functions. On the 2017-2018 Learning Environment Survey a decrease from 48% in 2016-2017 and 76% in 2015-2016.

Special education teachers and ENL teacher will provide interest based workshops for families of students with disabilities or ENL needs.

Many strategies will be used to increase parent involvement and engagement including the Learning Environment surveys, feedback sheets, incentives, workshops, and newsletters. Social media will also be used to keep parents informed and to encourage them to attend learning functions. Attendance at PTA and learning events will be monitored monthly and compared to last year's attendance for the same month to see if there is an increase in participation. Also the incentive to attend will be monitored to see if that has an affect on the number of parents at the meetings.

A needs assessment survey will be sent to families to see what topics would be of interest for future workshops. We will also have evaluations after every learning event to see if we met the parent/guardians’ needs.
If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

The 21 century grant supported by the Virtual Y will support family and community engagement.

---

**Part 4 – Budget and Resource Alignment**

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

The following resources will be used to implement this action plan:

**Human Resources**

- Principal/ Assistant Principal
- All teachers
- Parent Coordinator
- Virtual Y coordinator and counselors

**Instructional Resources**

- The Parent Coordinator Community Website

**Schedule Adjustments**

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

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Part 5 – Progress Monitoring**

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

By February of 2019 there will be a 10% increase in the number of parent/guardians attending PTA meetings and learning opportunities as evidenced by attendance, sign in sheets and completed evaluation forms.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Sign in sheets and evaluation forms

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*( Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>State Test Results</td>
<td>After School Tutoring and Prep Program RTI</td>
<td>Small group RTIIndividuated and small group</td>
<td>The service will be provided on Wednesdays and Thursdays from November 2018 – May 2019 from 2:20PM-4:20PM. RTIduring the school day</td>
</tr>
<tr>
<td></td>
<td>Teacher observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ReadyGen Unit Tests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Periodic Assessment Baseline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TC Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GoalbookPathways pre and post assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>State Test Results</td>
<td>After School Tutoring and Prep Program RTI</td>
<td>Small group RTIIndividuated and small group</td>
<td>The service will be provided on Wednesdays and Thursdays from November 2018 – May 2019 from 2:20PM-4:20PM. RTIduring the school day</td>
</tr>
<tr>
<td></td>
<td>Teacher observations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Go Math Tests</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Periodic Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Teacher observations and science tests</td>
<td>Classroom teacher provides small group targeted instruction</td>
<td>Small groups</td>
<td>Beginning in September 2018 and continuing to June 2019 during the school based on need</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teacher observations and social studies tests</td>
<td>Classroom teacher provides small group targeted instruction</td>
<td>Small groups</td>
<td>Beginning in September 2018 and continuing to June 2019 during school based on need.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>At-risk services (e.g., provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></td>
<td>Teacher and administrator’s observations</td>
<td>At Risk Guidance and At Risk Counseling</td>
<td>Small group One to one</td>
<td>Beginning in September 2018 and continuing to June 2019 on Monday, Wednesday and Friday during the school day based on need.</td>
</tr>
</tbody>
</table>
## Section 7: Support for Students in Temporary Housing (STH)

### Directions:
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

### Supporting Students in Temporary Housing (STH)

### Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   | Currently we have three students attending P.S. 46R that are in temporary housing. |

2. Please describe the services you are planning to provide to the STH population.

   | The services we will provide to the STH students are at risk counseling, door to door bus service, and school supplies. |

### Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   | NA |

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th></th>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All of the teachers at P.S.46R are highly qualified teachers. Highly qualified teachers are essential to the academic success of students and also to their social and emotional development. In supporting and retaining highly qualified staff PS 46R cultivates a school climate that fosters open communication between staff and administration, shared decision making and distributed leadership. Teachers work collaboratively and are able to reflect on best practices. The school provides an atmosphere where teachers feel valued and are encouraged to implement and customize learning to meet their teaching style and the needs of their students. P.S. 46R identifies substitute teachers that have demonstrated potential and cultivates them by making these substitute teachers preferred substitutes for the school. We then include them in our professional learning opportunities. Thus if a position becomes available we teachers who are familiar with our best practices and school expectations. We have a licensed Physical Education teacher and Arts teacher to provided out of classroom classes to the students.

2b. High Quality and Ongoing Professional Development

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

PS 46R conducts high quality professional development provided by on site by the and off site staff developers, and SETSS/IEP teacher to ensure that the latest methodologies are explored. Paraprofessionals will be included in The administration, and SETSS/IEP teacher offer support in implementation and understanding citywide instructional expectations, the Common Core Standards, and the Danielson Rubric for Teacher Evaluation. All staff is committed to working together to help all students meet the school’s instructional goals. Professional development is interactive and collaborative, allowing teachers to question and drive the conversations as well as take leadership roles in developing curriculum. Teachers will participate in delivering professional development on Mondays and Tuesday professional learning times based on observation of strengths as evidenced through the Danielson Rubric for teaching. The Principal and Assistant Principal attend Principal and Assistant Principal learning groups monthly. Inter-visitations among cohorts of Principals and Assistant principals are ongoing through out the year in order to build best practices and a theory of action around a problem of practice. Partnerships with The Core Collaborative are ongoing to support teachers in developing learning intentions and success criteria around learning standards in order to have better clarity for the students. Beginning in the 2018-2019 school year we will be receiving professional development in Algebra 4All and in Divide and Conquer. In addition the work supports the school initiative of formative assessment,
so that students are assessed throughout a unit and instruction is tailored to providing entry points to English Language Learners and Students with Disabilities.

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. TA Coordination with the Regular Program

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

N/A

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction is an ongoing process. Teachers, staff developer and administration routinely review assessment options to make informed decisions regarding choice of assessments and the link to curriculum and instruction. Professional development is then conducted on the chosen assessments and how to analyze and use the data to inform instruction. Analysis of the results of the assessments are reviewed and discussed during professional development. Teachers are encouraged to share results and are also encouraged to make suggestions to drive professional development.

4c. “Conceptual” Consolidation of Funds in SWP Schools
**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$194,637.00</td>
<td>X</td>
<td></td>
<td>Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$42,942.00</td>
<td>X</td>
<td></td>
<td>Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>$12,366.00</td>
<td>X</td>
<td></td>
<td>Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$1,806,899.00</td>
<td>X</td>
<td></td>
<td>Sections 5A, 5B, 5C, 5D, and 5E</td>
</tr>
</tbody>
</table>

**Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:
• Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

• A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

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

• **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).

• **Title I Priority and Focus School Improvement Funding**: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.

• **Title II, Part A**: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

• **Title III, Part A**: To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

• **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds **may not** be consolidated:

• **Title I Parent Involvement Set-aside**: Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **IDEA**: To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

• **Grant funds awarded via a competitive process**: These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)  
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. The Albert V. Maniscalco School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Albert V. Maniscalco School will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>• providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>• 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;</td>
</tr>
<tr>
<td>• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>• providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>• sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

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**Parental Involvement and School Quality**

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1 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 ESSA;
● 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;

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**Encouraging School-Level Parental Involvement**

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

- Parents/guardians will be informed about social/emotional programs such as the Harmony Program, PBIS via workshops, PTA meetings, social media and notices
- Parents/guardians will be kept informed of best practices via SLT meetings, PTA meetings, grade newsletters, social media and parent coordinator monthly newsletter.
- The Parent Coordinator Communication Website specifically key communication and best practice checklist strategies will be consulted to help engage parent/guardians and get them to attend more PTA meetings and learning events.
- Incentive will be used, such as raffles, donations form local businesses, food to help to entice parents to attend, PTA meetings and learning events.
- A needs assessment survey will be sent to families to see what topics would be of interest for future workshops.

● 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)

The Albert V. Maniscalco School, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

● using academic learning time efficiently;

● respecting cultural, racial and ethnic differences;

● implementing a curriculum aligned to the Common Core State Learning Standards;

● offering high quality instruction in all content areas;

● providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

● creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

● advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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.
Addendum: Community School Partnerships

Directions: The Community School (CS) strategy is directly aligned to the Framework for Great Schools. Community Schools bring schools and community partners together and integrate academics, health, youth development, and family engagement to provide students with the tools and opportunities they need to succeed. The Core Services in Community Schools are Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness.

Part 1 – Community School Partnerships Goal(s)

How is the CS strategy integrated into academic instruction at your school, and what impact has it had on student academic outcomes?

P.S. 46 only became a Community School in the spring of 2017 and has only had a Community School Director since September of 2017. We are currently working together to optimize the after school program. We are also working on parent involvement activities together as well as ways to integrate the Community School strategy into the instructional program.

Indicate the summative goal(s) of the Community School for the 2018-19 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Throughout the 2018-2019 school year the Community School will support academic growth by providing assistance to students attending the after school program. They will ensure that homework is completed every day and students in grades 3-5 will be assisted with state test preparation. By June 100% of the students attending the after school program will complete homework 100% of the time and students in grades 3-5 will increase their state test scores by 10%.

Please answer the following Question as it relates to meeting your Community School Annual Goal(s):

How will achieving your Community School Goal(s)--in Expanded Learning Time (ELT), Attendance Supports, Family Engagement, and Health & Wellness--support your academic goals for students?

Our community school goals in expanded learning time, attendance support, family engagement, and health and wellness will support our academic goals for students by allowing us to work together to move these goals forward. The after school program will support academics and provide a safe place for students after school to continue their social emotional growth. Weekly attendance meetings will help to track students in danger of becoming chronically absent or late and provide support to families who have attendance issues.

Part 2 – Community School Partnerships Core Services Action Plan

Part 2a. Identify the Community-based Organization (CBO) partnerships that you will develop in ELT, Attendance Supports, Family Engagement, and Health & Wellness, their target student population(s), and scope of the services provided. As well as supporting schools’ supportive environment and attendance work, CBOs should be helping to support your school’s instructional focus.

<table>
<thead>
<tr>
<th>CBO Partnership</th>
<th>Target Population</th>
<th>Scope of Service</th>
<th>SY18-19 SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMCA</td>
<td>150 students</td>
<td>1 Year</td>
<td>By June 100% of the students attending the after school program will complete homework 100% of the time and students in grades 3-5 will increase</td>
</tr>
</tbody>
</table>
Part 3 – Budget and Resource Alignment

Part 3a. Indicate resources your Community Partnership will leverage to achieve your summative SMART goal(s) and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Community School Director, Part-time parent out-reach, counselors, STEM, Dance, Innovative Educational Programs, G&R Inclusive Group

Part 3b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax Levy</td>
<td>Title I</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School</td>
<td>Other</td>
</tr>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td></td>
<td></td>
<td>Achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Funding</td>
<td></td>
</tr>
</tbody>
</table>

Part 3c. Describe how the school will partner with the Lead CBO to do the following:

1. Community Schools are expected to partner with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the asset and needs assessment process, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

2. Community Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the asset and needs assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. In completing this section, ensure that you think about how: (1) the right services are provided to the right students and families at the right time; and (2) how you will seamlessly coordinate services with instructional programming happening throughout and outside of the school day. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

3. Community Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, actively participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly meetings and Community School Forums engaging families and community stakeholders will be a critical part of this family engagement strategy. Describe how you will implement this aspect of the work.

4. Community School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students. Data tools – including the New Visions Data Sorter - and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1. During the Spring of 2017 a community school director was hired to support the implementation of the YMCA After-School Program at P.S. 46. We will work together to brings programs and services to the students not only in the after-school but also in the day school.

2. The most important way to personalize the needs of all students, through ELT, and mental health programming is communication. All school staff and all YMCA staff must be aligned in order for there to be success. Students will be discussed at weekly meetings to ensure that they are getting the services they need. Programs provided by the YMCA will be routinely analyzed to ensure they are appropriate for our needs.
3. As a Community School we will engage families and stakeholders by having monthly meetings, forums, information sessions and fun events to bring the school and community together. The Community School Director and the School Administrative team, as well as staff will work together to provide opportunities for parents to be involved in their child's school. We will partner to have socials and parent and child activities to create a welcoming atmosphere where parents can feel comfortable and a part of their child's education.

4. The Community School Director and the Principal along with the administrative team will meet weekly to discuss students and analyze trends in data. We will also meet weekly with the Attendance teacher to monitor attendance of children in danger of being chronically absent or of students who already have an attendance or punctuality issue.

<table>
<thead>
<tr>
<th>Part 4 – Community School Partnerships Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part 4a. Key Staff and Partners</strong></td>
</tr>
<tr>
<td>1. Name and describe the scope of involvement of all community partners working in the school (include partners supporting ELT, counseling, enrichment, etc.)</td>
</tr>
<tr>
<td>2. Name the members of your Community School Team and how meetings will be organized and structured to engage all stakeholders and be focused on results.</td>
</tr>
<tr>
<td>3. Explain data strategies including the use of the data sorter, and steps that the school will take to ensure that the appropriate interventions are provided to the right students</td>
</tr>
<tr>
<td>1. Andrea Maffeo, Tara Forde, Elizabeth Galvin, Sara Cottone, Amanda Garcia are the team members working to ensure a successful program.</td>
</tr>
<tr>
<td>2. The above mentioned along with Grelon Williams, Geri Ann Kelly, and Stacey Benedetto will be members of the Community School Team. Meetings will be held weekly and data will be reviewed resulting in suggestions and plans being created to meet the needs of our students.</td>
</tr>
<tr>
<td>3. We will analyze instructional data, attendance data and OORS reports to ensure that the appropriate interventions are provided to the correct students. Once we have the data sorter we will include data provided from this source. If a student is in need of services we will review the need and work together to provide the child and family with what is needed to help the child. We will monitor the child to make adjustments wherever necessary.</td>
</tr>
<tr>
<td><strong>Part 4b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.</strong></td>
</tr>
<tr>
<td>Virtual Y director, various classrooms, extended day till 5:20pm</td>
</tr>
<tr>
<td><strong>Part 4c. Timeline for implementation and completion, including start and end dates.</strong></td>
</tr>
<tr>
<td>Start date is September 2018. The grant is for 5 years and will be in effect until June 2023.</td>
</tr>
<tr>
<td><strong>Part 4d. Mental Health Work Plan</strong></td>
</tr>
<tr>
<td>Separate from this S/CEP, schools will complete a Mental Health Work Plan that will become an addendum to this document.</td>
</tr>
</tbody>
</table>
Title III Supplemental Program for ELLs for the 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School: ______</th>
<th>DBN: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☒ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- [ ] Before school
- [ ] After school
- [ ] Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):
- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______

2018-19 CEP
### 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: 

Public School 46 will provide an After School Title III Program for Ell's in grades first through fifth. After closely looking at the NYSESLAT, NYSITELL, and ELA scores instruction for the Title III Program is designed to develop skills in comprehension, speaking, and writing in English through the integration of academic content appropriate for the students' age, level, and English skills. Supplemental instruction for English Language Learners is needed in order to improve overall student achievement to meet the Common Core Learning Standards. An analysis of running records, NYSESLAT, NYSITELL, and ELA scores have exhibited a need for supplemental instruction to increase the number of students reaching proficiency in English.

The total student enrollment at Public School 46 is currently 270 students in grades kindergarten through grade five of which 36 are English Language Learners. Supplemental instruction in the Title III After School Program at Public School 46 will be provided in English by the one certified ENL teacher. In addition, native language support will be provided through the implementation of bilingual books, picture dictionaries, and picture cards. The Title III After School Program will be based on Brain Pop ESL, Reading A-Z Enhanced ELL Reading Solution, and Science A-Z. Funds from the Title III program will be used to purchase these programs. The program cost for both is 504.10. In addition, Title III funds will be used to purchase Ipads (367.00) for the students and subscriptions to Highlights for Kids and High Five Bilingue Magazine. All of the above mentioned programs are supplemental and will be only used during the After School Title III Program.

P.S. 46's plan will include a Title III After School Program for grades 1-5. The after school program will be on Wednesdays 2:21-4:21 and Thursdays 2:21-4:21. There will be two groups. Grades 1 and 2 will be grouped together and grades 3, 4, & 5 will be grouped together. The after school sessions will run from November 13 until April 30 for a total of 37 sessions. In addition, there will be 15 hours of planning time. Student attendance scan sheets are completed by the ENL teacher and then given to the school secretary. One copy is maintained in the main office and one is also kept by the ENL teacher. Program notifications letters in both English and the parents preferred language are kept in the office and also by the ENL teacher. One certified ENL teacher will provide instruction to all beginning and intermediate ELLs. Students will be grouped by language proficiency levels and by grade. As new ELLs enter our school, we will include them as participants into the Title III Supplemental Program. The two target groups are being kept small in order to facilitate an increase in learning. The supervisor in charge of the program is the principal of P.S. 46, Andrea Maffeo. The supervisor will be responsible for any issues that arise during the program, for example, behavioral issues, sick child, observing teacher, etc. The supervisor's official work day is from 7:00-2:50. The supervisor's hours for the Title III Program will be 2:55-4:30. The supervisor will be compensated using Title III funds. She will be responsible for staying with children after the official end time of the program and contacting the parents of children who are not picked up on time.

Reading A-Z Enhanced ELL Reading Solution, provides content-based and thematic based texts and visuals focused on developing speaking, listening, writing, and reading skills in both social and academic contexts. This program addresses the Common Core State Standards' goal to...
## Part B: Direct Instruction Supplemental Program Information

Provide ELLs of all language proficiency levels the opportunity to gain content-area knowledge. Native language support in Spanish is provided. In addition, parents have access to student progress and can check their child's reading progress. Brain Pop ESL will also be implemented in the After School Title III Program. This technology software website will enhance student writing skills, reading comprehension, encourage independent learning, as well as provide a home-school connection for our families. Additionally, Highlights for Kids and High Five Bilingue Magazines will help build academic vocabulary and acquire idioms and expressions while providing native language support in Spanish to English Language Learners. In addition, during the Title III program Ells will be provided with the opportunity to engage in cooking lessons. These lessons will aide ELLs in becoming better equipped in reading and following recipes, practicing measuring different ingredients, and having the satisfaction of being able to create something independently.

## 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: ______

**Begin description here:**

Ongoing professional development is made available to all teachers and staff at P.S. 46. These professional learning sessions provide teachers and staff the opportunities they need to grow as educators and to better understand the ever-changing needs of English Language Learners. These sessions will also provide a better understanding of language acquisition in the classroom and how to assist ELLs in a common core classroom. All professional development is given by the ENL teacher during grade conferences. The focus of these professional learning sessions will be on the following topics:

- **September 24, 2018 (2:25-3:00)** - NYSESLAT Data
- **November 12, 2018 (2:25-3:00)** - Brain Pop ESL
- **January 28, 2018 (2:25-3:00)** - Common Core and ELLs
- **March 25, 2018 (2:25-3:00)** - SIOP Model of Instruction
- **May 20, 2018 (2:25-3:00)** - Video Library on English Language Learners (DOELL)

In addition, $300.00 of the Title III funding will be used to provide a professional development webinar to all staff on Brain Pop ESL. All other professional learning opportunities will be provided by the certified ENL teacher at no cost to the program. Agendas and attendance sheets will be maintained in the office and one copy will be maintained by the ENL teacher.

## 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
Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

A critical component of student success is parental involvement. Public School 46 will engage the parents of English Language Learners in order to foster higher achievement for ELLs and to create a culture of success within our school community. Parents are invited to attend PTA meetings. Translators are provided during such meetings. Parents of English Language Learners are also invited to attend the following school activities which are offered on a monthly basis: New Family Welcome, Health and Wellness Information Night, Movie Night, Read for the Record Day, March of Dimes Fall Festival, Literacy Pajama Night, Adopt a Soldier Packing Party, Nutrition Club, Gardening Party, Dance festival, and Family Fun Night. All of these events and workshops are run by the Parent Coordinator, Sara Cottone and staff members. Invitation letters for all parent involvement activities are translated into the child's native language and sent home. Agendas and attendance sheets from these meetings and workshops are maintained in the main office. All of the above mentioned activities will help foster a culture of success. ELL parental involvement in these activities will enhance the child's self-esteem, improve their academic achievement, improve parent-child relationships, help parents develop positive attitudes towards school, and a better understanding of the schooling process. This interactive time where children and their parents are fully engaged with one another can help parents learn more about their child's strengths and weaknesses in all aspects of their lives. Bilingual Family Literacy Tea will be hosted during the After School Title III program for parents of ELLs by our certified ENL teacher. This event will be held on December 12 and December 13, 2018 at 3:30 to 4:21. This is to provide parents with opportunities to read to their children in their native language. Adults and children are allowed time and space to read together. They will be able to create their own special bookmark as they enjoy some refreshments. This event will offer parents the opportunity to meet other parents, show their children the importance of reading and learn how to support reading development at home. Also, the ENL teacher will provide a workshop for the parents of ELLs in November for 45 minutes on Literacy and Language APPs during the After School Title III Program. During the workshop parents will be shown how to use the Apps on an Ipad. Translators will be provided. A copy of all agendas, attendance sheets, and invitations in parents' preferred languages will be kept in the main office and one copy will be kept by the ENL teacher.

Part E: Budget

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

Allocation Amount: $

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
<td>_______</td>
<td>____</td>
</tr>
</tbody>
</table>
# Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>046</td>
</tr>
</tbody>
</table>

School Name: Albert V. Maniscalco

B. Language Allocation Policy Team Composition

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Andrea Maffeo</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Tara Forde</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Paola Guddemi</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Pamela Rosenfeld</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Stacey Bowden</td>
</tr>
<tr>
<td>Parent</td>
<td>Maria Salazar</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Parent Coordinator</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Elizabeth Galvin</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Rick Domingo</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Anthony Lodico</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Other</td>
</tr>
</tbody>
</table>

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

D. Student Demographics

<table>
<thead>
<tr>
<th>Total number of students in school (excluding pre-K)</th>
<th>Total number of ELLs</th>
<th>ELLs as share of total student population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>270</td>
<td>36</td>
<td>13.33%</td>
</tr>
</tbody>
</table>
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs):
Check all that apply:

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>No</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes/No</th>
<th>If yes, indicate language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   P. 46 utilizes the following assessment tools to assess the early literacy of ELLs: running records, TCRWP for grades K-2, Performance Series Computerized Assessments in reading, Monitoring for Results to chart progress, Accelerated Reader, Accelerated Math, STAR Reading, TC Writing, and Dibels. The data collected from the assessments aids in driving ENL instruction. After closely looking at data, it demonstrates that much more scaffolding and support is needed in order to provide ELLs with the proper assistance. The ENL teachers and the classroom teacher work closely together to implement Reading and Literacy instruction using the Danielson Framework and research based intervention strategies focusing on specific learning targets. According to TCRWP Assessment Pro as of June 2018, ELLs have reached Benchmark Reading Levels of 1 and 2 in grades K-2. Due to these findings, more emphasis will be placed on guided reading, and small group instruction during the Harmony period. According to the Accelerated Math Data as of June 2018, ELLs have made minimal progress on math problems. The ENL teachers will continue to work on making lessons comprehensible and ensure that students have the language to understand instruction and express their grasp of math concepts orally and in writing. ELL Math instruction will
include the use of vocabulary banks, manipulatives, nonverbal responses, sentence frames, sufficient wait time, re-teach, and questions and prompts for different proficiency levels.

2. What structures do you have in place to support this effort?
The following structures are in place to support ELLs using formative assessments to guide instructional planning for ELLs: Classroom teachers and ENL teachers keep portfolios of student writing samples to show individual student growth over time which are used during parent-teacher conferences and also during impact meetings. Also, teacher-evaluation checklists are kept that focus on how classroom teachers and ENL teachers scaffold and support core content learning and academic language development for their students. School leadership ensures that the ENL teachers have the results of the NYSESLAT at the beginning of the academic school year during the first day of professional development. All teacher teams meet and analyze data pertaining to all students. After analyzing data, teachers are able to form groups in the classroom to better assist ELLs. In addition, school leadership provides all exam results to all staff members at the beginning of the school year. In order to develop a schoolwide understanding of misconceptions, educators decide what data is useful in driving instruction to improve student achievement. Next steps are also created in addition to goals that are data driven, actionable, and measurable. Student work is constantly reviewed to adjust curriculum on the needs of ELLs.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
After looking at the most current NYSESLAT scores, most ELLs have met annual yearly progress and have moved up in proficiency levels across all the four modalities. Overall, after analyzing all assessments given to ELLs ranging from the NYSESLAT to state exams, we have seen an improvement in reading comprehension skills in ELLs. P.S. 46 evaluates the success of our programs by closely monitoring this progress made by ELLs. The ENL program at P.S. is aligned and works effectively to facilitate the acquisition of the English language and academic achievement. It is based on educational theory for ELLs and adjusted where needed to ensure language barriers are overcome. It ensures that ELLs are progressing in English proficiency and are attaining English. It is aligned to Common Core State Standards, the New Language Arts Progressions, and there has been an increase in academic rigor. There is an ongoing evaluation of the program and to make sure all needs of ELLs are being met. The school has made annual yearly progress which is evident in the NYSESLAT results. After looking closely at the data from the NYSESLAT, most students have improved somewhat on all parts of the NYSESLAT. They have also made progress in the classroom. Both their BICS and CALP have improved. The ELL Periodic Assessment is being used with ELLs as a baseline to identify progress and areas of need. After results are analyzed, the ENL teachers are able to align assessment with learning objectives for ELLs in order to drive instruction. The data helps decide student groups, create seating charts, and differentiate for ELLs.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once the summative data has been gathered the ENL teachers and classroom teachers develop instructional activities that are geared to ELLs' current level of English proficiency. After it is analyzed, the ENL teachers compare it against the New Language Progressions and the Common Core State Standards. In addition, this data helps inform student groups, and differentiating for ELLs. There are various structures in place to address interventions based on summative data. Once universal screenings are administered at the beginning of the year to evaluate progress teacher teams meet to analyze student performance and to monitor progress of all students.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5)? [Refer to ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
P.S. 46 utilizes the following interventions to support ELLs: screening and formative assessment to identify students at risks for poor learning, progress monitoring, and the implementation of multi-level evidence-based instruction that is matched to students' instructional needs.
6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? (Refer to the ELL Data Analysis Tool and RLAT from ATS).

Data patterns across proficiency levels and grades consistently show that ELLs struggle mostly in the areas of both writing and speaking on the NYSELAT. After looking at NYSITELL data most kindergarten ELLs have reached a proficiency score of expanding. Whereas, by first grade ELLs either remain at transitioning level or have achieved a proficiency level of expanding showing considerable growth. Overall, it is the ENL teacher’s findings that the kindergarten ELLs scored lowest on the speaking section of the NYSITELL. Due to these findings, more emphasis will be placed on Oral Language Development. Upon reviewing the NYSELAT data, all grade first through fifth grade ELLs excel mostly in the listening and reading components of the NYSELAT. Instead the writing component is an area where ELLs struggle and have not made sufficient progress. P.S. 46 evaluates data from the RLAT in ATS. The data demonstrates that SWD ELLs struggle in Math and have made progress in ELA and general education ELLs have made progress on the ELA and have stayed the same in Math. In grade 4, most students made progress in both ELA and MATH. In grade 5, most students have made progress in ELA and SWD ELLS still struggle in Math.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?

After carefully analyzing the data, both ENL teachers create lessons and align curriculum maps to meet the needs of ELLs during common prep periods. In addition, the ENL program is aligned to the New Language Arts Progressions in order to meet discipline-specific standards in K-12 across all four modalities (listening, speaking, reading, and writing). School leadership and staff routinely examine the results of the NYSELAT to identify trends. The results show most ELLs scoring at an Advanced level of proficiency and all students have made progress. This year most of the students passed the NYSITELL. The NYSITELL data is shared with staff and used to drive instruction. In addition the SPANISH LAB helps us identify ELLs who might struggle in their native language. After accessing the ATS codes, school leadership and ENL teachers meet to discuss results. Student work is reviewed weekly during impact meetings. Teachers assign, re-teach or enrich sessions for the following week.

---

**Part IV: ELL Programming**

**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.

   PS 46 is currently using both a stand alone model of instruction and an integrated model of instruction in order to service our ELL population. Each period is 45 minutes in duration. The groups are no larger than twelve children. The English Language Learners are grouped heterogeneously and no more than two contiguous grades are grouped together. All entering and emerging ELLs receive 360 minutes of both standalone and integrated ENL/ELA instruction. All transitioning and expanding ELLs receive 180 of integrated ENL/ELA instruction. All commanding ELLs receive 90 minutes of integrated ENL/ELA instruction. During the standalone model of instruction, the ENL teacher utilizes ESL methodologies to teach her ELLs. Her lessons are aligned to classroom teachers and to the Common Core State Standards. All instruction is in English with material made readily available in the child’s home language. Whereas, in the integrated model of instruction, the ENL teacher co-teaches with the classroom teacher. The ENL teachers scaffold all instruction to all students in the classroom. ELA and ENL is delivered during the free standing ENL program to ensure mandated minutes are provided. During the freestanding ENL program students receive the NYS mandated ENL/ELA allotted instruction time based on students’ proficiency level. School leadership reviews teachers’ programs.
and schedules to ensure the number of mandated instructional minutes of ENL and ELA is in accordance with CR PART 154 mandates.

b. TBE program. If applicable.
   At this time, P.S. 46 does not offer a transitional bilingual education program.

c. DL program. If applicable.
   At this time, P.S. 46 does not offer a dual language program.

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

   As per CR Part 154, all ELLs receive language arts instruction in English as a New Language, in English Language Arts, and in Home Language Arts. Entering ELLs receive 1 unit of study in ENL, and 1 unit of study in ENL/ELA. Emerging ELLs receive .5 unit of study in ENL, 1 unit of study in ENL/ELA, and .5 unit of study in STANDALONE ENL or INTEGRATED ENL/Content Area. All transitioning ELLs receive .5 unit of study in ENL/ELA and .5 unit of study in STANDALONE ENL. All expanding ELLs receive 1 unit of study in ENL/ELA. All commanding ELLs receive .5 unit of study in integrated ENL in ELA. P.S. 46 places all ELLs in one class per grade. This allows the ENL teaches to service their ELLs. School leadership reviews all scheduling and programming to ensure ELLs are being serviced in both the freestanding model and integrated model of instruction.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
P.S. 46 currently administers the Spanish Lab to all new Spanish speaking entrants. In addition, P.S. 46 will begin administering the LENS to all prospective SIFE students. In addition, the ENL teachers will arrange for a speaker of the child’s home language to conduct an informal assessment of the student’s first language throughout the year.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
   e. Former ELLs up to two years after exiting ELL status

P.S. 46 does not have any SIFE students at this time. However, the following procedures would be put in place if we were to have any potential SIFE students. Potential SIFE students would be administered the NYSED ORAL interview questionnaire Multilingual Literacy SIFE screener and Writing Screening tools which are found on the NYSED website as per CR PART 154.2-3. P.S. 46 would also utilize the Newcomer Toolkit found on the NYSED website when newcomers arrive to our school. Parents of newcomers are consulted to determine the extent of education in the language and their previous exposure to English. Peer language buddies and learning leaders are assigned to further assist newcomers.

P.S. 46 ensures that all ELLs are appropriately evaluated in all four modalities throughout the year. The ENL teachers provide practice for ELLs in preparation for the NYSESLAT. Children are being evaluated both informally and formally throughout the school year. The focus of instruction is placed on oral language academic proficiency. It is also aligned with READY GEN Reading and Writing components. P.S 46 does not currently have any SIFE students. However, if in the future we were to acquire SIFE students, P.S. 46 would implement a Saturday morning program, and an after school program.

Newcomer ELLs are given three periods of ESL a day for the first few months of the academic school year. They are also provided with bilingual dictionaries and peer tutoring in their native language. ELLs receiving services for 4 to 6 years are provided with Academic Intervention Services (AIS). These services are as follows: Saturday Test Prep Academy, small group instruction and for grades 3-5 AIS and a Title III after school program.

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

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

The ENL teachers provide continuing transitional support for ELLs reaching proficiency on the NYSESLAT. They carefully scaffold instruction increasing academic language development through the content areas assisting them in grade level tasks.

Former ELLs are given 90 minutes of integrated ENL/ELA instruction. In addition, former ELLs are given testing accommodations for up to two years after testing out of an ENL program.

ELL students reaching proficiency are provided AIS services and are also offered after school ENL program. The ELL after school program is used to strengthen Math and Literacy development using ESL methodologies. The program utilizes Phonics Builds Better Readers by Zaner-Bloser, which follows a balanced "whole-part-whole" instructional plan that makes phonics meaningful within the context of literacy development. It focuses on visual discrimination, oral language, and listening skills.

In addition, Learning A-Z's Enhanced ELL Reading Solution is used to address the Common Core State Standards' goal to provide ELLs, of all proficiency levels, the opportunity to gain content-area knowledge. The after school program is also a test prep program preparing ELLs for the fully aligned Common Core State Standards NYSESLAT. The teacher uses Getting Ready for the NYSESLAT and Beyond by Attanasio and Associates, Inc. The English Language Learners are provided with the skills to become familiar with the structure of the NYSESLAT and in their development of essential language proficiencies in listening, speaking, reading, and writing.
6. **What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?**

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

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

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

8. **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.**

   P.S. 46 utilizes Periodic Assessments, TCRWP, Accelerated Math and Reading to analyze data to drive instruction and to assist in goal setting. The ENL teachers and the classroom teacher are able to identify problematic areas for ELLs. After analyzing the data we noticed that ELLs seems to be struggling most with higher order thinking skills. Patterns across proficiency levels for all grades demonstrate that ELLs have consistently scored lowest in writing and speaking. Due to these findings, English as a Second Language Instruction is designed to develop skills in comprehension, speaking, and writing in English through the integration of academic content appropriate for the students’ age, level, and English skills. The ENL teachers and classroom teachers articulate and work closely together on a daily basis to deliver literacy instruction to meet the needs of ELLs. In addition, the Balanced Literacy Approach is implemented with ELLs encouraging students to discuss their ideas, work with a partner or group in revising, editing, and interacting verbally with their peers. It also addresses the needs of our ELL population by providing them with ongoing opportunities to read, write, and speak in order to help them gain fluency. The ENL teachers carefully analyze the data from the NYSESLAT and the ELL Periodic Assessment. After thoroughly looking at the four modalities of speaking, listening, reading, and writing, the ENL teachers are able to drive instruction. They also articulate with the classroom teacher making her aware of what areas the student might have deficits. The school has learned a great deal from reviewing the data from both the ELL Periodic Assessment and the NYSESLAT. Our findings are as follows: there needs to be an increase in the teaching figurative language, an increase in academic language, and an emphasis on informational texts, text complexity, and more engaging tasks for ELLs. Public 46 utilizes Go Math in grades K-5. All teachers set goals for all students including ELLs based on data from pre-unit tests in Go Math. Grade level inquiry teams analyze and make recommendations for differentiated instruction within the classroom. In analyzing mathematics performances through formative and summative assessments in grades K-5 and on the Mathematics State testing data for grades 3-5 we have noted that more rigorous tasks aligned with Common Core State Standards are being implemented with ELLs.

9. **Based on data and trends, what new programs or improvements will be considered for the upcoming school year?**
There have been changes made to the ENL program. All ELLs are given both stand alone and integrated instruction. It is become more aligned to Common Core State Standards, and to the New Language Arts Progressions. ELLs are placed in the same classrooms on each grade. Thus, allowing the ENL teachers the opportunity of using an integrated model of instruction.

10. If you had a bilingual program, what was the reason you closed it?
There will not be any programs discontinued for ELLs.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all school programs. ELLs are invited to attend all after school and supplemental programs at P.S. 46. ELLs are also invited to attend Saturday Test Prep Programs, Title III After School Program, student government, and all other student activities providing them with translation assistance when needed. All letters of notifications are sent home in both English and the child’s home language. ELLs participate fully in all programs. They are given the same opportunities as other all other students in deciding whether or not to participate in an after school program, for example, ELLs are invited to attend the Virtual Y After School Program offered every day after school. This program provides homework help and fosters oral language development for all ELLs.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
The ENL teachers scaffold instruction through modeling, questioning, feedback, and graphic organizers providing the necessary support for ELLs. The ELLs are also provided with English at Your Command by Hampton-Brown. This is designed to build vocabulary skills in writing, grammar, mechanics and communication. They are also provided with Rigby Great Strides Critical Thinking Skills and Inferential Skills enabling students to understand cause and effect and reading between the lines in fiction. Award Reading Program, a technology based literacy program, is used with all ELLs. This program assists ELLs with academic vocabulary and informational texts. In addition, Learning A-Z Enhanced ELL reading Solution is utilized which assists with Universal Design for Learning (UDL). The ENL teachers use Lakeshore Science Kits with ELLs to promote academic vocabulary. These science kits also provide ELLs with the necessary hands-on experience to master scientific concepts. In addition to this, the ENL teachers use Clearly Social Studies by Frank Schaffer Publications, with all ELLs. Clearly Social Studies is aligned to state and national standards promoting academic vocabulary. Lastly, the ENL teachers utilize Scholastic classroom magazines with ELLs. Let’s Find out, Storyworks, Science Spin, and Super Science with grades K-5. These magazines assists ELLs in allowing the children to view non fiction videos, listen to articles being read aloud as words are highlighted one by one. They are also available in Spanish for Home Language support. Go Math, Accelerated Math, and Mathemats are used with all students including ELLs in grade kindergarten through fifth. In addition, students are provided with bilingual math glossaries.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
P.S. 46 offers native language support for all ELLs. Multicultural and bilingual books are made readily available in the ENL classroom. Bilingual glossaries and bilingual picture dictionaries are given to all ELLs. Peer tutoring is provided during lunch periods for ELLs.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
School leadership ensures that all core subjects are provided for ELLs. ELL programs and schedules are reviewed by school leadership making sure that ELLs are given all subjects made available to all other students. The ENL program is aligned to the Common Core State Standards and the New Language Arts Progressions. The ENL program is designed to reinforce what the children are learning in the classroom. It is aligned to Ready Gen in grades K-5. An emphasis is placed on informational non-fiction reading and writing with all ELLs. The ENL teachers closely look at student’s IEP to correspond to their ages and grades while, being appropriate to their cognitive needs. The ENL teachers use a comprehensive plan of instruction based on best practices for students with learning difficulties.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
We do not have a building co-location.
16. 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).

P.S. 46 supports newly enrolled ELLs. Each child is given a welcome kit with teacher information, bussing information, school website, school calendar, and community resources. In addition they are given grade level support materials such as picture bilingual dictionaries, bilingual books, and school supplies.

Transitional support is offered from Pre-K to Kindergarten and from fifth Grade to middle school by the Parent Coordinator, Sara Cottone and our guidance counselor Pam Rosenfeld.

At this time, we do not offer a summer program for newly admitted ELLs. New ELLs who are admitted throughout the school year are provided with three periods of ENL per day. In addition, the ENL teacher sets up peer-tutoring for ELLs during their lunch periods. P. S. 46 supplies newly arrived ELLs with school information and other supplies that will contribute to an ELLs success and feeling comfortable at P.S.46. They are assigned a peer who speaks their native language. This student takes the newcomer on a tour of the school and sits with the child during his or her lunch period.

17. What language electives are offered to ELLs?

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

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

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

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**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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

The Assistant Principal, Tara Forde maintains agendas and attendance from professional development offered to all staff members at P.S. 46. The ENL teachers have attended and will continue to attend all professional learning opportunities provided by the Department of English Language Learners and Student Support. In addition, The ENL teachers have been provided with professional development for both Imagine Learning and Learning A-Z Enhanced ELL Reading Solution. Additional professional development will include and is given not only to the ENL teachers but all staff members including teachers, paraprofessionals, guidance counselors, special education teachers, psychologists, speech therapists, occupational therapists, physical therapists, secretaries, and parent coordinators: The following professional learning will be conducted during the school year: September-The 4 Tenets of Student Learning, October-The Formative Assessment Process, November-Unpacking the Standards, December-Responsive Conferring Prompts to Support and Scaffold Writers, January-Comprehension Strategies, February-Close Reading and Connections to the Common Core State Standards, March-Using Data to Improve Learning of All Students, April-Analyzing Running Records, May-Reading Standards for Informational Texts, LAP and Language and Interpretation Plan. All of the above mentioned professional learning sessions will have an ENL component. All teachers of ELLs are offered support in utilizing the Common Core State Learning Standards. The professional development is provided by the Assistant Principal and IEP teacher at P.S. 46. During common preps, grade team members and the ENL teachers meet on a weekly basis preparing lessons, looking closely at the grade level standards, and discussing scaffolding strategies for ELLS. In addition, teachers of ELLs are made aware and given the opportunity to attend any workshops offered by the Division of English Language Learners and Student Support and the Borough Field Support Center. Specifically, the ENL teacher has attended the workshops on the following topics: ELL Data Analysis Tool(EDAT), NYSESLAT Training, Instructional Implications of
the New Service Delivery for English Language Learners, Oral Language Development, SIOP Workshop, LAP Technical Assistance Training, and Reflective Practice Teaching Series.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

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

Parental Involvement

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

P.S. 46 provides annual individual meetings with parents of ELLs. Every Tuesday afternoon from 2:20-3:00, the ENL teachers will meet with the parents of ELLs individually to discuss the student’s language development progress, English language proficiency assessment results, and their language development needs in all content areas. If the parents are not able to attend, then a telephone conference will be conducted and a record of this will be kept on ilog in ATS. Interpreters are provided for parents when needed through the Translation Unit. The ENL teachers maintain records of these meetings. A copy of all sign-in sheets, agendas, and handouts are kept on file in a binder. Evidence of telephone conferences will be kept on ilog in ATS. The Translation Unit is utilized when there are no in-house translators available.

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

The education of children is a collaborative effort between school and family. P. S. 46 strives to develop a close partnership with parents and community members. We encourage this development as a way to broaden our students' educational experience and strengthen support and participation in all areas of our school. The Parent Coordinator assigned to our school pays particular attention to parents of ELLs. The needs of parents are usually evaluated through simple discussions with the both parents and the school social worker. Parent Orientation meetings are held periodically during the school year as new children arrive. The parents are shown the online parent video in their native language addressing parent options in several languages. All parents are given the opportunity to become familiar with various programs offered in our school by way of the PTA meetings, orientation nights, conferences, workshops, and letters sent home in their native language. Some activities that ELL parents are invited to attend are: Literacy Pajama Night, Dance Festival, Movie Night, and Rhyme Time Night. In addition, parent workshops are offered to parents of ELLs ranging from homework help to how to help your child succeed on the NYSESLAT. In addition, Community Organizations are made available to parents of ELLs. P. S. 46 offers the Virtual Y After School Program. This program offers ELL parents GED, ESL and Citizenship.
### 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:*
In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Andrea Maffeo, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
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<tbody>
<tr>
<td>Andrea Maffeo</td>
<td>Principal</td>
<td></td>
<td>06/22/18</td>
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<tr>
<td>Tara Forde</td>
<td>Assistant Principal</td>
<td></td>
<td>06/22/18</td>
</tr>
<tr>
<td>Sara Cottone</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/22/18</td>
</tr>
<tr>
<td>Paola Guddemi</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/22/18</td>
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<tr>
<td>Maria Salazar</td>
<td>Parent</td>
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<tr>
<td>Stacey Bowden</td>
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<td>Pamela Rosenfeld</td>
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<td>06/22/18</td>
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<tr>
<td>Anthony Lodico</td>
<td>Superintendent</td>
<td></td>
<td>06/22/18</td>
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<tr>
<td></td>
<td>Field Support Center Staff Member</td>
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Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.
**2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS**

*Requirement under Chancellor’s Regulations A663 for all schools*

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<tbody>
<tr>
<td>Sara</td>
<td>Cottone</td>
<td>Parent Coordinator</td>
<td>Yes</td>
<td>Yes</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

**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 that cannot communicate in English (not just parents of ELL students).

**Part A: Identification and Assessment of Parents that Cannot Communicate in English**

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
### Language

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<th>Oral Preferred</th>
<th>Percent Oral</th>
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3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

### Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Handbook</td>
<td>September 2018</td>
<td>Common translated letters are made readily available on the intranet for Parent-Teacher Conferences, Recess Notifications, and IEP documents. All other letters are sent via e-mail to the Translation and Interpretation Unit to get translated. This is usually done at</td>
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</table>
least two weeks prior to when information is disseminated.

In addition, over-the-phone interpretation services are utilized during ENL parent orientation meetings and workshops. Also, our bilingual paraprofessionals are often asked to translate when available.

<table>
<thead>
<tr>
<th>Parent-Teacher Announcements</th>
<th>September 2018</th>
<th>same as above</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL Placement Letters</td>
<td>September 2018</td>
<td>same as above</td>
</tr>
<tr>
<td>After-School Program Information</td>
<td>October 2018</td>
<td></td>
</tr>
<tr>
<td>Permission Slips</td>
<td>Throughout the school year</td>
<td></td>
</tr>
<tr>
<td>Flyers</td>
<td>Throughout the school year</td>
<td>same as above</td>
</tr>
<tr>
<td>Report Cards</td>
<td>November, 2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March, 2019</td>
<td></td>
</tr>
<tr>
<td></td>
<td>June 2019</td>
<td></td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Conferences</td>
<td>September 2018, November 2018, March 2019</td>
<td>Bilingual Staff is typically utilized to translate when available. If not, a translator will be provided through a DOE vendor, the Big Word. Also over-the-phone interpretation services are utilized.</td>
</tr>
<tr>
<td>Monthly PTA Meetings</td>
<td>September 2018, November 2018, March 2019</td>
<td>same as above</td>
</tr>
<tr>
<td>Event</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Tuesday Parental Involvement Time</td>
<td>September 2018-June 2019</td>
<td>same as above</td>
</tr>
<tr>
<td>Parent Workshops</td>
<td>September 2018-June 2019</td>
<td>May, 2019</td>
</tr>
<tr>
<td>Family Fun Night</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

P.S. 46 will reach out to limited–English-proficient families in the event of a school emergency. Social media will be used to keep parents informed should an emergency arise through School CNXT, Face book, Twitter, and the P. S. 46 website. School CNXT delivers messages to parents in their native language.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

All staff members will be trained and made aware of Chancellor’s Regulation A-663. Professional learning will be given to all staff members in September, 2018. At this Professional Learning, the staff will be shown the Translation and Interpretation Plan and given the opportunity to see firsthand how to use the over-the-phone-translation service.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

P.S. 46 will strive to provide non-English speaking families with translation and interpretation services to foster parent involvement and eliminate any language barriers that might impede involvement in their child's education. The Language Allocation Policy Team will send home information in the language of the student and set up parent/teacher workshops offering the parent the opportunity to learn about educational approaches and to inform parents about the Language Allocation Policy. Our Parent Coordinator will act as a liaison to make the parents feel welcome and part of the school community. The parent survey and program forms, and an analysis of the school demographics will...
serve as a basis for providing a cohesive system. Letters, flyers, notices, permission slips and report cards will be translated in the language the parent chooses. Addressing parent options will be shown at the parent orientation meetings based on our assessment needs. Translators have been and will continue to be provided as requested, to ensure that parents have access to the information they need to be fully involved in the educational process of their child. P.S. 46 will look to the Translation and Interpretation Unit of the DOE for direction and guidance in this matter. Moreover, as per Section VII of Chancellor’s Regulation A 633, P.S. 46 will fulfill notification requirements for translation and interpretation services by utilizing all translated notification documents on the Translation and Interpretation Unit of the DOE. In addition, during parent orientation meetings the ENL teachers inform parents of their right to receive all information in their native language. These meetings are held periodically throughout the school year. In addition, translated information and translators are on hand at the following events: PTA meetings, Parent workshops, Curriculum conferences, and Family Fun Night.

Part E: Monitoring Provision of Language Services
Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

P.S. 46 will send home a survey to gather feedback from parents on the quality and availability of services. The findings are reported at professional development meetings, PTA meetings, Parent-Teacher Conferences and School Leadership team meetings. Depending upon the finding, P.S. 46 will make accommodations where needed to meet the needs of limited-English-proficient parents.