2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):
08X146

School Name:
P.S. 146 EDWARD COLLINS

Principal:
RONALD LAURENT
Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Edward J. Collins School
School Number (DBN): 08X146
Beds Code: 320800010146
Grades Served: Pre-Kindergarten - Grade 5
School Address: 968 Cauldwell Avenue, Bronx, New York 10456
Phone Number: (718) 328-9664
Fax: (718) 328-5858
Email Address: RLauren@schools.nyc.gov

School Contact Person: Ronald Laurent
Email Address: Ronald Laurent
Principal: Ronald Laurent
UFT Chapter Leader: Yolanda Payne
Parents’ Association President: Daisy Franklin
SLT Chairperson: Darnell Weir
Title I Parent Representative (or Parent Advisory Council Chairperson): Ms. Y. Johnson
Student Representative(s): n/a
CBO Representative: Ms. Tangi Brockett

District Information

Geographical District: p8
Superintendent: Dr. Karen Ames
Superintendent’s Office Address: 1230 Zerega Avenue, Bronx, New York 10462
Superintendent’s Email Address: Kames@schools.nyc.gov
Phone Number: (718) 828-6653
Fax: (718) 828-2760

Field Support Center (FSC)
FSC: Bronx

Executive Director: Jose Ruiz

Executive Director’s Office Address: 1230 Zerega Avenue, Bronx, New York 10462

Executive Director’s Email Address: JRuiz2@schools.nyc.gov

Phone Number: (718) 828-7776

Fax: (718) 828-3113
Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this 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>Ronald Laurent</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Yolanda Payne</td>
<td>*UFT Chapter Leader or Designee</td>
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<tr>
<td>Daisy Franklin</td>
<td>*PA/PTA President or Designated Co-President</td>
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<td></td>
<td>DC 37 Representative (staff), if applicable</td>
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<td></td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
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<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
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<td></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>
<td>TangiBrockett</td>
<td>CBO Representative, if applicable</td>
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<tr>
<td>Darnell Weir</td>
<td>Chairperson/Teacher</td>
<td></td>
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<tr>
<td>Crystal Rodriguez</td>
<td>Secretary/Parent</td>
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<tr>
<td>Maalik Wise</td>
<td>Time Keeper/Paraprofessional</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>Melissa McFadden</td>
<td>Member/Teacher</td>
<td></td>
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<tr>
<td>Nadine Guerrio</td>
<td>Member/Parent</td>
<td></td>
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<tr>
<td>Aida Custodio</td>
<td>Member/Parent</td>
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<tr>
<td>Zoraida Gonzalez</td>
<td>Member/Parent</td>
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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>
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<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>
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<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 the Edward J Collins: P.S. 146x school community is to create a safe learning environment that is conducive to learning and allows each student to maximize their potential. We believe that all children can learn when they are provided effective instruction, a proper learning environment, and a strong sense of community. The collaboration between parents, educators, school communities, and external stakeholders will ensure that our students are consistently ready for the next level, in turn, making them college and career-ready.
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.

The Edward J. Collins School (P.S. 146X) is an elementary school that has 407 students from pre-kindergarten through grade 5. The school population is comprised of 45% Black, 54% Hispanic and 1% Asian students. 12% of the students who attend P.S. 146X receive special education services, and 11% of the student body are English language learners.

The mission of National Training Network (NTN) is to build a nation of mathematically sound thinkers who have deep conceptual understanding through the provision of high quality math professional development to educators.

P.S. 146 has also chosen to partner with the The New Teacher Center (NTC) program, LitLife ELA consultant and the NTN Mathematics consultant for the 2018-2019 school year. The New Teacher Center (NTC) program, LitLife ELA consultant, the NTN Mathematics, Integrated Co-Teaching/ Specially Designed Instruction (ICT/SDI) Consultant and Dreamyard for the Arts program consultant will be:

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

Parent engagement in education is one of the biggest predictors of student success. P.S. 146x will conduct a minimum of five workshops aimed exclusively towards building the capacity of our parents.

The instructional after school extended day for our third through fifth grade students will begin in November 2018 and extend to March 2019.

The instructional after school extended day for our first and second grade English language learners will also begin in November 2018 and extend to March 2019 for ELA and to April 2019 for Math.

Elective programs play an essential role in providing a student with a well rounded education. We educate the whole child by incorporating the arts into the school day. The following elective programs will be in full effect for the 2018–2019 school year:

- Art Instruction
- Poetry Program
- Technology Instruction
- Music Instruction
- Lego Robotics
Character education helps to develop a positive school climate. Included in this is our "Book of the Month." Teaching our students how to be kind, caring and considerate is one of our main goals of the school community of P.S. 146x. When done effectively, character education will reduce discipline referrals, decrease bullying, and increase academic achievement for all learners.

Steps to Success and C.A.R.E. (Citizenship, Achievement, Respect, and Effort) are programs we use to aid the character building of the students that attend our school. These programs consist of developing structures for teaching expected behaviors and social skills by rewarding positive behaviors.

Classes are able to earn “Big Feet” in recognition of the positive behaviors they may demonstrate as a whole. Individual students are able to earn “Gold Slips” for notable individual exhibited behaviors. Students are able to use the Gold Slips they have earned to shop in our "Lions CARE" store events that take place three times a year.

**Show you-CARE-Program**

The CARE program at PS 146x focuses on teaching the entire school community about Citizenship, Achievement, Respect, and Effort. Students caught demonstrating any of these attributes is acknowledge by staff members and the principal every morning during morning announcements. Students receive gold slips which is part of our PBIS program as acknowledgement and reminder of their good deeds. Names of students are then placed on our CARE wall for all to see.

**Lions Help Cubs: Peer Mediation Program**

This year, we implemented a "Lions help Cubs," club. The lions helps Cubs program is a cross-aged mentoring program for Kindergarten and 5th grade students.

5th grade students or "Lions" spend a semester in the kindergarten classroom and integrate social skills lessons and literacy skills with their "Cub." 5th graders also have the opportunity to enhance their leadership skills by modeling positive behaviors to their "Kinder Buddy."

**Peer Mediation Program**

We continue to implement a Peer mediation program. 4th and 5th grade students apply to become peer mediators through an application and interview process. Once selected, peer mediators are trained in conflict resolution skills and serve as problem solving mediators to their fellow peers. The Peer Mediators are also on the front line with raising Anti-Bullying awareness in the school. They help coordinate the Respect for All initiative in spreading respect and tolerance for all.

In addition, the social worker and school counselor created a Peer-Mediator club. Students from the upper grades help their fellow students with conflict resolution.
The overall goal of the P.S. 146x staff and school community is to graduate students with academic excellence, leadership skills, and distinguished moral principles that will make them college and career ready.

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

12% of the students who attend P.S. 146x receive special education services and 11% of the student body are English language learners. As a result, P.S. 146X has identified instructional reading levels as an area of focus for the 2018-2019 school year. Increasing the reading levels, and the comprehension of complex text, is a goal for all of our students. We discovered specific needs of this population are

- Reading Stamina
- Writing stamina
- Math computational skills
- Acquisition of language

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.

The element of the Framework for which P.S. 146x has made the most progress over the 2017-2018 school year is in Collaborative Teachers and Effective School Leadership. At P.S. 146x we believe students and teachers benefit in a variety of ways staff works together. A small, but growing body of evidence suggests a positive relationship between teacher collaboration and student achievement. This is why we quickly established teams and provided time for these teams to meet. Our mission was to have collaborative teachers aligned with engaging, rigorous, and coherent curricula in all subject areas to allow access to a variety of learners. This was coupled with an alignment to the Quality Review during the 2017-18 school year, which was our area of Celebration. However, even though P.S. 146x has made significant progress in the element of Collaborative Teachers, it will continue to be an area of focus along with ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards for the 2018-2019 school year. Careful data analysis of our on-going assessments and analysis of student learning outcomes has led P.S. 146X to identify instructional reading levels as an area of focus for the 2018-2019 school year. Increasing the reading levels, genre identification, and the comprehension of complex text are goals for all of our students. However, there will be a special concentration on increasing the instructional reading levels of the students in kindergarten through second grade. The resources that we will use to help reach this goal have been included in our budget. The resources are:

- Lit Life: ELA/Writing
- Envision Mathematics: NTN Consultants
- Fundations/Phonics
- ICT/SDI Consultant

Further review of the performance of our students on the New York State testing grades has also led us to identify academic writing in grade three through grade five as an additional area of focus for the 2018-2019 school year. In addition to the resources stated above, we will be using the resources stated below to improve the writing skills of our students.

- Writing Poetry Program
- Elements of TC writing(i.e. pathways check list, TC rubrics)
### School Demographics and Accountability Snapshot for 08X146

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>PK,OK,01,02,03,04, 05</th>
<th>Total Enrollment (2017-18)</th>
<th>408</th>
<th>SIG Recipient (Y/N)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A</td>
<td>Self-Contained English as a Second Language</td>
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<tr>
<td>English Language Learner Programs (2018-19)</td>
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<tr>
<td>Special Education Programs/Number of Students (2015-16)</td>
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<tr>
<td># Special Classes (ELA)</td>
<td>56</td>
<td># SETSS (ELA)</td>
<td>23</td>
<td># Integrated Collaborative Teaching (ELA)</td>
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<tr>
<td># Special Classes (Math)</td>
<td>57</td>
<td># SETSS (Math)</td>
<td>21</td>
<td># Integrated Collaborative Teaching (Math)</td>
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<tr>
<td># Visual Arts</td>
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<td># Music</td>
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<td># Foreign Language</td>
<td>19</td>
<td># Dance</td>
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<td># CTE</td>
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#### School Composition (2017-18)

- **% Title I Population**: 98.0%
- **% Attendance Rate**: 90.0%
- **% Free Lunch**: 93.4%
- **% Reduced Lunch**: 4.4%
- **% Limited English Proficient**: 9.8%
- **% Students with Disabilities**: 25.0%

#### Racial/Ethnic Origin (2017-18)

- **% American Indian or Alaska Native**: 0.2%
- **% Black or African American**: 41.9%
- **% Hispanic or Latino**: 55.6%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.2%
- **% White**: 1.0%
- **% Multi-Racial**: 1.2%

#### Personnel (2015-16)

- **Years Principal Assigned to School (2018-19)**: 1.88
- **% of Teachers with No Valid Teaching Certificate**: 0%
- **% Teaching Out of Certification (2014-15)**: 7.3
- **% Multi-Racial**: 1.0%
- **% Hispanic or Latino**: 41.9%
- **% American Indian or Alaska Native**: 0.2%
- **% Black or African American**: 41.9%
- **% Asian or Native Hawaiian/Pacific Islander**: 0.2%
- **% White**: 1.0%
- **% Multi-Racial**: 1.2%

#### School Performance for Elementary and Middle Schools (2017-18)

- **ELA Performance at levels 3 & 4**: 33.1%
- **Mathematics Performance at levels 3 & 4**: 33.0%
- **Science Performance at levels 3 & 4 (4th Grade) (2016-17)**: 65%
- **Science Performance at levels 3 & 4 (8th Grade) (2016-17)**: N/A

#### School Performance for High Schools (2017-18)

- **ELA Performance at levels 3 & 4**: N/A
- **Mathematics Performance at levels 3 & 4**: N/A
- **Global History Performance at levels 3 & 4**: N/A
- **US History Performance at Levels 3 & 4**: N/A
- **4 Year Graduation Rate**: N/A
- **6 Year Graduation Rate (2011 Cohort)**: N/A
- **% ELA/Math Aspirational Performance Measures (2015-16)**: N/A

#### Overall NYSED Accountability Status (2018-19)

- **Reward**: No Recognition N/A
- **In Good Standing**: Yes Local Assistance Plan No
- **Focus District**: Yes Focus School Identified by a Focus District No
- **Priority School**: No Focus Subgroups N/A

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

**Elementary/Middle School**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: YSH
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: NO

**High School**

- **American Indian or Alaska Native**: N/A
- **Black or African American**: N/A
- **Hispanic or Latino**: N/A
- **Asian or Native Hawaiian/Other Pacific Islander**: N/A
- **White**: N/A
- **Multi-Racial**: N/A
- **Students with Disabilities**: N/A
- **Limited English Proficient**: N/A
- **Economically Disadvantaged**: NO

2018-19 CEP 14
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

<table>
<thead>
<tr>
<th>Strengths</th>
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<tbody>
<tr>
<td>School leaders support the development of teachers, including those new to the profession, with effective feedback. Feedback to teachers accurately captures strengths, challenges, and next steps using the Danielson Framework for Teaching.</td>
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<tr>
<td>Curricula and academic tasks emphasize rigorous habits and higher-order skills inconsistently across grades. Academic tasks reflect planning to provide students access to the curricula.</td>
</tr>
<tr>
<td>Across classrooms, teaching practices reflect an articulated set of beliefs about how students learn best in small groups and sharing out during class. Student work products and discussions reflect high levels of student thinking and participation.</td>
</tr>
<tr>
<td>Across classrooms, teachers use rubrics that are aligned with the school’s curricula. Teachers’ assessment practices consistently reflect the use of ongoing checks for understanding and student self-assessment.</td>
</tr>
<tr>
<td>School leaders consistently communicate high expectations to the entire staff related to the Danielson Framework for Teaching. School staff consistently communicate high expectations to families that are connected to a path to college and career readiness.</td>
</tr>
<tr>
<td>Most teachers are engaged in structured, inquiry-based professional collaborations. Teacher teams consistently assess student work for students they share.</td>
</tr>
</tbody>
</table>

Careful data analysis of our 2016-17 state exams (June instructional report & Item analysis), on-going in house assessments, teacher pedagogy, and analysis of other student learning outcomes (nyslat, TC writing pre&post) has led P.S. 146X to identify several areas of focus

- instructional reading levels
- comprehension of complex text,
- develop leveled libraries in every classroom
- Independent reading structures
- Guided reading structures
- Develop better math practices
- Ensure social studies and science are being taught in the departmentalized classrooms

Of these focuses the following are priority

- instructional reading levels
• comprehension of complex text,
• Develop 5 practices of math-implement the Problem of the day
• Independent reading structures
• Guided reading structures
• Teacher Feedback and development of practice in Danielson's component 1e and 3c

Data sources were

2016-17 NYS ELA and Math Item analysis; F&P Running Records; attendance data; Student in Temporary Housing Data; Chapter unit Math Envisions tests for grades 1-5; progress monitoring data sheet for AIS Teachers; ENL data;

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 2019, All students in grades K-5 will increase by at least 2 reading levels as measured by their Fountas and Pinnell assessment.
### 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</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| Students K-5    | September 2018 to June 2019 | ● Principal  
 ● Assistant Principal  
 ● Teachers  
 ● LitLife Consultant  
 ● Literacy Coach |

Professional learning for staff which builds on and continues the focus on rigorous habits and higher order thinking skills.

This includes, but is not limited to the implementation of Benchmark Writing and Guided Reading, Envision Math, and Passport for Social Studies.

Teacher teams will engage in cycles of learning to analyze student work, norm expectations, and develop instructional strategies (e.g., differentiation and effective feedback) in order to meet the needs of all learners.

Educators will administer interim assessments in reading and writing and analyze the data.

Educators will administer interim assessments in Math and analyze the data.

Teacher teams on each grade will have regular meetings to align curriculum with the Common Core Learning Standards (CCLS) and the NYC Scope and Sequence for Social Studies and Science, and implement Common-Core aligned units of study. ● Teachers will use rubrics and anchor papers to analyze student work and share best practices and strategies. ● Teachers will incorporate the use of technology into their lessons to engage students in their learning.

Educators will determine the skills that are lacking and embed these skills in upcoming lessons for reinforcement.

<table>
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<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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</thead>
<tbody>
<tr>
<td>Ells and SWD</td>
<td>September 2018 to June 2019</td>
<td>● Principal</td>
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</tbody>
</table>
In terms of strategies to support ELL and SpED and other high-need student subgroups. We will:

- Provide students with skills and vocabulary to talk about their learning. **Examples:** Self assessments, note taking and studying techniques, vocabulary assignments, fluency, feedback cards and Problem of the Day activities.
- Establish a link between the students prior knowledge and the material. **Examples:** Think-pair-share, quick-writes, and anticipatory charts.
- **Contextualization:** Familiarizes unknown concepts through direct experience. **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities.
- **Modeling:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

| Educators will provide weekly communication to parents in regard to the progress of their children. | Parents | September 2018 to June 2019 | ● Principal  
● Assistant Principal  
● Teachers  
● Parent Coordinator |
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<tbody>
<tr>
<td>• <strong>Enhancing Family Community Engagement is also a focus;</strong> through various parent and student activities, we utilize events to share important information with parents</td>
<td></td>
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</tr>
</tbody>
</table>

### 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.

School will conduct three Parent-Teacher conferences. While at these conferences, parents receive the following:

1. Report Card
2. Promotion in Doubt discussion and review of criteria
3. Review of student portfolios in Math, Writing, and ELA

Parent workshop held to support parents with their understanding of the Common Core

Teacher workshops designed to inform parents about CCLS, ENL/SWD services, and the school curriculum
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.

- Universal Literacy Coach
- Teachers trained in administering Fountas and Pinnell
- Scheduling adjustments- Common preps made available with possibility for vertical alignment
- Fundations
- Lit Life Consultant/ NTN Consultant
- ICT/SDI Consultant

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

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<th>Tax Levy</th>
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<th>Title I SWP</th>
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<td>PTA Funded</td>
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<td>In Kind</td>
<td></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 2019, 50% of all students will show improvement in their reading level by at least one level on their F/P and I-Ready data

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

Fountas and Pinnell Reading Assessments, I-Ready and Benchmark Exams will be conducted and entered in an online monitoring sheet so we can see the percentage of students who have met or exceeded grade level proficiency in literacy and math.

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?

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 we will decrease our level one students by 10% in ELA and 8% in Math on NYS Exam as a result of integrating SDI into classroom practices.
### 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>
</table>
| All Students    | September 2018 through June 2019 | ● Principal  
● Assistant Principal  
● Guidance Counselor  
● Steps to Success Team  
● Parent Coordinator |

Ensuring the Workshop Model: Mathematics and ELA teachers will adhere to researched based practice to be used in the workshop class in order to provide a balanced literacy and mathematics classroom. Following a workshop class will help to ensure that students are achieving mastery. In the workshop class it is expected that students respond to instruction, receive immediate feedback, and are allowed to discuss and challenge classmates and their own thinking.

Provide professional development and support to classroom teachers on management strategies especially for students who receive counseling referrals.

To support teachers, our school will continue to partner with an external consultant National Training Network (NTN) to increase effectiveness of problem solving strategies and pedagogical approaches to support these efforts.

Teachers will demonstrate through the use of Word Walls, word generation and other programs that words can have multiple meanings. Teachers will encourage students to offer bilingual support to each other. Students will be provided with visual cues, graphic representations, gestures, and pictures. Teachers will
help students to identify key phrases that will support them with comprehending programs (sum, difference, etc.).

Math teachers will modify the language complexity of word problems and rephrase math problems. Through the Problem of the Day and implementing the Five Practices of Mathematics, teachers will be able to:

- Guide students to cross out the unnecessary vocabulary in word problems.
- Build knowledge upon students’ knowledge using real world examples.
- Use manipulatives purposefully to help with students’ cognitive development.
- Increase Students’ Language In the Content Area

Teacher will have students translate symbols into words, and write the sentence out. This will be incorporated throughout the lesson. Teacher will provide students with math sentence starters. Students will share problem-solving strategies with their peers. Students will use S.O.L.V.E. as a problem solving strategy.

Teacher teams on each grade will have regular meetings to align curriculum with the Common Core Learning Standards (CCLS) and the NYC Scope and Sequence for Social Studies and Science, and implement Common-Core aligned units of study.

Teachers will use rubrics and anchor papers to analyze student work and share best practices and strategies. Teachers will incorporate the use of technology into their lessons to engage students in their learning.

Providing Response to Intervention and at-risk intervention differentiation services

Targeted instruction for identified groups of students. An Extended School Day Program to provide additional instructional time for targeted small groups.

<table>
<thead>
<tr>
<th>At-Risk Students, English Language Learners</th>
<th>September 2018 through June 2019</th>
<th>September - June 2019</th>
</tr>
</thead>
</table>

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.

In collaboration with the PTA, CBO, and PC a series of events will be conducted to engage families:

2018-19 CEP
September:
- Dad Take Your Child to School Day
- Parent/Teacher Meet and Greet
- Breakfast with the Principal

October:
- Family Spook Night
- For Your Information “FYI” Workshop
- Annual Title I Parent Meeting

November:
- Potluck
- Kindergarten Admissions Process for Pre-K Parents
- Muffins for Mom
- Parent/Teacher Conference
- Parent Paint Night

December:
- Series of Special Education Workshops
- Pajama Potluck
- Breakfast with the Principal

January:
- College Awareness

February:
- Parent/Child Valentine’s Celebration

March:
- Father/Son Game Night
- Parent/Teacher Conference
- Breakfast with the Principal

April:
- Supporting Your Child’s Learning as NYC Public School Student
- Daughter/Mother Dance

May:
- End of Year Parent/Teacher Conference
- Social-Emotional Parent Workshops

June:
- End of Year Show
- Family Day

Teachers will support families in understanding the math curriculum for their child’s grade level, and how math is taught to their children. This will be done by introducing parents to the curriculum through a “Parent Letter” and “Meet and Greet.”

**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.

- Steps to Success materials will be issued to teachers and staff

**Resources for the Store Events**

- Time in the schedule for Steps to Success Planning Team to meet
- Scheduled time for the School Implementation Team and Child Study Team to meet

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

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<td>Other</td>
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</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 25, 2019 - Second Progress Monitoring provided the data sets from the report card and interim assessments

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

- i-Ready math and ELA;

**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

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.

Teacher Practices and Decisions is indicated as a key area of focus for this school year. In the 2016-17 Quality Review Report, the practice of assigning student learning tasks based on identified academic need was inconsistent across classrooms. In the 2017-2018 school year, we made significant gains in differentiating instruction to meet the needs of all learners. In order for students to achieve their targeted goals, teachers must continue to provide instruction that leads to multiple points of access for all students. The priority needs that will be addressed in this goal and action plan is, increasing the use of multiple entry points to meet the diverse needs of individual students.

Some strengths that have been identified by the School Leadership Team are as follows:

- The departmentalization of Grades 3-5
- Teacher inter-visitation
- Subject planning meetings
- Uniformed curriculum maps
- The use of Pathway to Writing, Fountas and Pinnell, Teacher-Generated Assessments and I-Ready for progress monitoring
- Pre and post simulated assessments

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

- Adapting instruction and learning activities for different learning styles
- Scaffolding assignments in order to make content accessible to all students
- Using data from various sources to inform lesson planning in order to plan next steps for students
- Continuing professional development in using assessment in instruction
- Using protocols to examine student work to promote individual academic success
- Increasing the number of inter-visitation in all subject areas
### Part 2 – Annual Goal

Indicate your school’s 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.

By June 2019 we will increase the percentage of teachers’ opportunities to collaborate and work productively with teachers from other schools by 5% as evidenced by the School Quality Guide.
### 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) 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?</th>
</tr>
</thead>
</table>
| **Professional development with a special focus on questioning and discussion techniques, differentiated instruction, and assessment in instruction.** | Teachers September 2018 to June 2019 | ● Principal  
● Assistant Principal  
● Coaches  
● Consultants |
| **Teacher teams will consistently ensure that instructional practices and strategies are organized around unit and daily lesson plans that address all student goals and needs.** | Teachers September 2018 to June 2019 | ● Coaches  
● Consultants  
● F-status personnel  
● Teacher Leaders |
| **Teachers will analyze students work to implement/develop a plan in order to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.** | Teachers September 2018 to June 2019 | ● Principal  
● Assistant  
Principal  
● Coaches  
● Consultants  
● F-status personnel  
● Teacher Leaders |
| **K-2 Universal Literacy Coach, ELA teacher team, and the Math Coach will work directly with teachers to develop and implement Benchmark Reading and Writing as well as Envision curriculum.** | ELL, SWD, K-5 Sept 2018-June 2019 | ● Principal  
● Assistant |
### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In collaboration with the PTA, CBO, and PC a series of notices will be distributed and events will be conducted to engage families. While at these events administration, teachers, and/or instructional staff share information with parents during start of event, end of event, or during intermission:

**September:**
- Dad Take Your Child to School Day
- Parent/Teacher Meet and Greet
- Breakfast with the Principal

**October:**
- Family Spook Night
- For Your Information “FYI” Workshop
- Annual Title I Parent Meeting

**November:**
- Potluck
- Kindergarten Admissions Process for Pre-K Parents
- Muffins for Mom
- Parent/Teacher Conference
- Parent Paint Night

**December:**
- Series of Special Education Workshops
- Pajama Potluck
- Breakfast with the Principal
January:

- College Awareness

February:

- Parent/Child Valentine’s Celebration

March:

- Father/Son Game Night
- Parent/Teacher Conference
- Breakfast with the Principal

April:

- Supporting Your Child’s Learning as NYC Public School Student
- Daughter/Mother Dance

May:

- End of Year Parent/Teacher Conference
- Social-Emotional Parent Workshops

June:

- End of Year Show
- Family Day

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**Part 4 – Budget and Resource Alignment**

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

- MOTP Score Tracker from ADVANCE
- Facilitators for Professional development
- Coaches
- Consultants
- Scheduling
- Talent Coach for District 8

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

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<tr>
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<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>
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**Part 5 – Progress Monitoring**

2018-19 CEP
### 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, teachers in grades k-5 will improve student writing by an increase of 1 level based on their Core ready on-demand writing assessment.

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

- Core Ready Pre-and Post Unit Data

### 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

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>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.</td>
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</table>

The Common Core is a set of high-quality academic standards in English Language Arts and Mathematics. These learning goals outline what a student should know and be able to do at the end of each grade level. These standards were created to ensure that all students graduate from high school with the skills and knowledge necessary in college, career, and life. The priority needs that will addressed in this goal and action plan is increasing the performance of our 3rd, 4th, and 5th grade students on the New York State ELA Exam.

The strengths that have been identified by the School Leadership Team are as follows:

- Common Core aligned resources for instructional use
- Access to technology

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

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

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 2019 we will increase the percentage of teachers' opportunities to collaborate and work productively with teachers from other schools by 5% as evidenced by the School Quality Guide.
### 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>
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<tr>
<td>• Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
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<tr>
<td>• 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).</td>
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<tr>
<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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback that is targeted, timely and actionable will be provided to all teachers to ensure that all are adjusting their instruction to meet the needs of all students</td>
<td>Teachers September 2018 to June 2019</td>
<td>● Principal  ● Assistant Principal</td>
</tr>
</tbody>
</table>

Through ongoing PD and other forms of communication, the principal will continue to ensure that high expectations, grounded in the Danielson Framework for teaching, are consistently communicated to staff.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Principal and Assistant Principal will attend two leadership conferences in order to further leadership learning.</td>
<td>Teachers September 2018 to June 2019</td>
<td>● Principal  ● Assistant Principal</td>
</tr>
</tbody>
</table>

I-Ready Consultant
ICT/SDI Support
NTN Consultant
LitLife Consultants

<table>
<thead>
<tr>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who receive RTI</td>
<td>October 2018 to June 2019</td>
<td>● Principal  ● Assistant Principal</td>
</tr>
</tbody>
</table>

Frequent Observations with targeted feedback and next steps.

<table>
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<tr>
<td>Teachers</td>
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</tr>
</tbody>
</table>
**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.

In collaboration with the PTA, CBO, and PC a series of notices will be distributed and events will be conducted to engage families. While at these events administration, teachers, and/or instructional staff share information with parents during start of event, end of event, or during intermission:

**September:**
- Dad Take Your Child to School Day
- Parent/Teacher Meet and Greet
- Breakfast with the Principal

**October:**
- Family Spook Night
- For Your Information “FYI” Workshop
- Annual Title I Parent Meeting

**November:**
- Potluck
- Kindergarten Admissions Process for Pre-K Parents
- Muffins for Mom
- Parent/Teacher Conference
- Parent Paint Night

**December:**
- Series of Special Education Workshops
- Pajama Potluck
- Breakfast with the Principal

**January:**
- College Awareness

**February:**
- Parent/Child Valentine’s Celebration

**March:**
- Father/Son Game Night
- Parent/Teacher Conference
- Breakfast with the Principal

**April:**
Supporting Your Child’s Learning as NYC Public School Student
Daughter/Mother Dance

May:
- End of Year Parent/Teacher Conference
- Social-Emotional Parent Workshops

June:
- End of Year Show
- Family Day

Part 4 – Budget and Resource Alignment

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

- Professional Development
- EngageNY
- Per Session for teachers
- I-Ready

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 2019, all teachers will have had at least two informal observations and developing teachers will have

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

Advance

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

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.

Parent engagement is a very important part of our school’s success. We have also identified that the collaboration of the parents along with the teachers will further enhance the students’ academic achievement. In the 2014-2015 school year, a vote was taken to change the Parent Association to a Parent Teacher Association. The newly formed Parent Teacher Association will strive strengthen the relationship between the parents and the teachers. The PTA will infuse a strong partnership between teachers and parents in providing a quality education for their children. The priority need that will be addressed in this goal is increasing the current level of parent and teacher engagement during the Parent Teacher Association meetings.

Some strengths that have been identified by the School Leadership Team are as follows:

- Partnerships with community organizations that support our parents and students
- Academic and Informational workshops
- Parent Coordinator Newsletters
- Middle school visits
- Caregiver functions
- Communication with parents
- Family Day Carnival

Growth Areas

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

Part 2 – Annual Goal

Indicate your school’s 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 2019, we will increase the number of teachers rated effective or higher on Danielson by 10% as a result of teachers working collaboratively with math and literacy coaches with a focus on planning and preparation.
### 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</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents and students</td>
<td>September 2018 to June 2019</td>
<td></td>
</tr>
<tr>
<td>Monthly parent calendar of events and curriculum calendar will continue to be created and distributed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and community stakeholders</td>
<td>September 2018 to June 2019</td>
<td></td>
</tr>
<tr>
<td>Host literacy and mathematics events for parents and community stakeholders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Principal
- Parent Coordinator
- Parent Teacher Association President
- Parent Teacher Association Members
- Principal
- Assistant Principal
- Parent Coordinator
- Parent Teacher Association President
- Parent Teacher Association Members
Teacher will send home one Progress Reports for students and will distribute 3 Report Cards to parents.

Parents and Students

September 2018 to June 2019

Principal
Assistant Principal
Parent Coordinator
Parent Teacher Association President
Parent Teacher Association Members

Continue to conduct social functions to foster student social and emotional growth.

3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Renaissance Youth Center, Dream Yard In school program, Team First

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.

- Parent Coordinator
- Scheduling
- Methods of communication with parents
- Weekly citywide mandated parent engagement time on Tuesdays

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 | || Title II, Part A | || Title III, Part A | X | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

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

By February 2019, the attendance of the parents attending the Parent Teacher Association meetings will increase by 10% as measured by the sign-in sheets.

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

Sign in sheets.

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 (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| English Language Arts (ELA)               | • Fountas and Pinnell  
• I-Ready  
• Benchmark Writing and Reading | • Modeling  
• Differentiated groups  
• After school extended day instruction | Whole group, Small group, Push in, and Pull out | During the day and after school |
| Mathematics                               | • NTN  
• I-Ready  
• Envision Benchmark Assessments | • Differentiated groups  
• Modeling  
• In house tutoring  
• Fluency practice  
• After school extended day instruction | Whole group, Small group, Push in, and Pull out | During the day and after school |
<p>| Science                                   | Instructional Reading Levels | • McGraw Hill | Whole group, Small group | During the school day |
| Social Studies                            | Instructional Reading Levels | • Passport to Social Studies | Whole group, Small group | During the school day |</p>
<table>
<thead>
<tr>
<th>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</th>
<th>Teacher referrals</th>
<th>At risk counseling</th>
<th>One-to-one</th>
<th>During the school day</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Parent referrals</td>
<td>● Behavior modification plans</td>
<td>● Small group Pull out and Push in</td>
<td></td>
<td>After school</td>
</tr>
<tr>
<td>● Community Organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the school day
After school
### 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.)

| PS 146x currently has 22 students in temporary housing. |

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

   To provide full immersion into the school community including uniform, supplies and participation in outings. Ensure provision are in place. Ensure that buses can pick and deliver students on time. We will maintain contact with the shelter liaison. Identify and resolve barriers that prevent students from attending school on a daily basis.

#### 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).

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

<table>
<thead>
<tr>
<th>Indicate with an “X” your school’s Title I Status.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[X] Schoolwide Program (SWP)</td>
</tr>
<tr>
<td>[ ] Targeted Assistance (TA) Schools</td>
</tr>
<tr>
<td>[ ] Non-Title I</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.

The strategies in place that ensures the staff is highly qualified are as follows:

- Weekly team meetings with coaches, F-status administrators and consultants
- School leaders attend Network Team Institutes
- Teachers and staff attend out of the building professional development opportunities
- Highly effective teachers serve as mentors for new teachers
- Teachers participate in inter-visitation opportunities and receive feedback from their peers
- Departmentalization
- Partnerships with CBOs
- Partnership with New Teacher Center (NTC)

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).

The strategies in place that enables all students to meet Common Core State Standards are as follows:

- School leaders attend Network Team Institutes
- Principals, assistant principal, classroom teachers, speech teachers and paraprofessionals, receive job embedded professional development and attend out of the building professional development opportunities
- Results from principal and assistant principal observations drive the professional learning topics
● The Professional Development committee meets to assess the learning needs of the teachers

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.).

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

● Have informational sessions and workshops for the parents of preschool children

● Have both preschool teachers and elementary school teachers collaboratively work on curriculum maps for ELA and Mathematics to ensure vertical alignment and coherence

● Have joint professional development with teachers of preschool children and elementary school teachers

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Teachers participate in data conversations after the administering of interim assessments such as Pathways On-Demand writing, or Fountas and Pinnell, in order to make the necessary adjustments to the RtI program.

4c. “Conceptual” Consolidation of Funds in SWP Schools

2018-19 CEP
### 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 school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

<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. Indicate in Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>$495,475.00</td>
<td>X</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>$83,953.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>$11,200.00</td>
<td>X</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>$2,280,855.00</td>
<td>X</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.

2 The 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. P.S. 146x, 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>P.S. 146x 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;

### 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, Progress 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;

**Encouraging School-Level Parental Involvement**

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

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

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**School-Parent Compact (SPC)**

P.S. 146x, 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.

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**I. School Responsibilities: High Quality Curriculum**
Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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;
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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the 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;
II. Parent Responsibilities

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

III. Student Responsibilities

Student Responsibilities:

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

This school is (check one):
- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):
- 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: ____
## 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: ________

- Using the data from the NYSITELL, our students are in need of strengthening their vocabulary and verbal skills. The NYSESLAT data shows that our students are in need of more writing assistance. Our program works on the four modalities, with a strong emphasis on the speaking and writing portion. This program will also provide extra support to our students so that they can move up in levels and help them to test out of ENL with stronger skills.

- The program will consist of students that are in the first and second grades. These students range in levels from EN(Newcomers), to EX levels.

- The students will be grouped as follows: The EN and EM students will be working with the ENL teacher. The TR and EM students will be working with the ELA content area teacher. The ENL and ELA content area teacher will plan lessons that include the use of flexible groupings, direct instruction(outlines, visuals, picture walks), and explicit teaching(various parts of the lesson are broken down into smaller parts for specific outcomes).

- The parents will be our partners in learning by supporting language support at home. This will be done with a take home package that will contain books in their native language and questions that will develop oral skills and vocabulary. The parents will attend workshops that model for them how to encourage their children to talk about story progression, make predictions, and main idea. The parents will also receive website information that they can use at home to help their children.

- The funds will be used to supplement an English Language enrichment program for the ENL’s. This program will focus on the four modalities (reading, writing, listening, speaking), but with strong emphasis on writing. The program will provide extra support for the students to be able to receive a proficient rating on their NYSESLAT score. It will incorporate technology for the listening portion, classroom libraries, student presentations, and art (oral and written), parent involvement, and class trips. The class trips will include a visit to a library, museum, and show, which will provide the students with the opportunity to write informative and explanatory texts as stated in the ELA Common Core Standards for writing. We will have parent volunteers to help with the trips. The trips will be of no cost.

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

- The language of instruction will be English.

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

- There will be one common branch teacher that will work on ELA content area work.

- The materials used for this program will consist of classroom libraries, computers, smart board, picture cards, work books and art supplies. The workbooks that will be used are "Getting Ready For The NYSESLAT for grades one and two. The cost for these books will be $600.00 per grade.

- The paperwork or records pertaining to program will be kept in a locked closet and file cabinet in the ENL room.
Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

There will be several PD's given to the teachers throughout the school year. These PD's will provide all teachers with the tools necessary in order to better serve our ELL students. The teachers that will participate in the program will receive training in the various materials that will be used in the program with emphasis on how to best serve our ELL students.

The people that will be providing the PD are as follows:

Ms. Annie Arroyo - ENL teacher and Ms. Kim Nohavica - I.A. Assistant Principal

The PDs provided will be of no cost because it will be conducted during the school’s regular PD hours.

The PDs will positively impact the progress of the ELL students because the teachers will be able to understand and work with the ELL students. The teachers will have learned various strategies and activities that will better help to reach and teach the ELL students.

PD agendas and attendance will be kept by the ENL teacher in the file cabinet that is in the ENL teacher’s locked classroom.

The PD schedule is as follows:

- September 17, 2018 90 minute session - Afternoon
- October 15, 2018 90 minute session - Afternoon
- November 5, 2018 90 minute session – Afternoon

The records for these sessions that include agendas, attendance sheets and invitations will be kept in the locked file cabinet of the ENL teacher, in her locked classroom.

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

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

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

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

3. These workshops will be provided by the ENL teacher and an Assistant Principal.
Part D: Parental Engagement Activities

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

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

Begin description here: _____

There will be three parent workshops to help parents breakdown language barriers. The workshops will make parents more comfortable with English by giving them access to supports. All parents of ELLs will be invited to participate in the workshops. This is done to foster a sense of community among the ELL parents. For those parents that are unable to attend, information packets are sent electronically through emails, and are given during parent teacher engagement time. All school notifications are sent home in two languages (English on one side, home language on the other). Translation services are provide by parent volunteers that speak the specific home language of some of our parents. The parents will be grouped by language with a designated parent that will translate. These languages include Arabic, Fulani, and Mandingo. The workshops will be led by the following people: Ms. Arroyo-ENL teacher and Ms. Yvette Johnson-Parent Coordinator. The cost of these workshops that will be held in the afternoon will be at no cost because they will be done during parent-teacher engagement time. The cost for the evening sessions will be at $67.50 for Ms. Arroyo and $67.50 for Ms. Johnson.

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

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

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

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

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

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

1. Topics to be covered will be making books and using pictures in a book to help with words, adult online resources for ENLs and perusing the DOE website and focusing on it support for ENLs parents.
Part D: Parental Engagement Activities

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

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

Part E: Budget

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

Allocation Amount: $_____

<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>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</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>08</td>
<td>Bronx</td>
<td>146</td>
</tr>
</tbody>
</table>

| School Name | P.S.146x Edward J. Collins |

B. Language Allocation Policy Team Composition

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

<table>
<thead>
<tr>
<th>Principal</th>
<th>Ronald Laurent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Kimberly Nohavicka</td>
</tr>
<tr>
<td>Coach</td>
<td>Ellen Nelson</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Jose Ortiz</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Annie Arroyo</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Shari McCaine/ Grade K</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Rebecca Beghin-Johnson/ 5th Gr</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>type here</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>type here</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Dr. Karen Ames</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>type here</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 | 1 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers not currently teaching in the ENL program | 0 |
| Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics
Total number of students in school (excluding pre-K) | 406
---|---
Total number of ELLs | 46
ELLS as share of total student population (％) | 11.33%

### 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>TBE</td>
<td>n/a</td>
<td>2013-14</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>TBE</td>
<td>n/a</td>
<td>2013-14</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>DL</td>
<td>n/a</td>
<td>2013-14</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>DL</td>
<td>n/a</td>
<td>2013-14</td>
<td>0.0</td>
<td>0.0</td>
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<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2013-14</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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</tbody>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
- Dual language program (DL)
- Freestanding ENL

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 Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   The early literacy skills of ELLs are assessed with NYSTITELL, MOSL, NYSESLAT, Fundations and Writing Pathways/Baseline writing. ELLs in grades K-2 are also assessed, on a continual basis with the computer-based program I-Read. Ongoing assessment of running record is also part of Fountas and Pinnell. ELLs are also assessed through the year in Fountas and Pinnell running records and progress is tracked through the benchmarks of ELA and Math Rally Tests.

2. What structures do you have in place to support this effort?

   In order to support this effort, the ENL teacher plans with all teachers of ENL students. This is done so that the students strengths and weaknesses can be properly address. All classrooms have computers, Smart boards, and materials to further the students development.
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?
The summative assessments that are used to identify areas of need are Envision Baseline, Rally, Fontas and Pinnell, NYSTIETELL, NYSES LAT, and Writing Pathways/ Baseline Writing. These assessments have shown that the areas that need improvement are in reading and writing.

4. What structures do you have in place to address interventions once the summative data has been gathered?
The school provides the students with RTI programs. ENL lessons that are prepared with content area teachers. Writing rubrics are used that come from the Writing Pathways. Envision Math programs come with vocabulary, reading, problem solving, and writing. Guided reading and the Fundations program address students individual needs.

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

6. 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).
The outcome that has resulted from the NYSELAT, ELA, and Math results show that although the ELLs have improved, there is still more work to be done in regards to the reading and writing. The NYSELAT results show that there are a significant lower number of EM level students than previously. According to the ELA and Math results of Spring 2017, the ELL students showed growth in comparison to the previous year. These results assist in the planning of the ELL instruction and in the classroom teachers lesson planning. The ENL teacher and classroom teachers plan together in order to insure that the students are able to receive the extra help in the areas that they are weak in.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
The use of the ELL Data Analysis Tool is an invaluable instrument that list all of the students academic information. This document is an important tool because at a glance you can see what are the strengths and weaknesses of each student. It can be used to set up programming around students needs. It can be used when lesson planning, driving instruction, and for common planning between the classroom teacher and the ENL teacher.

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.
ENL instruction is delivered through push-in and pull out sessions. These sessions adhere to the minutes that are required by each level. The ENL teacher works with the content area teachers to deliver content to the students with ENL support. The students receive support in all subjects and also receive the required minutes that a pull out program gives them. This means that through the pull out session, the students receive ENL support, while being in a smaller group with only other ENL students. The ENL students that are pulled out to the ENL classroom are provided with supplemental instruction that addresses their particular needs. Grouping is heterogeneous, mixing ELLS at all proficiency levels. Push in groups are done with K and 1 students. Pull out in ENL groups is with combine adjacent grades of 2-3 or 4-5 students grouped together. ENL groups are also mixed together with special education and general education ELLS.

b. TBE program. If applicable.
Paste response to questions here:

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

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
   a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
   P.S.146 has one fully-certified full-time ENL teacher serving 39 ELLS and 7 former ELLS. Students at the Entering level receive four periods of pull out sessions per week and four periods of content area sessions with the classroom teachers. Students at the Emerging level receive two periods of pull out sessions per week and six content area sessions with the classroom teachers. Students at the Transitioning level receive two periods of ENL sessions and two periods of content area lessons with ENL support. Students at the Emerging level receive four periods of content area lessons with ENL support. Commanding students receive two periods of content area lessons with ENL support.

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.
   ENL program is delivered in English. These sessions allow ENL instruction to address specific needs of ELLS and to use supplemental materials and resources from the ENL classroom. The students are free to use classroom materials that are available in other languages. There are picture cards, vocabulary cards, read aloud, vocabulary activities, charts, TPR, songs, chants, small grouping, and partnering with other native speakers in order to make the lessons more accessible to the students. The use of co-planning with the classroom teachers also ensures that the content area adhere to not only the students language development, but also to the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Parents with students that are new to NYC school system receive a HLIS that is filled out in the interview process by a certified pedagogue. Once this is done, based on the parent responses, the students are given the NYSITELL. If the student does not receive a CM level, then then the students, if they are Spanish speaking would also take the NYSITELL in Spanish. This is to measure at what level they are in their native language. The students are evaluated in their home language through the use of content area lessons such as social studies, geography, and history. The students can bring their native language through their various projects and partner or small group work.

5. How do you differentiate instruction for each of the following ELL subgroups?
   a. SIFE
   b. Newcomer
   c. Developing
   d. Long Term
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?

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

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?

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

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.
9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
   No new ELL-specific programs are planned for 2017-2018. However, the school’s continued development of its RTI model, and enhancements to instruction using the Common Core Standards, continue to benefit all students, including ELLs.

10. If you had a bilingual program, what was the reason you closed it?
    There are no bilingual program at P.S. 146.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are placed in classes with English proficient students, and provided with push-in and pull-out support. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs. ELLs have the same opportunities as English proficient students to participate in supplemental programs. P.S. 146 offers an After School program to all students in grades 3-5, including ELLs. Instruction in After School focuses on supporting students in ELA and Math. Also there is a specific after-school program for grades 1 and 2 ELLs for support on NYSESLAT.

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.
    ELLs have the same curriculum as English proficient students (supplemented with push-in, pull-out). Therefore, they are provided with all of the instructional materials that are given to English proficient students. P.S. 146 has a number of instructional programs that include special supports for ELLs and were designed to address ELLs needs. Envision Math (K-5) includes Spanish language materials that we use with Spanish-speaking Newcomers ELLs. SuccessMaker, a computer-based literacy and math program that all grade 2-5 students use, also had Spanish-language components to support Newcomer ELLs in learning content materials. Reading for Real and Reading A-Z provides instructional strategies and activities to improve ELL’s reading comprehension and to practice independent reading strategies. Every classroom in grades K-5 is equipped with an interactive white board. The school also has two full-size Technology Labs. The lower-grade Technology Lab has 28 desktop workstations where Pre-K-1 students (including ELLs) work primarily with the Waterford literacy and math programs. The upper-grade Technology Lab has 32 workstations, where grades 2-5 students (including ELLs) work with SuccessMaker and various online tutoring and assessment tools. The students can access the Internet for research and projects. ELLs have full access to all technological equipment in the school. ELLs have extra resources in the ENL classroom. There are three desktop workstations. The ELLs use access the ENL classroom computers to access the Internet for research materials and to obtain materials in English and their home language. The ENL classroom provides many other resources for ELLs. These include a large leveled library of fiction and non-fiction trade books, including texts that address ELL needs, such as wordless books, repetitive and cumulative texts, and phonics readers. There are big books, reference books, and native language books, including Spanish/English and French/English dictionaries and glossaries, and Spanish and French fiction and non-fiction trade books. There is also a large collection of language learning tools and manipulative, such as picture cards, letter stamps, tiles, word puzzles, language and math games, and regalia like play food and money. The classroom is equipped with a globe, maps, and atlases, and other content-area tools to support content-area knowledge. ENL instruction provides as many scaffolds as possible.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.

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

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?

P.S. 146x shares their building with a charter school. P.S. 146x staff ensures that all resources and coordinated efforts meet all the academic, linguistic, and socioemotional needs of our ELL students. The charter school that is in the building has a different student demographic than P.S. 146x and does not share resources.

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).

We do not have any programs in place to assist newly enrolled ELL students before the beginning of the school year. The school does have a number of materials to help support newly enrolled ELLs. Envision Math (K-5) includes Spanish language materials that we use with Spanish-speaking Newcomers. Reading A-Z provides instructional strategies and activities that to improve ELL’s reading comprehension and to practice independent reading strategies. This program has books in several languages, like Spanish and French that help the new ELL’s in learning their new language, while fostering the first one. Every classroom has an interactive white board. The school has two technology labs, as well as computers or laptops in the classrooms. The students can access the Internet for research and projects. ELL’s have extra resources in the ENL classroom such as computers, a large leveled library in several languages. There are also Spanish/English and French/English dictionaries and glossaries. The ENL classroom also has a large collection of language learning tools and manipulatives such as picture cards, letter stamps, tiles, language and math games, and regalia like play food and money. In addition to this, ELLs have songs, chants, Total Physical Response, and phonemic awareness games, modeling, vocabulary work and pictures to enhance their comprehension. The school counselor, along with the ENL teacher assist 5th grade ELL parents and students will middle school applications. The ENL teacher and the parent coordinator also provide several workshops throughout the school year to provide various strategies to help their New ELL parents and students.

17. What language electives are offered to ELLs?

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

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. 146 has no dual language program.
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?

All teachers and non-pedagogic staff (secretaries, paraprofessionals, aides) are provided with professional development (PD) to support ELL instruction. These PDs are provided by the Division of English Language Learners and support staff, the Bronx Field Support Center, and the principal. Some PD takes place outside of the school, at meetings and workshops offered by ELL consultants. Other PD is given inside our school by the certified ENL teacher, staff, or outside experts. All staff, including Assistant Principal, ENL teacher, Common Branch teachers, Special Education Teacher, Guidance Counselor, and the Parent Coordinator, receive PD related to ELLs. Professional Development takes place in the school on designated days. PD is also given on designated days in November and June. The ENL teacher provides PD in how to support ELLs with the Learning Standards and core curriculum. PDs are based on best practices, scaffolding, articles, websites, resources, and math strategies.

Professional development on the Common Core Learning Standards is offered to the teachers of ELLs by the Office of English Language Learners throughout the school year. PD about Common Core Learning Standards is given through the school year at designated days (September, November, and at faculty meetings).

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.

All teachers must have professional development that specifically addresses the needs of English language learners. As prescribed by CR Part 154.2, all teachers and administrators must have 15 percent of their PD hours, while ENL teachers must have 50 percent that are dedicated to language acquisition, including best practices of co-teaching strategies and integrating language and content instruction. The Division of English Language Learners and Support Center provides PDs that address these issues. There are also postings by the UFT chapter leader about upcoming ELL PDs that are in the UFT paper. The principal also emails any ELL PDs to all teachers. The ENL teacher also gives out information about upcoming PDs when it becomes available. The ENL teacher will also provides PDs about best strategies, websites, and articles that are related to teaching ELLs. Attendance, agendas, and records about these PDs are collected and kept on file by the ENL teacher.

Parental Involvement

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

Parents, including parents of ELLs, are active at P.S. 146. The ENL teacher is in constant contact with the parents to provide them not only information about their students, but to share the best ways in which they can help their students. The parents are invited to four parent teacher conferences throughout the year. There is an ELL parent meeting at the beginning of the year so that the parents can talk to the ENL teacher about the NYSESLAT results and what the students will need to focus on for the upcoming year. The parents being aware of their students levels, strengths, weaknesses, are provided with many different resources for their student to improve their language development. The parents are made to feel that they are in a partnership with the school community to help them with their student.
2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

All ELL parents are kept in constant communication of school activities through the ENL teacher, Parent Coordinator, the teachers, letters home, and the PTA. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit. The school acts as a resource for parents, providing information about services available outside of the school. Information about DOE events, including all workshops aimed at parents of ELLs, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a parent room with a library of resources for the parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges, and CBO's. The school has also provided ENL Adults classes, so that any adult in our community can learn the skills needed to give their children homework help and help them to better prepare themselves for the workforce. Parents are also invited to participate in various cultural events that occur throughout the year, such as the multicultural festival where parents and students share their native foods and customs. There is also social studies projects related to the student's native countries that the parents can come and hear their children speak about their countries, share items from their countries and the parents can help their children prepare their countries table. The parents also accompany the students to various trips to museums, zoos, and the public library. The school also promotes parent involvement through a number of social events and celebrations. There are annual events such as Father-Daughter dance and Mother-Son dances, Father-Son game night, holiday parties, and the Family Day Carnival effectively draw the parent into the school.

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, Ronald Laurent, 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.


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>
</tr>
</thead>
<tbody>
<tr>
<td>Ronald Laurent</td>
<td>Principal</td>
<td></td>
<td>06/29/2016</td>
</tr>
<tr>
<td>Kimberly Nohavicka</td>
<td>Assistant Principal</td>
<td></td>
<td>06/29/2016</td>
</tr>
<tr>
<td>Yvette Johnson</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/29/2016</td>
</tr>
<tr>
<td>Annie Arroyo</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/29/2016</td>
</tr>
<tr>
<td>n/a</td>
<td>Parent</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Shari McCaine/Grade K</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/29/2016</td>
</tr>
<tr>
<td>Rebecca Begin-Johnson/Grade 5</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/29/2016</td>
</tr>
<tr>
<td>Ellen Nelson (Math)</td>
<td>Coach</td>
<td></td>
<td>06/29/2016</td>
</tr>
<tr>
<td>Jose Ortiz</td>
<td>School Counselor</td>
<td></td>
<td>10/30/15</td>
</tr>
<tr>
<td>n/a</td>
<td>Superintendent</td>
<td>-n/a</td>
<td></td>
</tr>
<tr>
<td>-n/a</td>
<td>Field Support Center Staff Member</td>
<td>-n/a</td>
<td></td>
</tr>
<tr>
<td>-n/a</td>
<td>Other</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>-n/a</td>
<td>Other</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 08x146  School Name: P.S146 Edward J. Collins  Superintendent: Dr. Erika Tobia

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>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td>Arroyo</td>
<td>Annie</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>secondary</td>
<td>Johnson</td>
<td>Yvette</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

* 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.

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

2. List parents’ preferred languages for both written and oral communication. 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.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>361</td>
<td>76.32</td>
<td>361</td>
<td>76.32</td>
</tr>
<tr>
<td>Spanish</td>
<td>106</td>
<td>22.41</td>
<td>106</td>
<td>22.41</td>
</tr>
<tr>
<td>Fulani</td>
<td>3</td>
<td>0.63</td>
<td>3</td>
<td>0.63</td>
</tr>
<tr>
<td>Mandinka (AKA Mandingo)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Soninke</td>
<td>1</td>
<td>0.21</td>
<td>1</td>
<td>0.21</td>
</tr>
<tr>
<td>Urdu</td>
<td>2</td>
<td>0.42</td>
<td>2</td>
<td>0.42</td>
</tr>
</tbody>
</table>

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>During the school year, the school distributes notices such as school calendars, after-school information, No School notices, PTA meetings, and Parent-Teacher conferences.</td>
<td>weekly, Monthly</td>
<td>All letters to parents are translated before going out.</td>
</tr>
<tr>
<td>Monthly School Calendars</td>
<td>Reoccurring</td>
<td>Parent Volunteer who translate all parent information. Prepared the month prior</td>
</tr>
<tr>
<td>School Schedule; Lateness &amp; Tardiness Policy; Attendance Policy; Parent &amp; Student School Handbook; Permission to Photograph letters; Email Request Forms; Consent to Walk Home Alone Forms, Emergency Cards.</td>
<td>During the First Month of School</td>
<td>Translated by Parent Volunteers and all translations done before September.</td>
</tr>
</tbody>
</table>
All 4 Parent-Teacher Conferences and All school closing notices.
All school assessment dates.

4 times a year for Parent-Teacher Conferences.
Whenever there is a school closing.
Whenever assessments are expected.

Translated by Parent Volunteer and all translated information is given to parents three weeks to a month before event. It is also indicated on the School Calendar.

Parent Workshops and PTA Meetings; School Events (i.e. Parent and Child Dances; shows; etc.)

Parent Workshops is sent out Monthly.
PTA Meetings is sent out Monthly.
Parent & Child Events and other shows are done 5 to 6 times a year.

Translated by Parent Volunteer and all translated information is given to parents 3 to 4 weeks before workshop, meetings or events. It is also indicated on the School Calendar.

All of the End of the Year Events (i.e., Pre-K, Kindergarten and Fifth Grade Moving-On Ceremonies), Last day of school and all early dismissals.

End of the Year information is sent out 4 months in advance.

Translated by Parent Volunteer and is provided to parents months in advance.
It is also indicated on the School Calendar two months prior.

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>The parents have the opportunity to meet with the teachers every to discuss their child's academic progress. The other meetings may occur when the teacher makes appointments with the parents to discuss other concerns.</td>
<td>Tuesday afternoon from 2:20 -3:00 P.M.The other meetings take place in September for open school night, in November, for parent-teacher conference and in March for parent-teacher conference</td>
<td>NYC Translation services are usually called for assistance. In house translators are also available: 1. Counselor -french and spanish 2. ELL Teacher- Spanish 3. Parent volunteer- Urdu and Madingo</td>
</tr>
<tr>
<td>Super Tuesday Parent/Teacher Conferences</td>
<td>Every Tuesday from 2:20 pm-3:00 pm.</td>
<td>Through volunteers or the NYCDOE Interpretation Unit</td>
</tr>
<tr>
<td>4-Parent-Teacher Conferences for the year</td>
<td>September, November, March and May</td>
<td>Through volunteers and/or Para’s and School Aides and/or the NYCDOE Interpretation Unit</td>
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</tbody>
</table>
Parent Workshops/ Meetings/Events including Parent one-on-one meetings including phone calls.

Parent Workshops, Meetings/Events or Monthly.

Parent One-on-One Meetings including Phone calls

Through volunteers and/or the NYCDOE Interpretation Unit

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

NYC Translated service will be contacted and provided. Afterwards, phone calls will be utilized as the means of communication with parents. In situations where possible a letter in the parents native language will be sent home.

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.

There is a professional development meeting where all staff members are given the Chancellor’s Regulation A-663. It is there that the policy is explained. The staff members are also provided the information regarding over the phone interpreter services, translation and interpretation information, and copies of this information for parents in their native language.

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.)

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

Part 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?

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