



**PS 246
POE COTTAGE**

**2008-09
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 10X 246
ADDRESS: 2641 GRAND CONCOURSE
TELEPHONE: 718-584-6764
FAX: 718-584-7005**

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 246 **SCHOOL NAME:** POE COTTAGE

DISTRICT: 10 **SSO NAME/NETWORK #:** EMPOWERMENT #15

SCHOOL ADDRESS: 2641 Grand Concourse Bronx, New York, 10468

SCHOOL TELEPHONE: 718-584-6764 **FAX:** 718-584-7005

SCHOOL CONTACT PERSON: Beverly Pascal-Miller **EMAIL ADDRESS:** BMiller2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON Susan Greenman

PRINCIPAL Beverly Pascal-Miller

UFT CHAPTER LEADER Hirsa Jimenez

**PARENTS' ASSOCIATION
PRESIDENT** Blanca Flores

STUDENT REPRESENTATIVE
(Required for high schools) N/A

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Sonia Menendez

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 246 also known as the Poe Cottage School, is located in the Fordham Road section of the Bronx. We are an elementary kindergarten through sixth grade school with a current enrollment of 814 students. Our students are provided an instructional program that is holistic and comprehensive. The curriculum emphasizes meaning and understanding through active student participation. Our primary focus is to create a learning environment where children, in partnership with their parents, actively participate in their education so that they can be challenged to their fullest potential. We envision methodologies that allow for individual differences and learning styles. Our ultimate goal is to make all children successful learners.

The dedicated staff of PS 246 is committed to advancing our diverse student population. We are focused on meeting the needs of our students both academically and emotionally. We feel that instruction and time management should be an integral part of every child's formal education. We provide each student in grades K-6 with an attractive comprehensive daily planner/calendar that will help them set goals, record assignments and plan activities.

We truly nurture the whole child. This is done by offering our students a wide range of non-academic programs i.e. Arts programs, after-school programs BELL, NESI Good Shepherds and A+. We also offer a variety of extra curricular activities including ping pong, baseball, guitar, basketball, track, tennis, and drama.

Our staff is comprised of administration and teachers working hand in hand to maximize the learning potential of all students. We continue to build capacity by involving our teachers in extensive professional development that they turn-key to staff members.

In 2006 we established a Smart Start Program to assess the social, emotional and academic developmental skills of our incoming kindergarten students, while providing parents with strategies and skills to actively partner in their child's early education. This initiative continues and with each yearly assessment we deepen our ability to use the data garnered from this process to develop classroom structures which support our students' academic and social development.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	PS 246				
District:	10	DBN #:	10X246	School BEDS Code #:	321000010246

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded. Ele.	<input type="checkbox"/> Ungraded Sec.		
Enrollment:				Attendance:					
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K					91.0	90.3	90.3		
Kindergarten	85	80	91						
Grade 1	125	121	116						
Grade 2	111	109	116	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	132	106	122		91.4	90.3	89.3		
Grade 4	139	122	98						
Grade 5	132	143	120						
Grade 6	119	113	146	Eligible for Free Lunch: (% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					91.4	95.6	92.6		
Grade 8									
Grade 9									
Grade 10				Students in Temporary Housing: (Total Number as of June 30)	2006	2007	2008		
Grade 11					12	14	10		
Grade 12									
Ungraded Elementary	3	0	5						
Ungraded Secondary				Recent Immigrants: (Total Number as of October 31)	2006	2007	2008		
Total	846	794	814		26	7	5		
Special Education Enrollment:				Suspensions:					
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	31	34	37						
No. in Collaborative Team Teaching (CTT) Classes	20	11	28	Principal Suspensions	12	3	0		
Number all others	58	75	71	Superintendent Suspensions	10	12	13		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	134	123	115	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	148	154	152	Number of Staff:			
# ELLs with IEPs	8	20	14	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	62	67
				Number of Administrators and Other Professionals	12	11	13
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	2	TBD	2
	1	0	1				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	98.5
American Indian or Alaska Native	1.0	0.6	0.4	Percent more than two years teaching in this school	65.1	72.8	71.6
Black or African American	12.9	11.8	10.9	Percent more than five years teaching anywhere	46.0	54.8	53.7
Hispanic or Latino	78.8	80.5	81.4	Percent Masters Degree or higher	83.0	89.0	84.0
Asian or Native Hawaiian/Other Pacific Isl.	5.4	5.0	5.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	87.4	90.8	88.9
White	1.9	5.0	5.2				
Multi-racial							
Male	55.3	54.9	53.9				
Female	44.7	45.1	46.1				

2008-09 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I School wide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2005-06	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)
X	NCLB Restructured – Year __3__	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	Restructuring Y3	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-			
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Other Groups						
Students with Disabilities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-			
Limited English Proficient	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Economically Disadvantaged	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Student groups making AYP in each subject	1	6	4			

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	<input checked="" type="checkbox"/>
Overall Score	56.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)	6.3	Quality Statement 2: Plan and Set Goals	<input checked="" type="checkbox"/>
School Performance (Comprises 30% of the Overall Score)	9.1	Quality Statement 3: Align Instructional Strategy to Goals	<input checked="" type="checkbox"/>
Student Progress (Comprises 55% of the Overall Score)	36.5	Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	<input checked="" type="checkbox"/>

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends

ELA

ELA remains a focal point for PS 246. Data trends indicate that further strategies need to be planned for grade levels K-6 and the sub-groups; ELL, Students with Disabilities and the Economically Disadvantaged, in order to develop all students' reading comprehension, and writing skills.

Additionally, Inquiry Team action research has identified academic vocabulary acquisition for ELL students as another area of need. Study of trends for ELL students by the Inquiry Team showed that even with long-term access to ESL support services many students were performing at Beginning or Independent on the annual NYSESLAT.

Student Performance, when measured by the 2008 ELA Test shows a 2.5% increase in the number of students who performed at Level 3 or 4.

65.5% of all students made one year's Progress in ELA in 2008 as indicated on the School Progress Report. This is an increase of 10.4%, placing the school at 74% when compared to its peers.

Sub-groups

All sub-groups of students made AYP on the NYS Report Card in 2008 some through the Safe Harbor provision.

Grades 4 (+15%) and 5 (+26%) ELL students, and Grade 5 (+22%) Students with Disabilities made gains on the 2008 NYS ELA Test.

83.7% of students in the school's Lowest 1/3 of Students made at least 1 Year of Progress in ELA in 2008 as measured by NYC DOE on the School Progress Report, placing the school at 67.2% when compared with its peer schools.

Math

Math continues to be a focus for PS 246 with differentiated strategies being planned to improve students' skill development in targeted areas.

In 2008 69.5% of students performed at Level 3 or 4 in Math, a 13.9% increase over 2007.

67.1% of all students made one year's progress in Math in 2008 an increase of 10.8%

Sub-groups

There was a 24% gain in the number of Grade 4 ELL students performing at Level 3 and 4 in 2008 while 35% of Grade 4 Special Education students performed at Level 3 and 4 in Math in 2008 increasing by 6% from 2007

70.4% of students in the school's Lowest 1/3 of Students made at least 1 Year of Progress in Math in 2008 placing the school at 58.1% when compared with its peer schools.

Science

Maintaining a science staff developer K-6 and a science cluster teacher have continued the school focus on the science curriculum and improving the Grade 4 NYS Science Test scores.

The Science staff developer coordinates the program providing teachers with in-class support, assessments and data analysis and follow-up lesson plans.

In 2008 72.5% of Grade 4 students performed at Level 3 or above an improvement of 17.5%.

Greatest Accomplishments

- The school received a B on the School Progress Report in both 2006 – 2007 and 2008 - 2009
- Introduction of systems including uniform assessments, and use of analyzing templates that promote teacher accountability, and differentiated instruction. The new curriculum binder requirements have promoted better access, organization and use of data and led to more effective, student based lesson planning
- There has been a focus by staff on curriculum development, particularly in science – a Science specialist has developed standards-based pre and post tests for each unit. She assists teachers in analyzing the data. There are regular discussions with the teachers about the data.
- Coaches have worked with teachers to develop data collection, collation and analysis systems and are now focused on in-class modeling of data driven instruction, engagement and differentiation strategies
- There is increased program integration, and collaborative planning, and more resources that are increasingly accessible
- Maintaining the Smart Start Program kindergarten transition program in 2006, 2007 and 2008 the by targeting students' strengths and challenges.
- Through school-based decisions, and by successfully applying for a wide range of grants, PS 246 has developed: a Robin Hood library, a phenomenal school yard where the students are able to play and engage in structured recess time, student produced artwork throughout the school, involvement in Arts programs (with Lehman College and DreamYard), incorporating Art (all activities) into the curriculum, and a K-3 music program with a new music teacher, improvement in behavior and discipline through on-going participation in the School's Attuned and Second Step programs, access to the variety of programs, and facilities such as the playground, and provision of a variety of after school, and sporting activities

Most significant aids and/or barriers

Aids

- 'All Kinds of Minds' training from Schools Attuned, and various SES programs help students realize their full potential
- Dedicated teachers developing data systems, and standards based curriculum
- Improved discipline through the appointment of an additional guidance counselor
- A focus on consistent whole school goals
- An administration that holds teachers equally accountable, helping motivate teachers who have found comfort in 'the same old' while giving accolades to members of our school community who continually go above and beyond the call of duty in order to help our students achieve in all areas of life. Building a culture of respect that treats each person with dignity ranging from a simple "hello" to constructive criticism delivered under the umbrella of support.
- The most significant aid to the school's continuous improvement is administrative support. This support takes the form of building in time for teachers to achieve the many new data-related goals that we have set for ourselves. Administrative support also takes the form of conveying expectations to teachers in a timely fashion so that we have the opportunity to incorporate ever-growing responsibilities into our already time-challenged schedules.

Barriers

- School building condition – lack of physical space: undersized classrooms, no auditorium, no gym
- Due to the challenges our students encounter in the outside environment some need extended time in a nurturing environment to reach the required grade level standards.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

1. Through involvement in engaging and differentiated lessons, and by experiencing new teaching strategies and resources all students will have the opportunity to improve their math performance. The number of students in grades 3 – 6, working at levels 3 and above, will increase by 10% as reflected in the School Progress Report for the 2008-2009 school year.

2. Through explicit academic English vocabulary instruction 90% of students identified in the Inquiry Team's target population of grade 3 ESL students will move from an I (Intermediate) to an A (Advanced) on the May 2009 NYSESLAT.

3. Continue to deepen the K-6 ELA curriculum by implementing school-wide use of reading and writing rubrics based on the New York State English Language Arts Standards. Each Grade level will use the school developed rubrics at the end of each genre based unit of study in 2008 – 2009. Teachers will use the data to identify each student's strengths and weaknesses, plan instructional goals and next steps, and monitor student progress in reading and writing.
At grade K-2 the results will be measured by progress on DIBBLES and Terra Nova assessments in Reading, and a Baseline, Midline and Endline diagnostic writing task. For students in grades 3-6 the results will be measured by a 15% increase in the number of students performing at or above grade level on the 2009 NYS ELA test.

4. Build teaching capacity within the school and deliver to every student an age-appropriate, effective, authentic and enriched standards-based science education that provides a strong foundation upon which to build, and be successful.
Increase the number of grade 4 students who meet or exceed science performance standards on the NYS Science Test in 2009 from 70% to 80%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): MATHEMATICS

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • Through involvement in engaging and differentiated lessons, and by experiencing new teaching strategies and resources all students will have the opportunity to improve their math performance. The number of students in grades 3 – 6, working at levels 3 and above, will increase by 10% as reflected in the School Progress Report for the 2008-2009 school year.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Coach will continue to work with teachers to develop their skills in data analysis and standards based planning using the data analysis reports. • Regular collation and analysis of Math assessment data by teachers and coach: <ul style="list-style-type: none"> ○ Teachers provide class data collation monthly to coach ○ Data from Periodic assessments is analyzed and used by coach and teachers in planning differentiated instruction ○ Analysis of sub-group data from NYS and Acuity identifies needs of particular students ○ Uniform expectations for Teacher Assessment Binders will assist with data analysis • Teachers will identify needs of individual students and whole class, and plan interventions and guided groups to re-teach or teach the concept/skill based on regular data analysis. • The coach and staff developer will work in classrooms to support teachers (New/Bilingual/ESL and Special Education in particular) in implementing engaging and differentiated lessons, and introducing new strategies and different resources • Teachers will be provided with training in using the Math scoring guides and rubrics so they can score the Math simulation test. • The item analysis data from the in-school simulation test will be used to develop and analyze students' strengths and needs in order to differentiate instruction and prepare students for the NYS Test. • Provide on-going professional support through: <ul style="list-style-type: none"> ○ In-class support – modeling, co-teaching and coaching ○ A series of scheduled workshops ○ Monthly Common planning meetings

	<ul style="list-style-type: none"> ○ Attendance at Network 15 Calendar Days x7 from Grades K-5 followed by capacity building where teachers share resources and ideas (Turnkey). ● Implement an assessment process at grade 2 to provide timely, relevant information to grade 3 teachers that will be available at the start of each school year, to enhance the system already in place in grades 3 through 6 allowing teachers to plan for student needs. ● Continue with math component of the Smart Start program to give teachers immediate data to use in planning for student needs
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> ● Network Math Calendar Days ● AUSSIE consultancy ● Resource Room and AIS support ● Lunch n learn sessions ● Trainee rate compensation which allows for rubric training and scoring of the in-school Math simulation
Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> ● 90% of class teachers complete the data templates and provide them to the Math Coach ● Student progress is monitored by comparing the results of the Acuity Predictive in December and May ● 79.5% of student perform at Levels 3 and above on the 2009 NYS Math Test ● Goals and student groupings are reflected on the completed data templates provided monthly by classroom teachers to the coach

Subject/Area (where relevant): ACADEMIC VOCABULARY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<ul style="list-style-type: none"> ● Through explicit academic English vocabulary instruction 90% of identified students in the Inquiry Team’s target population of grade 3 ESL students will move from an I (Intermediate) to an A (Advanced) on the May 2009 NYSESLAT.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> ● Teachers will participate in PD to study and learn how to use repeated reading activities to enhance the language ability of ELLs to develop automatic recognition of English phonemes as well as using high frequency words, and patterns to increase fluency allowing students to analyze and comprehend the content of reading materials. ● Augment instructional efficacy through explicit teaching of English letter sound correspondences; word patterns and spelling rules; vocabulary development that emphasizes relationships between & among words to build oral language skills; instruction in when, where & how to use vocabulary and comprehension strategies; and introduction of skills in isolation and practiced in context. ● Instructional planning will embed explicit discourse markers such as first, second, and finally within

	<p>lesson presentations to help students organize information and provide ELLs multiple opportunities to use the targeted skills and receive constructive feedback from teacher</p> <ul style="list-style-type: none"> • Through lab-sites and inter-class visitations teachers will observe how to utilize choral reading response and other response activities that provide ELLs with a low-risk setting to practice new skills while simultaneously providing teachers an efficient way to offer student adequate practice. • Enhance the ability of teachers to assist ELLs to understand their new lexicon through direct instruction of cognates, prefixes, suffixes, and root words to assist in independent utilization of targeted words. • Teachers will engage ELLs in holistic activities to the build schema they need to understand context clues through the use of embedded definitions, pictures, realia, photographs, graphic organizers, maps, & graphs. • Provide teachers with PD opportunities to assist them in: building the background knowledge of ELLs through explicit links to previously taught text to activate prior knowledge and reviewing relevant vocabulary that has already been introduced and highlighting familiar words that have a new meaning in order to access the knowledge that students bring from their native cultures.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Fordham University ELL Project • Coverage for Bilingual/ESL meetings, lab-sites, intervisitations • Professional Reading materials • City College • USDE Webinars • Coverage for professional development workshops
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Progress monitoring using ACUITY (Predictives, ITAs and instructional components) and Performance Series every 6 to 8 weeks to assess gains in academic vocabulary until the administration of the May 2009 NYSESLAT • Ongoing low-inference observations to assess students' ability to follow prompts and directions in English. • Informal and formal assessments (teacher observations, Acuity, Performance series conferencing: logs, notebooks, notes; choral reading, running records, TC assessments. • Utilization of Baseline, Midline End-line, and Portfolio pieces to evaluate students' progress in the writing process and conventions of writing using rubrics and teacher/student goal setting.

Subject/Area (where relevant): ELA

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none">• Continue to deepen the K-6 ELA curriculum by implementing school-wide use of reading and writing rubrics based on the New York State English Language Arts Standards.• Each grade level will use the school developed rubrics at the end of each genre based unit of study in 2008 – 2009.• Teachers will use the data to identify each student’s strengths and weaknesses, plan instructional goals and next steps, and monitor student progress in reading and writing.• At grade K-2 the results will be measured by progress on DIBBLES and Terra Nova assessments in Reading, and a Baseline, Midline and Endline diagnostic writing task.• For students in grades 3-6 the results will be measured by a 15% increase in the number of students performing at or above grade level on the 2009 NYS ELA test.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none">• Implement standards and genre based rubrics to go with each unit of study.• Strengthen a system of monitoring and tracking student progress for teachers in reading and writing by further developing a routine where teachers use the assessment rubric to develop a whole class profile, monitor individual student progress and decide on the instructional planning focus to inform teaching and next steps.• Teachers provide the whole class profile to the coach after each unit of study.• Coaches provide on-going professional development to help staff, particularly new teachers, use data in reading and writing in grades K-6• Develop teachers’ use of the data to plan effective differentiated instruction.• Further develop routines of reflection, goal-setting and deciding on next steps by students and teachers at the end of each unit of study.• Continued systematic collation of resources by the coach, specific to each grade, and learning levels of students into an ELA Resource Binder to assist teachers in planning next steps.• Provide new teachers with training in using the ELA rubrics so they can assess student needs in reading and writing.• Provide additional support for ELLs via a team teaching model and in-class support for special education teachers.• Further develop special education teachers understanding of IEP goals in addition to the rubrics to inform and differentiate their instructional planning.• Via the inquiry team action research, focus on best practices to develop reading comprehension and writing skills for targeted Grade 3 ELL subgroup.• Provide on-going professional support through:<ul style="list-style-type: none">○ A series of scheduled focused workshops○ Monthly Common planning meetings

	<ul style="list-style-type: none"> ○ Attendance at various professional development sessions/days from grades K-6 followed by capacity building where teachers share resources and ideas (turnkey) ○ Lunch n Learns ○ In-class modeling, co-teaching and coaching by coaches ● Teachers will have opportunities for inter/intra visitations to observe best practices.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> ● ELA Coach ● Reading First coach and coordinator ● AIS support ● F-Status support ● Professional Reading materials ● Lunch n learn sessions ● Trainee rate compensation which allows for changes in schedule to accommodate professional development sessions before and after school as well as weekends and extended holidays
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> ● Student progress to be monitored through end of unit assessment using the rubrics at the end of each unit throughout the year (x7). ● Goals for students are reviewed and refined based on the data after each assessment and are reflected on the completed data templates provided by classroom teachers to the coach and assistant principal at the end of each unit.

Subject/Area (where relevant): SCIENCE

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> ● Increase the number of grade 4 students who meet or exceed science performance standards on the NYS Science Test in 2009 from 70% to 80% by building teaching capacity within the school to deliver to every student an age-appropriate, effective, authentic and enriched standards-based science education.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> ● Classroom teachers provide Science instruction with support from the science staff developer and science specialist in grades K-6. ● Includes engaging students with hands-on, memorable instruction and authentic experiences, covering content and concepts per the NYS core curriculum. ● As stipulated by NYS and the DOE, the science program will develop the science inquiry skills and provide students with opportunities to practice process skills through investigations that promote discovery. ● Pre and post assessments are conducted for each unit and regular data analysis is conducted to inform and drive instruction

	<ul style="list-style-type: none"> • Based on these assessments strategies for success have been developed by the science staff developer to address areas of student need and the specific needs of our ELL, SDW and ELS student populations. • Item analyses and action plans (specifics steps to address areas of student weakness) are prepared by the science staff developer and distributed to classroom teachers, science specialist and administrators. • Students in grades 2 through 6 take a standards based baseline assessment against which progress and accomplishment are measured on an ongoing basis through diagnostic, authentic, formative and summative evaluations across the year • Grade K, and grade 1 students are assessed on an ongoing basis via observation. • Formal assessments in grades 2, 3, 5 and 6 include (but are not limited to) baseline, unit, and end-term exams. Formal assessments in grade 4 include (but are not limited to) baseline, unit, midline, end-term, and practice exams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The science staff developer provides professional development in classrooms and at grade-level meetings on a monthly scheduled ongoing basis. • PS 246 supplements core curriculum materials (Harcourt for grades 3 and 4, FOSS grade 5, and Glencoe grade 6) with materials, supplies, and equipment as required. Gardening supplies are supplemented by the Trust for Public Land.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Progress is monitored in: <ul style="list-style-type: none"> ○ Grades 2 through 6 on a standards based baseline assessment against which progress and accomplishment are measured across the year ○ Grade K, and grade 1 students are assessed on an ongoing basis via observation. ○ Formal assessments in grades 2, 3, 5 and 6 include (but are not limited to) baseline, unit, and end-term exams. ○ Formal assessments in grade 4 include (but are not limited to) baseline, unit, midline, end-term, and practice tests.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	10	10	N/A	N/A	0			
1	29	29	N/A	N/A	11			
2	29	29	N/A	N/A	3			
3	22	22	N/A	N/A	10			
4	24	34	28	20	10			
5	10	35	17	40	5			
6	9	59			8			
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: K-3 Small Group Instruction:	Small group instruction during school day using: Reading First Intervention (Harcourt) Decodable books: Grade 2, Great Leaps , Grade 3 Leap Track assessment followed by work on individual needs.
Mathematics:	Small group instruction provided by teachers during the am tutoring session. A+ Academy, Math Institutes (holidays & Saturday's). F-Status teachers provided services during the day.
Science:	Specialist evaluates assessments so that areas of student, and whole class weakness can be identified to inform instruction. Strategies specific for ESL & ELL students are developed for use by classroom teachers. Small group instruction during school day. Specialist models lesson demonstrating techniques to address areas of student weakness. Specialist provides one-on one instruction where necessary.
Social Studies:	Teachers of grades four and five conduct small group instruction during school day, after school and Saturday's.
At-risk Services Provided by the Guidance Counselor:	Strategies used: Second Step character education, play therapy, art therapy. Instruction is delivered one to one and small group.
At-risk Services Provided by the School Psychologist:	Conducts Functional Behavior Assessments (FBAs) & Behavior Intervention plans with guidance prior to referrals for behavioral concerns. Formal & informal classroom observations using methods including interval time sampling, anecdotal observations & Antecedant Behavior Consequences (ABC) data collection to identify possible triggers and/or reinforcers of behaviors
At-risk Services Provided by the Social Worker:	Counseling (6-8 weeks) for students without IEPs but at risk of a special education referral. Evaluations, Functional Behavioral Assessments (FBA) Behavioral Intervention Plans (BIP). Consultations with families, community referrals and advocacy.
At-risk Health-related Services:	Open Airways classes teaches students with asthma how to function with asthma; warning signs for treatment; how to properly use medication. Vision & hearing screenings ensures that students with vision or hearing problems are assisted with obtaining glasses or hearing aids. Free dental exams provide info about good dental practices. Doctors' sessions ensures that all students have a physical exam.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2008-2009) LAP narrative to this CEP.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: Bilingual ESL Both **Number of LEP (ELL) Students Served in 2007-08:**

(No more than 2 pages)

SEE Below

1. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
2. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.
3. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
4. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
5. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Title III, Part A LEP Program

As a Reading First school, our ELL students are provided explicit, research-based instruction targeting their academic and linguistic needs through a Bilingual and an integrated push-in/pull-out ESL program and the collaboration of fully certified Bilingual/ESL teachers. In the 2008-2009 school year we have established five general transitional bilingual classes: one Kindergarten, one first grade, a bilingual second grade ITT class, one third grade, one fourth grade and one five/six bridge class.

Students in bilingual classes are provided native language and ESL instruction as per their proficiency levels. In grades K-1 mathematics instruction is provided in the native language using Everyday Mathematics and grades 2–6, is provided in English using ESL methodologies as the anchor of the lessons and the support of strategically scheduled Spanish speaking teachers as needed. In grades K-3 Bilingual and ESL teachers are using Moving Into English to address their linguistic needs of the students while grades 4-6 use Hampton Brown, Avenues for language arts. Certified ESL teachers provide instruction in free-standing ESL classes in grades 2-5 and push-in/pull-out services are offered in grades K and 6 by fully certified teachers. Teachers come together to analyze NYSESLAT scores and the proficiency levels of the students in every strand to plan their lessons not only to meet the expected linguistic needs of the students (beginning and intermediate 360 minutes of ESL, advanced 180 minutes of ESL in content area) but also to make them rigorous at their expected level for success.

Academic Intervention Services for at risk ELL students are designed to help students achieve the learning standards in English Language Arts, Math, Social Studies and Science. New-comers in need of native language intense support are offered AIS in Spanish and are frequently monitored in order to build the foundation needed to become successful learners of a second language. Students taking city and state standardized tests who score below designated performance levels are targeted as in need of AIS. Students in Kindergarten through grade three who lack reading readiness or whose ECLAS-2 rating is 3 or below are eligible for AIS small group instruction in their targeted area of need. Tutorial services are also designed to help students meet the target as per progress monitoring in grades K-2 and the predictive in grades 3-6. After school, weekend, summer school programs and increased interventions from guidance and support staff are also strategically schedule as needed to support our ELLs. We are committed to maintaining leveled and labeled libraries in bilingual/ESL classrooms encouraging students to read a minimum of 25 books per year. We promote congruence and articulation between classroom teachers and ESL teachers to ensure the use of similar language acquisition strategies as print-rich and literature based classrooms are developed. Our enrollment to the Ticket to Read Voyager web site program is now increasing the possibilities offering our students from K-6 an additional tool to engage in reading experiences and get excited about reading as they are able to connect with other students all over the USA as well as access it at any time and from anywhere in the world.

Instructional strategies for our ELLs include, but are not limited to, natural approaches of instruction, peer- tutoring and thematic project-based units of learning, role play, music and visual arts to name a few.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: _____ PS 246 _____ District _____ 10 _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
8	5					

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Form TIII – A (1)(a)

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

SEE ATTACHED

- ✓ school's language instruction program for limited English proficient (LEP) students
- ✓ type of program/activities to improve mathematics, native and/or English language learning
- ✓ number of students to be served
- ✓ grade level(s)
- ✓ language(s) of instruction
- ✓ rationale for the selection of program/activities
- ✓ times per day/week
- ✓ program duration
- ✓ service provider and qualifications

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Staff Development at PS 246 is ongoing. Our school based literacy coach and teacher leaders work closely with our staff to ensure that their needs are met. The Literacy Team meets weekly to provide a forum for conversation and to develop action plans. Our teachers are committed to fostering second language development. Workshops, study groups, intervisitations, conversations and institutes will focus on the stages of language acquisition, the development of language fluency and higher order thinking. We seek the experts to better serve our students. This year our AUSSIE consultant supported the bilingual teachers with effective strategies to use with ELL learners. We have been focusing on how to use native language literacy skills to make the transfer of literacy skills into the second language smooth and effective.

UPDATED – OCTOBER 2008

Form TIII – A (1)(b)
Title III LEP Program
School Building Budget Summary

Allocation: \$44,232.00		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$29,837.00	600 Hours total : 4 teachers x 4 hrs per Saturday for Saturday ELL Academy 3 teachers x 6 hour per week for ELL After-School Institute \$29,837.00
Purchased services such as curriculum and staff development contracts		
Supplies and materials	\$14,395.00	Materials for After-School Programs = \$3,598.00 Books for Saturday Academy = \$3,598.00 Materials for Saturday Academy = \$3,601.00 Books for Saturday Academy = \$ 3,598.00
Travel		
Other		
TOTAL		\$ 44,232.00
Professional staff, per session, per diem (Note: schools must account for fringe benefits)		
Purchased services such as curriculum and staff development contracts		
Supplies and materials		
Travel		
Other		
TOTAL		

SECTION XVII

BUDGET NARRATIVE

School District 10 For Title III
BEDS Code _____

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE. 35 - \$15,000.

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation: \$48,102		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$31,200	Pay teachers to work per-session before/after and Saturday with the bilingual student and parents.
Purchased services such as curriculum and staff development contracts	\$7,200	Provide professional development for the bilingual teachers.
Supplies and materials	\$4,800.00	Purchase instructional materials for the bilingual students
Travel		
Other (Parental Involvement)	\$4,800.00	Purchase supplies; provide food and stipends to the parents.
TOTAL	\$48,000.00	

SECTION XVII

BUDGET NARRATIVE

School District 10 For Title III
 BEDS Code _____

*** MUST BE SUBMITTED WITH EACH BUDGET IN THIS DCEP ADDENDUM UPDATE**

If Transferability is used for 2007-2008, the Transferability Form must be submitted online and a hard copy must be submitted with the budget narrative to expedite the review of the FS-10.

Additionally, on the Budget Narrative and FS-10, please indicate the amount of funds to be included under transferability in the budget categories and the Title where funds will be used. Example: In the Title IIA budget under Code 15 – Transferability - Title I Reading Teacher – FTE.35 - \$15,000.

CODE/ BUDGET CATEGORY	EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this Title)
Code 15 Professional Salaries	\$31,200 Pay teachers to work per-session before/after and Saturday with bilingual student and parents.
Code 16 Support Staff Salaries	
Code 40 Purchased Services	\$7,200 Provide professional development for the bilingual teachers with programs such as Project Arts.
Code 45 Supplies and Materials	\$9,600.00 Purchase supplies; provide food and stipends to the parents. Purchase instructional materials for the students.

School District _____ For Title III
 BEDS Code _____

Code 80 Employee Benefits	
Code 90 Indirect Cost	
Code 49 BOCES Services	
Code 20 Equipment	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Parent surveys were distributed to all parents during our first curriculum night in September and during our first monthly Parent meeting in September. Any school notices and information generated by the school is distributed in both English and Spanish.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Seventy-nine percent of this population is Hispanic therefore translations and oral interpretations are done in both English and Spanish by staff personnel.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

SEE PART A

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

SEE PART A

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

UPDATED – OCTOBER 2008

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009 \$860,582.00
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program \$8,605.00
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified \$43,029.00
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year 100%
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. **School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**
2. **Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

PS 246 SCHOOL PARENTAL INVOLVEMENT POLICY

PART B – GENERAL EXPECTATIONS

P.S. 246 agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with Section 1118-Parent Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- The carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA.

P.S. 246 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA.

Representatives from the elected PTA and School Leadership Team members will work closely with the school's Parent Coordinator to develop this action plan.

P.S. 246 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:

As part of regularly scheduled sub-committee PTA meetings, and as part of the responsibilities of the Parent Coordinator, parents are invited to participate in principal led informational meetings/forums to increase parental awareness of the school's progress and plans.

P.S. 246 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

Title I Saturday ESL Program for Parents

Title I Saturday Computer Classes for parents

Reading First

Everyday Math

Science

Good Shepherd after School Program

These programs are coordinator through the administration of the SES after-school programs and CBOs: BELL, NESI, and Good Shepherd Services in collaboration with the Parent Coordinator. Meetings are held with parents invited to elicit ideas and recommendations based on need.

The school pays reasonable and necessary expenses associated with parental involvement activities including transportation and childcare costs.

P.S. 246 will take the following actions to conduct with involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and improving the quality of its Title I, Part A Program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, or disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise if necessary (and with the involvement of parents) its parental involvement policy:

The evaluation will be conducted through survey

The Parent Coordinator will be responsible for the survey

Parents will be involved in development of the survey and interpreting the results

P.S. 246 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve academic achievement, through the following activities specifically described below:

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

Parents will be invited to workshops and open house(s) to learn about the grade level standards, expectations and curriculum. Written announcements, informational booklets and various educational websites will be provided. Parents will have access to standardized test results. Regular and flexible meeting times are available for parents to meet with their child's educational provider(s).

The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, using technology, as appropriate, to foster parental involvement.

The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by attending regional workshops as offered.

The School will to the extent feasible and appropriate, coordinate and integrate parental involvement programs in activities. Activities include Reading First, ESL and AIS Providers and All Kinds of Minds. Parents are invited to on-going meetings and workshops.

The school will take the following actions to ensure that information related to the school and parent-programs, meeting, and activities, is sent to the parents of Title I participating children in an understandable and uniform format including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. All communications are translated.

3. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

PS 246 SCHOOL PARENT COMPACT

P.S. 246 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

The School-Parent Compact is in effect during school year 2008-09.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

PS 246 will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- by using scientifically/researched based programs in all academic areas
- continue provision of intensive AIS services to all students not meeting city and state standards
- professional development surrounding assessment data and individualized instruction
- continue weekly grade level meetings for collaboration and professional development
- continue to analyze data to effectively implement differentiated lessons

PS 246 will hold parent-teacher conferences during which the COMPACT will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- during the fall and spring of the academic year
- scheduled class and/or individual conferences on an as needed basis

PS 246 will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- report cards will be given three times per year
- annual review of IEP goals for special education students
- daily progress reports for students on an as needed basis
- bulletins, memorandums, calendars and announcements

PS 246 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- during fall and spring afternoon and evening parent teacher conferences
- scheduled appointments with teachers and administrators as needed
- phone conferences and letters
- contact through parent coordinator

PS 246 will provide parent opportunities to volunteer and participate in the school and to observe classroom activities as follows:

- parents may complete volunteer training in order to assist in school activities
- chaperone class trips and activities
- contact parent coordinator
- attend scheduled class celebrations and performances
- attend open school week

PARENT RESPONSIBILITIES

We, as parents will support our children's learning in the following ways:

Supporting my child's learning by making education a priority in our home by:

- making sure my child is on-time and prepared for school everyday
- monitoring attendance
- discussing my child's school activities everyday
- scheduling daily homework time and assuring homework is completed
- limiting and monitoring the amount of television and play time
- volunteering at my child's school
- promoting positive use of my child's extracurricular time
- reading with my child
- staying informed about my child's education and communicating with the school
- being aware of and abiding by the rules and regulations of the school and district
- communicating positive values and character traits, such as respect, hard work and responsibility
- supporting the school's discipline policy
- helping my child accept consequences for negative behavior

STUDENT RESPONSIBILITIES

We the students of PS 246 will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- come to school prepared and ready to do our best
 - listen and follow directions of school staff
 - be honest and respect the rights of others
 - follow the school's code of conduct
 - do our homework everyday and ask for help when needed
 - study for tests and assignments
 - read at home daily
 - get adequate rest every night
 - give to our parents or guardians all notices and information we receive at school everyday
4. **Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. **(Please see section IV School Needs Assessment.)**
2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
- Reading First in grades kindergarten through third
- Everyday Mathematics in kindergarten through grade five.
- Harcourt Science on grades three and four
- Foss Science on grade five
- Glencoe science on grade six.

3. Instruction by highly qualified staff.

Teachers receive professional development from highly qualified staff in the areas of literacy, math, social studies and technology. Teachers are developed in literacy via Teachers College Reading Writing Project conference days, they attend monthly mathematics calendar day for all grade levels K-6.

The technology specialist attends monthly meetings and the social studies specialist attends workshops sponsored by the DOE. All training is turn-keyed to staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

On-going Professional Development, for the principal, assistant principals and staff is provided by the Empowerment Network, and State Ed Department.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Participation in the regional and citywide job fairs, recruitment and hiring interviews conducted by the administration, which includes demonstration lessons.

6. Strategies to increase parental involvement through means such as family literacy services.

Nutrition workshops for parents, computer classes, ESL programs for parents, academic-based workshops in science, literacy and math informing them of ways they can assist in their child's education, volunteer training so they can work in the school, yoga for parents, curriculum night etc.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

For the past three years the school has run a SMART START orientation program in July for incoming kindergarteners and their families. This initiative will continue this year.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school has an Instructional Cabinet whose members seek input from teachers in a variety of ways about the most effective systems for tracking data and academic assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Developing teachers' use of differentiated instruction continues to be a school wide goal. Instruction is based on data analysis and if this shows students need more time or a different method of instruction to consolidate their learning this is provided through access to extended day, after school and Saturday programs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

See responses for questions 1-9 above.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

**NCLB/SED
Status:**

Restructured Year 3

**SURR¹ Phase/Group (If
applicable):**

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.

Students groups not making AYP in ELA were: Special Education, ELL, Hispanic and Economically Disadvantaged – **(see Section III School Profile and Section IV for details on performance trends.)**

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

See Appendix 7 for details on programs that address needs for these student populations.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.

(a) Provide the following information: 2008-09 anticipated Title I allocation = \$860,582.00; 10% of Title I allocation = \$86,058.00.

(b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Our Title 1 Funds will be used to support a second teacher in each self-contained ESL class.

¹ School Under Registration Review (SURR)
UPDATED – OCTOBER 2008

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Our mentoring program sees our new teachers being mentored two periods per week by our two literacy coaches, a math coach and a math staff developer. Coaches demonstrate lessons incorporating best practices.

We have organized a New Teacher's Institute that initially met weekly and now meets monthly across the year to engage in ongoing conversations between the AP's and coaches and the new teachers regarding strengths and areas for improvement.

Our Math AUSSIE supports new teachers in developing their knowledge about collecting and using data to plan instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The principal informed parents of the school's SINI status at our September 24th, 2008 Curriculum Night meeting. The information was also translated into Spanish. Parents were additionally informed via letters in both languages.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher's role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

During 2007 – 2008 PS 246, led by the Instructional Cabinet including the ELA and Reading First coaches, continued the process of aligning the ELA curriculum to the state standards. Supplemental activities have been included; however, this work is on-going.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

By analyzing a variety of data sources including periodic assessments, teacher observations, learning walk feedback, and teacher plan books it was determined that continued professional development in delivering standards based, differentiated curriculum to all students and subgroups is required.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- To ensure an integrated standards based curriculum is taught PS 246 began the process of incorporating Science and Social Studies activities into the ELA curriculum map.
- In 2008-2009 in order to engage and differentiate instruction for ELL students the school re-organized the ESL class structure grouping students according to their level of language acquisition and incorporated a team teaching model in these classes.
- To address our curriculum needs in the area of ELL students PS 246 established an after school Drama Club specifically for 30 ELL students at Grades 3, 4, and 5 to enable them to become more articulate and fluent in their second language

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were

aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.

- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

During 2007 – 2008 PS 246, led by the Instructional Cabinet, including the Math coach continued the process of aligning the Math curriculum to the state standards. Supplemental activities have been included, however, this work is on-going.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The New York State Standards, NYC's EDM Planning Guides, and the Pre-March and Post-March breakdown of the standards were analyzed to see that all standards were addressed by Everyday Math in the required time frame, gaps were identified in Everyday Math both in standards not addressed and others not addressed in a timely fashion.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Where gaps were identified supplementary materials were purchased, and pacing guides were developed.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the

UPDATED – OCTOBER 2008

teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

During learning walks and informal observations the Santa Cruz Teaching Standards were used as a lens to observe student engagement in the learning process, and assess the level of use of differentiated instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The Santa Cruz Engagement Standard became a focus of professional development that is on-going, and the mentors used the standard when discussing strategies with new teachers.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 2.A.1

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom

classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

During learning walks and informal observations the Santa Cruz Teaching Standards were used as a lens to observe student engagement in the learning process, and assess the use of teaching strategies that encouraged active student participation.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Exemplary practice in Math is occurring in some classrooms where students are actively engaged in hands-on learning requiring them to develop an understanding of math content and processes. In-class professional development including demonstrations, modeling, coaching and lab-sites is aimed at extending these practices school-wide. Some use of technology in math is evident with the use of calculators, as well as software and internet-based activities being developed.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 2.B.3

strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

UPDATED – OCTOBER 2008

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Within the past five years this year has seen the greatest teacher turn-over, where three teachers retired, two teachers received promotions and another left due to a hardship transfer.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

N/A

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

PS 246 values professional development that supports our bilingual teachers and learners. Teachers are made aware of trainings via the Principal's Weekly Bulletin, and are supported in attending and turn-keying relevant information too colleagues.

UPDATED – OCTOBER 2008

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

All bilingual teachers (9 teachers; Bilingual/ELL) at PS 246 attended a series of workshops conducted by BETAC (Bilingual ESL Technical Assistance Center) covering different aspects of the Bilingual/ELL curriculum such as reading and writing for ELLs.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

N/A

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Through on-going analysis of sub-group data.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school has structures in place that ensure classroom teachers are aware of all ELL student data.

The AP in charge of Bilingual/ESL education holds bi-weekly meetings with the Bilingual/ESL teachers to enhance their knowledge of curriculum standards, and relevant best practice teaching strategies.

The NYSESLAT data is given to each Bilingual/ESL teacher indicating the proficiency level of each ELL student.

The BESIS Report is given to each classroom teacher to indicate whether the ELL student is eligible for testing or not.

The school values professional development around ELL strategies and best practice. The literacy coach is committed to developing her knowledge in literacy by attending a series of workshops and have teachers regularly attend her professional development sessions.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 5.3

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Through on-going analysis of sub-group data.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

- The school has structures in place that ensure classroom teachers are aware of all Special education student data.
- The AP in charge of Special Education holds bi-weekly meetings with the Special Education teachers and staff to enhance their knowledge of students they are working with, curriculum standards, and relevant best practice teaching strategies.
- School-Based Support Team come together to become knowledgeable about the behavioral/academic supports for our special needs students. They hold discussions to discuss the progress or lack of progress towards appropriate placement of students
- Student IEPs are reviewed by all service providers, and classroom teachers as often as needed
- All service providers and classroom teachers have access to the IEPs for the students they work with
- Special Education teachers regularly attend professional development sessions
- AP attends Special Education meetings/workshops facilitated by the Empowerment Network

UPDATED – OCTOBER 2008

- In the school's Data Room predetermined modifications for testing of the school's special needs population are displayed for teachers, testing coordinators, and administrators to check with as needed.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 6.3

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Through bi-weekly meetings, discussions between service providers, administrators, members of the SBS Team and classroom teachers the school has started to carefully consider the content of the IEP and its relevance in the daily classroom life of the students. This will lead to an alignment of the IEP content and teacher planning for differentiated instruction for the students.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The school is working towards ensuring all general education teachers of IEP students are fully aware of not only testing modifications but also specific learning needs of each student that would apply to their daily classroom instruction/learning environment.

Students are not assessed on the basis of the goals in their IEPs but rather by the NCLB laws that judges them against standardized test goals. This process is unfair.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

See 7.1 and 7.3

UPDATED – OCTOBER 2008

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts for Excellence spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Contracts for Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in Galaxy.
3. Please provide all of the information requested for each of the program strategies to which you've allocated funds, as per SED requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 16, 2008** Email address: **BMiller2@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in order for your survey to be valid.

School DBN	10x246
School Name	Poe Cottage
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 377,518
Principal Name	Beverly Miller
Principal Email	BMiller2@schools.nyc.gov
Principal Phone	7185846590

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Creation of additional classrooms	
Reducing teacher-student ratio through team teaching strategies	\$ 315,238

Does your school plan to allocate FY09 funding to reduce class size via the creation of additional classrooms?

- Yes
 No

Does your school plan to allocate FY09 funding to reduce class size by reducing teacher-student ratios in existing classrooms (e.g., team teaching models, creation of additional CTT classes, etc.)?

- Yes
 No

What grade(s), subject(s), and/or special populations are being targeted using C4E resources in school year 2008-09? How many existing classrooms will be targeted for school year 2008-09?

* If you plan to use C4E funds to target more than one grade, please fill out one row per grade.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 8 - Math - Students with Disabilities - 18 - 1 - 17

* If you plan to target more than one special population in a single grade, please fill out a separate row for each subgroup.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 6 - ELA- Students with Disabilities - 16 - 1 -14

* If you plan to target more than one subject area in a single grade, please fill out a separate row for each subject area.

For example:

C4E Target #1: 6 - ELA - ELLs - 16 - 1 -14
 C4E Target #2: 6 - Math - ELLs - 16 - 1 -14

	Targeted Grade	Targeted Subject	Targeted Population	Students per Teacher 2007-08	# Classrooms / Sections Targeted	Projected Students per Teacher 2008-09
C4E Target #1	2	Social Studies	English Language Learners	27	1	15
C4E Target #2	3	All (ES only)	English Language Learners	30	1	15
C4E Target #3	4	All (ES only)	Students with Low Academic Achievement	30	1	15
C4E Target #4						
C4E Target #5						
C4E Target #6						

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
- No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs **\$ 62,278**
 Summer School Programs
 Dedicated Instructional Time
 Individualized Tutoring

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Please describe the program.

After school program to address specific needs of our ELL and Special Edu. Populations in skill building in language arts and math. Enrichment in science, social studies and the arts.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation

- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09 (e.g., increase in the number of after-school program hours, increase in the number of students served, etc.)

We will increase the number of students served.

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time (e.g., instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need, Response to Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
 No

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by highly qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards)?

- Yes
 No

Please describe the program.

Teachers will instruct small groups of students in targeted areas of need. After school and during extended school breaks.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
 Students with Disabilities
 Students in Poverty
 Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
 Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Additional students will be enter into program.

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
 No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
 No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand an existing pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Language Learners (ELLs)?

- Yes
- No

How much do you plan to allocate for this program?

Model Programs for ELLs **\$ 0**

Please describe the program.

Previously Described

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Please indicate how the program/strategy will be expanded for school year 2008-09.

Expanding program allowing additional students to participate.
