Department of Education

PS46K
THE E. C. BLUM SCHOOL

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: DIS13/PS46K
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 46K **SCHOOL NAME:** E.C. Blum School

SCHOOL ADDRESS: 100 Clermont Avenue, Brooklyn, New York, 11205

SCHOOL TELEPHONE: 718-834-7694 **FAX:** 718-243-0726

SCHOOL CONTACT PERSON: Karyn Nicholson **EMAIL ADDRESS:** KNicholson@schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Ms.Bell
PRINCIPAL:	Karyn Nicholson
UFT CHAPTER LEADER:	Ms. Paula Morrison
PARENTS' ASSOCIATION PRESIDENT:	Ms. Bell
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 13 **SSO NAME:**

SSO NETWORK LEADER: Ms. I. Marzan

SUPERINTENDENT: James Machen

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Karyn Nicholson	*Principal or Designee	
Paula Morrison	*UFT Chapter Chairperson or Designee	
Ms.Bell	*PA/PTA President or Designated Co-President	
Ms. Stubbs	Title I Parent Representative *(suggested, for Title I schools)*	
Ms. Ivy Slater	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
	Member/Para Professional/Staff	
Ms. Shante Agard	Member/ Special Education Teacher/ Staff	
	Member/	
Dalilia Rabsatt	Member/Literacy Coach/Staff	
Beth Conard	Member/Cluster Teacher	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.
Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

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 46 is located in the Fort Green Section of Brooklyn. We have a mini-building that serves our full day Pre-Kg students which is connected to our main building housing our Kg-5 students. Many of the children who attend the school are new immigrants. Many different languages such as Spanish, Haitian Creole, Serbo-Croatian, Wolof and Arabic are spoken at our school. This diversity helps to create a rich cultural environment. Our English Language Learners comprise 17.27% of our population. There are twenty-four classes in the school. All classes are grouped heterogeneously. In addition we have 10% of our student population classified as Special Education. Just under 10% of our students are residing in temporary housing

PS46 is a Title 1 Schoolwide Project School. Students at the school are underprivileged, with 88 % of them classified at the poverty level. Most students enter Pre-Kg with limited exposure to books and the written word, making early literacy instruction a challenge. In the upper grades, students sometimes enter with limited schooling from their native countries. In addition, our students often leave the school for extended periods of time to return to their homeland.

Instruction at PS46 is planned around a clearly defined Assessment Learning Cycle: teachers assess previous learning, select appropriate curriculum objectives, decide what has to be learned next, decide on approaches and materials to be used, determine an assessment tool, teach and evaluate. During the mini-lesson, the teachers provide explicit instruction through modeling and thinking aloud. During independent/small group work, students are given the opportunity to practice the skill being taught with support from teachers and other students. Share time provides for group discussion regarding what was learned. Teachers scaffold their instruction moving from higher teacher support to student independence. Students are provided the tools needed to become strategic learners and problem solvers rather than being taught a series of skills in isolation. Teachers recognize students' varying background knowledge, readiness, language, learning styles and interests and modify their instruction. -We recognize that many students have specific needs such as our Special Education students, ELL students and our at-risk students. We implement differentiated instruction approaches to teaching so that they will have multiple opportunities for learning. The success of our academic intervention programs and mandated services depends on using data to identify students who have not made adequate progress, deciding on what strategies and techniques will work and monitoring targeted students carefully.

Our instructional program also involves student to student interaction and learning. This is accomplished through cooperative learning groups, partner reading and tutoring by high school students. Teachers have access to a variety of materials for instruction including computers and software, math lab resource room, word study manipulatives, reading resource room, library/media center, smart board, document camera and overhead projectors.

PS46 believes in accountability on the part of the teachers and students. The Principles of Learning articulate a set of essential practices relevant to effective, standards-based instruction and classroom environment. At PS46, we incorporate the Principles of Learning to inform our teaching practices, and support our belief system that all students learn. Our instructional program provides for continuous assessment of student learning. Planning takes place through the analysis of data taken from a variety of formal and informal assessments to drive instruction.

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.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT								
School Name:	P.S. 046 Edward C. Blum							
District:	13	**DBN:**	13K046	**School BEDS Code:**	331300010046			
DEMOGRAPHICS								
Grades Served:	Pre-K	√	3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	
	2	√	6		10			
Enrollment				**Attendance** - *% of days students attended*:				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08*	2008-09	
Pre-K	47	40	23		91.4	91.2	91.8	
Kindergarten	45	61	36					
Grade 1	53	53	66	**Student Stability** - *% of Enrollment*:				
Grade 2	65	61	54	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 3	69	60	53		90.5	91.6	85.9	
Grade 4	70	60	53					
Grade 5	42	60	59	**Poverty Rate** - *% of Enrollment*:				
Grade 6	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
Grade 7	0	0	0		90.6	81.7	89.8	
Grade 8	0	0	0					
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:				
Grade 10	0	0	0	*(As of June 30)*	2006-07	2007-08	2008-09	
Grade 11	0	0	0		23	11	47	
Grade 12	0	0	0					
Ungraded	0	0	0	**Recent Immigrants** - *Total Number*:				
Total	391	394	348	*(As of October 31)*	2006-07	2007-08	2008-09	
					1	3	1	
Special Education Enrollment:				**Suspensions** *(OSYD Reporting) - Total Number:*				
(As of October 31)	2006-07	2007-08	2008-09	*(As of June 30)*	2006-07	2007-08	2008-09	
# in Self-Contained Classes	36	39	37	Principal Suspensions	8	2	6	
# in Collaborative Team Teaching (CTT) Classes	2	0	0	Superintendent Suspensions	3	2	3	
Number all others	19	18	20					
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number:*				
				(As of October 31)	2006-07	2007-08	2008-09	
				CTE Program Participants	0	0	0	
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0	
(As of October 31)	2006-07	2007-08	2008-09					
# in Transitional Bilingual Classes	47	58	49	**Number of Staff** - *Includes all full-time staff:*				
# in Dual Lang. Programs	0	0	0	*(As of October 31)*	2006-07	2007-08	2008-09	
# receiving ESL services only	11	16	16	Number of Teachers	35	37	35	

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	3	2	2	Number of Administrators and Other Professionals	6	7	7
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	4	4
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.7	73.0	71.4
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	51.4	54.1	62.9
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	86.0	84.0	89.0
American Indian or Alaska Native	1.0	1.0	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.5	95.8	0.0
Black or African American	47.6	46.7	46.0				
Hispanic or Latino	48.1	49.0	49.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.0	0.9				
White	2.0	2.3	2.9				
Male	55.5	53.3	52.6				
Female	44.5	46.7	47.4				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ___						
	School Requiring Academic Progress (SRAP) – Year ___						

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native		–	–	–			
Black or African American		√	√	–			
Hispanic or Latino		√	√	–			
Asian or Native Hawaiian/Other Pacific Islander		–	–				
White		–	–				
Other Groups							
Students with Disabilities		√SH	√	–			
Limited English Proficient		–	–	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	76.8	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	8.7	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	16.7	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	46.1		
(Comprises 55% of the Overall Score)			
Additional Credit:	5.3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?

Performance Trends:

ELA 2087-2009

***3rd Grade ELA Performance*:**

- Increase in Levels 3 and 4.
- Decrease in the numbers of Levels 1 and 2.
- Decrease in the numbers of holdovers.

***4th and 5th Grades ELA Performance*:**

- Increases in the percentages of level 1 and 2 emphasize a need to elevate the reading levels of our students. Assessing students periodically throughout the year using Running Records to monitor growth in reaching Reading Benchmark in order to differentiate instruction during classroom lessons that include Balanced Literacy Approach, Intervention Program Services, and Guided Reading.
- Decreases in the percentages of level 4 scores indicates a need to continue our focus in differentiating instruction for these students by creating more challenging and enriching literature experiences that will increase higher order comprehension skills.
- Some increases in percentages in level 1 and 2 could be due to changes in the testing of ELL students. ELL students must now take the ELA test after only 1 year (instead of 2) in a NYC school.
- The percentage of English Proficient students at levels 3 and 4 increased and then decreased by minimal amounts over the last two years.
- In 2006-2007, 40 Limited English Proficient students were tested and the percentage decreased significantly to 15%. Once again this trend is attributed to the changes in laws as well as the large ELL population. More in depth differentiated instruction in the Bilingual Classrooms could help students increase the skills need in order to increase their levels.

MATH 2008 - 2009

***3rd Grade Math Performance*:**

- Decrease Levels 1 and 2 and large gains, over 25%, in Levels 3 and 4
- SE Level 1 was steady while Level 3 showed a drop of 14%. Level 2 showed corresponding gains. There were no students in Level 4.

***4th Grade Math Performance*:**

- Our total percentage of students achieving performance levels 3 and 4 increased by 2% between the 2005-2006 and 2006-2007 school years.
- Our percentage of level 1 students increased by 13% while our percentage of level 2 students decreased by 18%.
- The percentage of general education students performing at levels 3 and 4 increased by 7% while the percentage of special education students performing at those levels decreased by 29%.
- These trends signify a need to focus on mathematics interventions for our lowest performing students to help them to move to levels 2 and 3. The trends also show a need to improve math instruction for our special education students.

5th Grade Math Performance:

- Our total percentage of students achieving performance levels 3 and 4 decreased by 1% between the 2005-2006 and 2006-2007 school years. Although the percentage of level 3 students increased by 10%, the percentage of level 4 students decreased by 11%.
- Our percentage of students performing at a level 1 decreased by 7%. These decrease resulted in no students performing at a level 1. Our percentage of level 2 students increased by 8%.
- Our 5th grade scores again show a trend of a greater percentage decrease of level 3 and 4 students in the special education population, by 11%.
- These trends are evidence of first, a need to provide greater enrichment in mathematics in the 5th grade to help more students achieve a level 4. Again, they show a need to improve mathematics instruction/intervention for the special education population.

The latest trends in standardized math scores show results up to and including the year 06-07.

***Greatest Accomplishments*:**

- Launched Dual Language Program Spanish/English in PreK and Kindergarten.
- Improvement of scores on the Science and Math standardized tests
- Meet AYP for ELA, Mathematics and Science- School in Good Standing
- Received a grade of ***A*** on School Progress Report 2008
- Award winning art program
- Awarded grant for Robin Hood Library- 2006-Present
- Awarded a Resolution A Grant for $125,000 for Technology-2008
- Partnership with “Sweet and Low” company
- Enrichment Programs- Karate classes, High School tutors, Student basketball team, Storytelling Program for Pre-K students and parents, Dance Program, Brooklyn Urban Environment Science Program
- Reading Intervention Program- Read 180
- Launch of Robin Hood Library with a licensed librarian

- Community partnership with The Fort Greene Association
- Community partnership with Fort Greene Park
- Safe School Environment
- Translations available in a variety of languages
- Monthly Student Newsletter
- Student Government
- Student Nutrition Club
- Student Color Guard Squad
- Student Safety Squad
- Parent "Home and School Connection" – a monthly newsletter
- Bi-monthly Literacy Newsletter
- Students selected for the Ballet Tech Scholarship
- Students introduced to orchestral music though The Philharmonic School Partnership Program
- Student participation in drama workshops and professional Broadway Productions through The New Victory Theater
- Environmental Committee devoted to raising awareness through such as recycling and composting
- Exposure of students to great art through museum visits and on site workshops led by artists affiliated with major museums.

Aids

- In-house school professional development by support staff
- ELITE support program
- Community Learning Support Professional Development
- Dual Language Program with experienced staff combining the acquisition of Spanish and English
- Established Bilingual program to support the transition of English Language Learners to academic success in English
- Quality Review School Self Evaluation
- Partnership With Children, an in house social service agency dedicated to working with children
- In school leadership in the application of technology to all content areas.
  - Long term relationships with such noted arts institutions as:
    Metropolitan Museum of Art
    Museum of Modern Art
    Whitney Museum of Art
    Guggenheim Museum
    Bard Center for Design
- Partnerships with:
  - New Victory Theater
  - Philharmonic Orchestra

Child Study Committee reviews needs of at-risk students
Inquiry Team coordinates action research on student achievement and promotes best practices

Mobile laptop computer sets for every grade
Interactive whiteboards in every classroom

Barriers

- Parents of Special Education students who are bused do not participate in school activities
- Special education and temporary housing students do not stay for extended day activities due to busing schedule.
- Low level of Parental Involvement, especially on the part of parents with limited English skills
- High turn over of teachers in Special Education.
- Budget restraints do not allow for extra academic intervention personnel.
- Students in Temporary Housing often suffer disruptions in their academic routines. After students move, parents choose to continue to send their children to our school. This can cause attendance or lateness problems.
- Parents with limited or no English language skills have difficulty supporting children's academic development in English.
- Extra efforts are needed to communicate with and involve non-English speaking parents.

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 2009-10 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 (Improvement, Corrective Action, Restructuring, 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.*

- **To improve the percentage of students performing level 3 or 4 on the NYS ELA exam.**
- **To improve the percentage of students performing at level 3 or 4 on the NYS Math exam.**
- **To improve the percentage of students daily attendance.**
- **To create a culture that demonstrates care and kindness among the adults and children.**
- **To apply the inquiry process with teams of teachers.**

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 2009-10 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, Corrective Action, Restructuring, 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): **ELA**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To Improve the percentage of students performing at level 3 or 4 on the NYS ELA Exam.** **By June 2010 t least 60% of students will perform at level 3 or 4 on the NYS ELA exam from 55.8%**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Implementing study groups with the teachers** • **ELA extended day with a focus on test sophistication and strategies** • **Administration and teachers monitoring students growth from hard and soft data** • **Professional development support from the CLSO** • **Small group-differentiated instruction in the classroom**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Professional development during grade and faculty conferences** • **Coaches will provide Lunch and Learns** • **Lecture Series – teachers and coaches modeling specific strategies for students based on ACUITY data** • **Extended morning sessions for 37 and half minutes with small groups of students** o **Title 3 Funds – ESL Extended Day** o **Title I Funds – ELA Extended Day** o **CLSO Funds – Outside Professional Development**

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **NYS ELA exam** • **ACUITY data** • **Monitoring from the administration and literacy coach**

Subject/Area (where relevant): **Math**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To Improve the percentage of students performing at level 3 or 4 on the NYS Math Exam.** **By June 2010 at least 65% of students will make one year's gains from 57.4%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Differentiated Instruction in the classroom provided by the teacher** • **Extended morning 37 and a half will add support for students** • **EDM games to target areas for growth** • **Looking at data to plan with support providers for small group instruction** • **Math Teams focusing on word problems for the high level 3 and 4 students in grades 3-5** •

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule
Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.
	• **Professional development during grade and faculty conferences**
	• **Study groups with professional text with a focus on writing in the math class**
	• **Extended day for ESL students in math will provide test prep strategies**
	• **Lecture Series-team teaching with coaches modeling strategies that students found difficult based on ACUITY data and classroom assignments**
	  o **Title 3 Funds – ESL Extended Day**
	  o **Title I Funds – ELA Extended Day**
	  o **CLSO Funds – Outside Professional Development**

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **NYS Math exam** • **ACUITY data** • **Monitoring from the administration and the math coach**

Subject/Area (where relevant): **Character**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Create a culture that demonstrates care and kindness among the adults and children. **By June 2010 all staff will demonstrate knowledge of the ladder of referral by making appropriate referrals.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Revamping the Child Study team to share with whole school community** • **Conflict/Resolution strategies provided school wide** • **Teachers will inject into the curriculum character study themes monthly** • **Partnership with Children setting up a student government** • **Partnership with Children continuing their work with Peer Mediators** • **Consultation Committee creating a ladder of referral that will be implemented school wide in our discipline code** • All staff will receive and review the Comer Principles and apply them daily.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• Refresh the Comer Principles at faculty conferences and common grade planning. • Parent Coordinator conducting workshops for parents that support their needs and wants. • Attendance initiative o CBO Partnership With Children fundraisers provide support services Peer Mediation Self Esteem

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• Through observations and walkthroughs • Self control being evident • Students resolving conflict peacefully o Decrease in accident reports o Decrease in incident reports

Subject/Area (where relevant):	**Attendance**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To improve the percentage of students daily attendance.** **To increase the number of daily attendance from 91.8% to 93%.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Created an attendance team that will meet monthly to chart the students trends and patterns of attendance** • **Creating a system in place that will facilitate whole school community participation** • **Outreaching to the families** • **Having attendance certificates distributed at our monthly PTA meetings** • **Incentives and rewards for each classroom with 100% attendance** • **Working with the school nurse to support her efforts with keeping track of the number of students absent**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Work with the school secretary to keep a tab on the attendance** • **Create an attendance team that will meet monthly to chart the students trends** • **STH Family Associate closely monitors STH student attendance, coordinating with Family Assistants and the Student Accounting Secretary** o **Partnership With Children counseling outreach effort and outreach materials.** o **Fair Student Funding** o **STH Funds for eligible students**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Observations** • **Keeping documentation of the numbers**

Subject/Area (where relevant):	**All Areas**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**To apply the inquiry process with teams of teachers.** **By June 2010 at least 80% of faculty members will participate in regular inquiry meetings and produce focused intervention plans for identified students.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **Revising our intervention team and organizational structures for the school** • **Developing stronger articulation between classroom teachers and service providers** • **Teaching the inquiry process to all staff members** • **Support team collaboration**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Horizontal and vertical planning to implement strategies for tier 1 and 2 intervention** • **Common Planning Time** • **CFI Inquiry Funding**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Increased number in students making progress in all subgroups** • **Looking at data to assess the trends and patterns of acher learner** • **Attendance to regular meetings** • **Visible application of the process at teacher meetings.**

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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.

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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	8	4			2			
1	45	15			6	3	4	
2	15	8			10	6	5	7
3	34	20			12	4	3	8
4	30	14	8	6	10	3	3	6
5	10	5	8	30	3	8	2	
6								
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:	**Voyager Intervention Reading – Early Childhood** **Extended Session 37.5 Grades K – 5 students receive small group instruction during for 37.5 minutes in the afternoon 4 days a week by teacher or support staff.** **Extended Day Literacy Program: Grades 2- 5 students receive additional instruction in small group setting of no more than 15 students twice each week for 20 weeks after school by teachers** **Reduced Class Size: Grades K – 3 students receive small group instruction of no more than 20 students in the classroom** **SETSS: Grades 2- 5 "At Risk" students receive 45 minutes of literacy/math instruction by a special education teacher during the school day.** **ESL Extended Day: Grades 3- 5 students receive an additional hour of ESL instruction after school twice a week** **Read 180 – Grades 3 -5 receive small group instruction 3 days a week pull out with general and special education students.**
Mathematics:	**Extended Day Math: Grades 3- 5 students receive additional instruction in small group setting of no more than 15 students twice each week for 20 weeks after school by teachers** **SETSS: Grades 2- 5 "At Risk" students receive 45 minutes of math instruction by a special education teacher during the school day**
Science:	**Science lab** **Science Professional Development, Push In, Grades 1 - 5** **Students in grade 4 receive an additional hour of science instruction and hands-on experimental process work after school in small group settings of no more than 15 students per group.**
Social Studies:	**After school test sophistication strategies implemented with general and special education students**
At-risk Services Provided by the Guidance Counselor:	**Mandated Counseling: Students in grades K – 5 receive one on one and small group instruction by a licensed guidance counselor as mandated by the IEP** **Partnership With Children – Provide one to one and group counseling addressing social and emotional needs.** **CBO Counseling In Schools one day a week art therapy for STH Students**
At-risk Services Provided by the School Psychologist:	**Mandated Counseling: Students in grades K – 5 receive one on one and small group instruction by a licensed Psychologist as mandated by the IEP**

At-risk Services Provided by the Social Worker:	**PreK Social Worker provides at-risk services to children and their families. PreK Social Worker also conducts parent workshops.** **Family Assistant provides liaison and outreach to families.**
At-risk Health-related Services:	**504 Open airways – Asthmatic Students (Target group grade3s 3- 5)** **Administration of medications to students in school** • **Asthmatic** • **Diabetic** • **Allergies** • **Monitoring N1H1 virus**

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 (2009-2010) LAP narrative to this CEP.

See Attached LAP Worksheet for data and signatures.

Overview

Student Demographics

PS 46K has a poverty rate of 88% and our student ethnic breakdown is: 49% Black, 47% Hispanic and 4% Other. The languages spoken by this community are: English, Spanish, Arabic, Haitian Creole, Chinese, and Serbo-Croatian. Our English Language Learner (ELL) population is mainly Hispanic with a few Arabic-speaking students and one Chinese student. Almost all of the parents of our Hispanic ELLs choose to place their children in our Transitional Bilingual Program (TBE), or in our new Dual Language Program (DL). There, we provide quality programs that have served this community for more than 30 years. Our Bilingual and English as a Second Language (ESL) Programs have always received entitled students from other schools in our district that cannot meet the needs of this group. Now, our Dual Language Program offers opportunities for Spanish-speaking ELLs to maintain their Spanish skills while they study side-by-side with English Proficient (EP) children learning Spanish.

Identification of ELLs, Parent Orientation and Program Selection

Activities Before the First Day of School for Incoming Students and Parents
Students and parents are invited to several pre-Kindergarten Open Houses in the Winter and Spring as pre-registration begins. During the pre-registration process the ESL/Bilingual Coordinator checks the HLIS and interviews parents of children with other language exposure to see if they may be in need of testing. Parents with children in pre-Kindergarten are included in orientations for parents of ELLs prior to moving their children into Kindergarten. Parent orientations are offered for parents both of newly enrolling Kindergarten students and pre-Kindergarten students entering Kindergarten who may be identified as English Language Learners.

Initial Identification of English Language Learners

During the pre-registration process for Pre-Kindergarten and Kindergarten, all parents are offered the option of applying to the new Dual Language program in those grades. Children who apply are then screened for readiness with a school-developed test, both in English and Spanish. English Proficient students are accepted into the program based on the results of that assessment. Students whose HLIS indicates sufficient exposure to Spanish for them to be eligible for LAB-R testing are assessed with the same instruments, and given places in the Dual Language classes.

PS 46 adheres to the procedures recommended by the NY State Education Department to ensure that entering students are properly screened to determine their language proficiency on first enrolling. The Family Assistant, Awilda Sotomayor, registers new entrants. Ms. Sotomayor speaks Spanish fluently and has many years of experience in the registration process. The ESL/Bilingual Coordinator, James G. Johnson, supervises the collection of information from the HLIS and verifies it with parents in an oral interview. He also informally assesses the children during registration. He has a Master's Degree in TESOL and has been a New York State-certified ESL teacher in the New York City schools for more than 19 years. He speaks Spanish as well. The Literacy Coach, Dalila Rabsatt, also assists with the process of by conducting oral interviews and informal assessments based on the HLIS. Ms. Rabsatt speaks Spanish fluently, has a Bilingual Teacher's license and was a Bilingual teacher in the New York City public schools for a number of years.

Students whose HLIS show sufficient exposure to another language, as defined by New York State and City regulations, are tested with the LAB-R by Mr. Johnson within ten days of their enrollment. Those who fall below the cutoff proficiency level set by the New York State Education Department are identified as ELLs. If they speak Spanish, they are then tested with the Spanish LAB by Ms. Rabsatt, Mr. Johnson, or Patricia Vazquez, an Educational Assistant who is fluent in Spanish, who works under the supervision of Mr. Johnson.

Assessment and Ongoing Entitlement

All incoming students whose HLIS indicates sufficient other than English language exposure are tested with the LAB-R within ten days of registration, and with the Spanish LAB if they are fall below the cutoff level of English proficiency and have a HLIS indicating that Spanish is the language of the home. This process begins whenever students arrive during the course of the year, and the completed test grids are submitted to the Scan Center at regular intervals set by the Division of Assessment and Accountability of the Department of Education. All students are tested for entitlement within ten days of registration. Students falling below the cutoff on the LAB-R are entitled to services as ELLs.

Continuing entitlement to ELL services is determined by the students' performance on the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in April and May each year. All students who are entitled based on their scores on the LAB-R and/or previous NYSESLAT exams are administered the NYSESLAT. The entire school staff assists with this evaluation, as the Test Coordinator, Yvette Brown, and Mr. Johnson, the ELL Coordinator, arrange for the Bilingual and Dual Language teachers and out-of classroom pedagogues to administer the NYSESLAT. Students are usually tested by their grades; students with IEPs prescribing test modifications are tested in separate locations according to those specified test conditions. The test has levels that correspond to grade bands; as PS 46 is a K-5 elementary school, students are given either the K-1, 2-4 or 5-6 test, depending on their current grade level. Students who score Proficient on the NYSESLAT are no longer entitled to ELL services during the following academic year, but do continue to receive transitional support including ELL test modifications and inclusion in Bilingual classes for the next two years. Students who score at the Beginning, Intermediate and Advanced levels continue to be fully entitled to ELL services.

The NYSESLAT has four parts, corresponding to the four modes of language use: Speaking, Listening, Reading and Writing. The Speaking test is a constructed response assessment administered by a team of pedagogues trained by Mr. Johnson, including Ms. Rabsatt, Ms. Grosvenor, the Speech

Teacher, and Mr. Johnson, himself, rated according to a rubric. The Listening and Reading tests are multiple choice instruments administered to groups of students and scored by machine. The Writing test is a constructed response test scored by school staff trained by Mr. Johnson based on rubrics and anchor papers approved by the State Education Department. Records of test administration along with Speaking and Writing scoring sheets are maintained in the school for two years after the test are submitted.

Informing Parents

When parents have been interviewed orally during the completion of the HLIS, they are informed that their children will be tested for proficiency in English and that their children may be entitled to extra academic support as English Language Learners. Hispanic parents are given the option at that time to enroll their children in Bilingual or Dual Language classes pending the results of the LAB-R.

After children's language proficiency has been determined by the LAB-R, their parents are informed about the results of the LAB-R by city-mandated entitlement and non-entitlement letters which are sent home with the children and by mail within ten days of registration. In the letters, parents are informed that their children have been tested for language proficiency, and what their scores have been. Parents whose children scored above the cutoff receive non-entitlement letters and are notified that their children are not entitled to services as ELLs. Parents whose children are entitled to services as ELLs receive entitlement letters and are invited to orientation sessions at the school.

Orientations

Orientations are offered in June for parents pre-registering for Kindergarten and First Grade. The first orientations of each school year are held within the first ten days of school in September. Subsequent orientations are arranged until all the parents have made their program selections. The same procedure is followed as new children enter the school throughout the year. All parents are offered an opportunity to attend an orientation session within ten school days of their child's registration.

The orientations are scheduled in the morning at the beginning of the school day and in the afternoon. Flyers for the orientation sessions are sent home and posted around the school. Classroom teachers follow up with reminders to the parents. A checklist of parents who are to be invited is made and checked against the attendance lists for the orientation meetings. Before additional orientations are scheduled for parents who miss the initial sessions, a letter is sent home asking the parents about the most convenient times for them; to the extent possible, school staff members make themselves available at those times. Follow-up telephone calls are made to parents who still have not come in.

At the orientation session, parents are shown the DVD prepared by the Office of English Language Learners The video is presented in the parents' native language, and materials about the programs in the parents' native language are distributed, if they are available in that language. The ELL Coordinator, along with other staff members, describes the programs available in the school and assists parents in making program selections.

The programs available in the New York City Public Schools are the Dual Language, Transitional Bilingual, self-contained ESL and push-in/pull-out ESL programs. At PS 46, a Spanish/English Dual Language Program is currently available for pre-Kindergarten and Kindergarten students, a Spanish Transitional Bilingual Education (TBE) is available in grades 1-4, and push-in/pull/out ESL service is available for Kindergarten through Grade 5. Parents can ask questions at the orientation to help them make their decisions.

Choosing a Program

The school is guided in its planning for instructional programs and class placement by parent responses to the Parent Survey and Program Selection form. This form, provided by the Department of Education, allows us to measure how successfully we have been in communicating with parents, and assists us in improving that process. On that form, parents rank the three programs for ELLs in order of their preference for their child's education. If parents choose one of the programs available in the school, their child is placed in that program, or maintained in that program if placed there at registration by the parent.

If parents choose an option not available in PS 46, school staff members provide them with information on the availability of such a program in other schools, and the opportunity to consider transferring to one of those schools. If parents with a sufficient number of children speaking the same language on the same grade or adjacent opt for a Bilingual class, the school is bound to organize itself to provide such a class immediately.

As the vast majority of ELLs entering PS 46 speak Spanish, Spanish-speaking staff members attend all orientation meetings for Spanish-speaking parents to ensure that the information is conveyed in a language that the parents understand. Where possible, Bilingual and Dual Language teachers introduce themselves to the parents. The Parent Coordinator, Cecilia Lopez, who is Spanish-speaking as well, attends, along with Ms. Sotomayor. Additional interpretation into Spanish may be offered by the School Social Worker, Gladys Alverio-Williams.

If parents of newly entering children speak another language, an interpreter from the community may be enlisted to help them understand the programs available and their options. If no one who can speak the language in the school community is available, we consult with the Translation and Interpretation Unit to provide translation over the phone.

The use of materials in the native language assists parents in understanding the program choices. In addition, the parents make their choices at the Orientation, where they can receive guidance through the process by Mr. Johnson and other staff. In our experience, the mandated Program Selection form is confusing to parents who do not expect to rank their preferences, so we offer any help that parents request.

Copies of all entitlement and non-entitlement letters are maintained by the ESL Teacher, Mr. Johnson, in his files, along with copies of flyers for Orientation Meetings, attendance lists from those meetings and the completed Parent Surveys and Program Selection forms.

Parental Choice

Trends in Program Choices

The parents have kept their children in our Bilingual Program as long as it has been allowed. For the past few years, the administration has encouraged the mainstreaming of proficient ELLs two years after the students have reached a Proficient score on the NYSESLAT. That explains why there is no Fifth Grade Bilingual class this year, as only 5 Spanish-speaking ELLs were in the grade. Parents can opt to maintain their children in Bilingual classes after they have achieved proficiency in English, as measured by the LAB-R and NYSESLAT.

A study of program choices from 2006 – 2010 reveals a trend towards greater interest in the Dual Language model among Spanish-speaking parents. In 2006, 10 parents selected TBE as their first choice; 3 chose DL as a second choice. In 2007, 20 chose TBE first; 12 of them chose DL second, and 1 chose DL first and TBE second. Two chose ESL first. In 2008, 15 chose TBE first and 6 chose it second; 6 chose DL first and 13 chose DL second. Again, 2 chose ESL first. So far in 2009-2010, 11 have chosen DL first, 3 have chosen TBE first and DL second (all in grades where DL is not yet available) and one has chosen ESL first, because her child has special needs and she believes he will be better served in a monolingual learning environment. In addition, parents of two Arabic-speaking children chose DL as their first option, even though it is not available in this school or any other elementary school in this part of Brooklyn.

Analysis of program choices suggest that Spanish-speaking parents have been very satisfied with the Bilingual program, and picked the type that was in the school, not wanting to contemplate a transfer to another school. When the only choice in the school was TBE, parents chose it overwhelmingly. This year, parents have chosen according to the type of program available in their child's grade, either TBE or DL. However, we did note growing interest in DL starting in 2007, which contributed to our decision to launch the DL program here this year. Among the speakers of other languages, the parents exclusively had in the past chosen ESL, perhaps because no TBE or DL programs in their languages were in this or any nearby school, but now we are seeing greater interest in DL among parents who speak Arabic.

Another factor in our decision to start the Dual Language program was the large number of parents of former ELLs and English Proficient children from Spanish-speaking households who have continued to request the option of placing or maintaining their children in TBE classes. We had also begun to get requests from parents interested in enrolling their children in our Bilingual program to learn Spanish. When we opened the application process for Pre-K and Kindergarten DL applications in May, 2009, 25 parents applied to pre-K and 24 applied to Kindergarten. Many of these children are from English Proficient backgrounds.

Alignment with Parental Choices

As described in our School Narrative, our DL/Bilingual/ESL programs are well structured and presented by a qualified and dedicated staff which is certified and experienced. Some of the parents of our present day students were former students themselves. The children of former ELLs, second generation ELLS, and/or younger brothers and sisters of first generation ELLs, are coming to school well prepared and test-out as early as Kindergarten but their parents have opted them into Bilingual classes because they are quite satisfied with our program. Most parents of Spanish-

speaking ELLs request DL or TBE classes on registration and indicate that on the Program Selection Forms that they complete after Orientations. By maintaining our TBE program over the past years and extending it to a Dual Language model this year, PS 46 has aligned its program with parent choices. At the same time, we have accorded parents who prefer an ESL-only model easy access to their preference for their child.

New Programs and Improvements for 2009-2010

The major new initiative for this year has been the introduction of the Dual Language Program in Pre-Kindergarten and Kindergarten. As described elsewhere, this was prompted by several trends: increasing interest among the parents of ELLs in the Dual Language model, a number of inquiries from the parents of English Proficient children both within the school and in the broader community served by the school, and the desire of many parents with children in the Bilingual Program to have them continue in the program past the time when they achieved proficiency as measured by the NYSESLAT.

We have also noticed a demographic trend: the decline in the number of children entering the school who are identified as ELLs by LAB-R testing, which suggests that there will not be enough of an ELL population in the future to maintain a Transitional Bilingual Program, especially beyond the early grades. That, combined with the factors listed above, prompted us to consider how to make the best use of the resources available in the school that have been developed over the years to support the Spanish-speaking population.

Programs to be Discontinued

For the reasons given in the previous section, we are coupling the debut of the Dual Language Program with a phased end of the Transitional Bilingual Program in the school. We have neither the resources, nor the personnel nor the population to maintain both program models in our school. A study of the data on Dual Language programs has convinced us that ELLs will be at least as well served by the new model as the old TBE model, as ELLs in such programs typically out-perform ELLs in any other program. Each year, as we add a new grade in Dual Language, it replaces the TBE class in that grade. However, students in existing Transitional classes will be able to continue in those classes as long as there are sufficient ELLs to fill the roster.

Another change this year was that we discontinued the 4/5 bridge class in the Bilingual program. For the last several years, one grade or another has dominated the composition of the class, and tended to skew the curriculum. Although the teachers of the class have differentiated their instruction, it has been especially difficult to pay adequate attention to the needs of students who not only range in proficiency from Beginning to Proficient, who include new arrivals and Long Term ELLs but also have to be prepared for very different state assessments in different subjects. Last year’s 4/5 bridge included only three ELLs, and one recent former ELL who continued to Fifth Grade in the school. All are in their fifth or sixth year of service. Two of the ELLs have IEPs and scored exceptionally low on the ELE, below the 20%ile, so we had to consider whether they would be best served by focusing on literacy only in English. Based on these considerations, we felt that we should concentrate on making the Fourth Grade Bilingual class as successful as possible and continue ESL support, of course, for the Fifth Grade ELLs.

Program Description

Transitional Bilingual Program

PS 46k has a Transitional Bilingual Program (TBE) in grades 1 – 2 which follows a 40:60 Model (40% English and 60% Spanish). The allocation of English and Spanish in TBE depends on the level of English proficiency attained by the students in the class. As students develop fluency in English, instructional time in English increases throughout the year. The Bilingual Transitional Program in grades 3 – 4 follows a 70:30 (70% English and 30% Spanish) Model whereby the percent of English instruction will increase as students develop fluency in English throughout the year. However, Spanish is maintained in regular Native Language Arts (NLA) instruction.

Content area instruction in Science, Social Studies and Mathematics is taught in Spanish in grades 1 – 4, as well as in English, using ESL methodology and scaffolding learning activities. The Preview/Review method of instruction is used to meet the needs of the multiple ability and language proficiency levels of the Bilingual/ELL population. We reinforce the teaching of new concepts through the use of the pupils' native language to ensure rigorous academic understanding. The amount of English used in content area instruction increases as the children progress through the school year and their acquisition of the language; in any given class, it depends on the assessed needs and abilities of the students.

Native Language instruction is provided on a daily basis for 45 minutes in grades 1 – 4. English as a Second Language Instruction is provided by the Bilingual classroom teacher, adhering to the mandated instructional time blocks of ESL/ELA described in Table 11 CR Part 154 English Language Arts Requirement Guide. The amount of time ELLs receive ESL instruction depends on their level of English proficiency. Beginning and Intermediate level students receive 360 minutes of ESL instruction, while Advanced students receive 180 minutes of ESL instruction and 180 minutes of English Language Arts (ELA) instruction. The Bilingual teacher differentiates instruction to the different groups of students depending on their levels. The ESL teacher provides additional support to Beginning students in the Bilingual classes.

An appreciation of the Hispanic history and culture is highlighted through multicultural activities and trips to cultural sites. Multicultural performances are presented by our students, their parents and local talent, both to further the understanding of the students in the TBE program and to share the culture with the whole school community. In addition, students are introduced to the main features of American culture.

Classroom instructional materials and resources include, but are not limited to: Big Books in English and Spanish, leveled and genre libraries in both languages, books on tape/CD in languages, reference and project materials, AWARD Reading (1st grade-3rd grade), laptop computers and Smart boards. The Bilingual Program follows the balanced literacy model used throughout the school in instruction in both languages, using the Storytown reading program in grades 1 and 2 and the Teachers College curriculum in grades 3 through 5.

Launching a Dual Language Program

For many years the Bilingual program at PS 46, like others in District 13, combined elements of a Transitional Bilingual model and a Language Maintenance model. Although students who were Limited English Proficient (ELLs) were entitled to participate in the program, parents could opt to have their children in the program whether or not they were LEP (ELLs), and they could maintain their children in the program throughout their time in elementary school, even if they passed the Language Assessment Battery (LAB), which then determined English proficiency. When the Children First reforms were implemented, PS 46's model became strictly transitional, although many parents continued to request that their children remain in the program even after their children had achieved proficiency in English. In addition, there have always been parents who have wanted to enroll their children in the program to learn Spanish. In addition, more parents began selecting DL when they completed Program Selection Forms after registration (see Trends in Parent Choices above). This prompted a discussion among the ESL and Bilingual staff on exploring the possibility of transforming the program into a Dual Language one. During 2008-2009, we began this process, accepting applications and screening applicants in June, 2009 and forming Dual Language classes in Pre-Kindergarten and Kindergarten in September, 2009.

We have begun the Dual Language (DL) Program in pre-Kindergarten and Kindergarten to lay a foundation for children developing skills in both languages. Parents apply for places in the program for their children. All students are screened for proficiency in English and Spanish. Spanish-speaking students are considered to be potential ELLs and are included at their parent request. English Proficient (EP) students are evaluated for verbal ability and learning readiness. If there are more applicants than places in the DL classes, children are selected according to several criteria: verbal ability and learning readiness, ability in Spanish, and the parents' commitment and ability to support language learning at home. Even in our short experience, we found that we had more applicants than places in the DL classes and have had to be somewhat selective. We anticipate that this may be more pronounced starting in the second year of the program. The population of this year's DL classes is ethnically, linguistically and economically mixed with about half of the children Spanish dominant and half English Proficient. Some of the EP students have some Spanish spoken at home, but others are learning Spanish for the first time.

The model we have chosen for the school calls for a language allocation for the Dual Language classes of 50% English, 50% Spanish for all children in the program. Language is separated by time, following the roller coaster model, so that children alternate between mornings and afternoons in English and Spanish. For example, the Kindergarten may start off the week with an English-language morning. After lunch, the class will be in Spanish. The following morning, the class will be in Spanish; after lunch, it will be in English. On Wednesday, the day begins in English again and finishes in Spanish, and so forth. The following week, Spanish is used Monday morning and English in the afternoon, alternating languages until a two-week cycle has been completed. To emphasize the time separation, teachers wear colored badges of blue for English and red for Spanish. Student responses in the non-target language are accepted and paraphrased and answered in the target language. In this way, respect and support are shown to all students and both languages.

The DL classes are self-contained. ELLs at the Beginning and Intermediate proficiency levels in the Kindergarten class are pulled out for ESL service one period a day for extra English support. Other than that time, the EP and ELL students are integrated throughout the school day. Language Arts, Social Studies, Science and Mathematics are taught in both languages, depending on the time of day. Emergent literacy is taught simultaneously, so students learn print concepts in both languages, although they may be expected to be grouped according to their ability in the target language. The AWARD Reading Program is used to reinforce literacy skills in English.

Both EP and ELL students are assessed in English Reading by the MCLAS (Diebels) and with El Sol in Spanish. As both are balanced literacy-based assessment systems, we feel that they provide similar information, although we are exploring changing to the Spanish version of Diebels in the future to ensure congruence of assessment instruments. As the only DL classes are in Pre-Kindergarten and Kindergarten, none of the students have taken standardized New York State tests at all, so there are no results to report on the performance of EP students on the ELE Spanish Reading test. Since this is the first year of the DL program and the students are in pre-Kindergarten and Kindergarten , we have little data beyond that of observation and the first El Sol results. Nonetheless, we can say that the EPs are largely in a pre-production or early production stage in Spanish, depending on the student. Most of the EPs have mastered the alphabet in Spanish and are building their vocabulary in the language. Their receptive language at this point is much stronger than their productive language. We are very encouraged with the rate of their progress, and their parents have expressed satisfaction with the program and recommended it to other parents.

English as a Second Language

The English as a Second Language (ESL) Program is a Push In-Pull Out model that is aligned with the latest comprehensive core curriculum and methods conforming with the guidelines provided by the No Child Left Behind (NCLB) Act. The mandated instructional time blocks of ESL/ELA will be adhered to as described in Table 11 CR Part 154 English Language Arts Requirement Guide. Students who have scored at the Beginning and Intermediate levels on the LAB-R and the NYSESLAT receive 360 minutes of ESL instruction a week. Students who scored at the Advanced Level receive 180 minutes of ESL instruction a week.

Intensive intervention services for ELLs are provided by a qualified, licensed and certified ESL teacher. Although the ESL Teacher is responsible for coordinating all ELL services for entitled children, his main instructional focus is on ELLs who are not in DL or TBE classes. Where possible, he gives extra support to ELLs at the lowest proficiency levels in TBE and DL classes, in collaboration with their classroom teachers. The ESL Teacher articulates with the classroom teachers and the Literacy Coach to ensure congruence between the ESL and Reading and Writing curricula. Instruction is differentiated according to the grade, level and needs of the students.

The decision of whether to push into a class or pull students out is made in consultation with the classroom teachers and depends on the students' needs, their class placement, their proficiency levels and the overall schedule.

The LAP for ESL classes is that the medium of instruction is English, with support available in the Native Language where possible and appropriate. The use of Native Languages is encouraged among students where it enhances learning, especially in cooperative groups where at least one member is a Newcomer or Beginner. The native language is accepted as an oral or written response, although the teacher responds in English and rephrases the response in English (if the student speaks a language that the ESL teacher understands). The ESL Teacher's role is to provide a good model for English while showing respect for the Native Languages of the students. Books in the students' Native Languages are available in the school library and classroom libraries, to the extent possible. Students are provided with Bilingual dictionaries, where possible; students in grades 3, 4 and 5 are provided with DOE Bilingual glossaries for Math, Science and Social Studies, and given practice in using them.

Common Features

All three programs share many common features with the other classes in the school. Our ELL population is exposed to the same rigorous academic standards as the mainstream. All elements of Balanced Literacy instruction are provided to ELLs. We provide a consistent program of instruction by following timelines with a systematic approach to learning that incorporates spiraling and scaffolded learning activities in small group and discovery-center instruction. Best practices in ESL instruction are provided to our students through the use of the Aural-Oral Language Development Approach. We also use the Whole Language and Thematic Approach to second language acquisition with integration of content area instruction, especially Social Studies, Science and Math.

Additional program services for ELLs will include the AWARD Program (Kindergarten through Grade Three), Wilson Foundation Program (ELA), , LEAP Frog Program (ELA), Native language libraries, Extended Day small group instruction and an infusion of decoding and writing skills across all grades.

Data and Assessments

For all three programs, we use data from multiple assessments to gauge student progress and identify areas that need to be addressed as we differentiate instruction. As described above, the LAB-R is used for initial identification of students who are entitled to ELL services. Ongoing entitlement is determined by the NYSESLAT, which is given yearly in the Spring. NYSESLAT scores on the four subtests are analyzed to determine student strengths and weaknesses as we develop teaching plans.

Students in Kindergarten, First and Second Grade are assessed in English Reading with the MCLAS. At this time, students in the DL Kindergarten and the TBE First and Second Grade classes are assessed in Native Language Arts in Spanish with El Sol. Students in these grades are assessed in mathematics with the Everyday Math Unit Assessments.

Students in the Third, Fourth and Fifth grades are assessed with the, New York State ELA and Mathematics tests. Fourth Grade students take the NYS Science test, and Fifth Grade students take the NYS Social Studies exam as well. All this data is assembled and discussed as part of our school's Inquiry Team work and used to make informed decisions about grouping for instruction. In addition, the use of Periodic Assessments in ELA and Mathematics allows teachers to track student progress and identify more specific areas of need. The ELL Interim Assessment is used to highlight the progress of ELLs in English language acquisition and identify where more attention is needed. Spanish Reading proficiency in Third, Fourth and Fifth Grade is measured with the ELE test. The Spanish DRA is used to determine reading levels in the native language. Ongoing assessments of literacy include TC Running Records. The Everyday Math unit assessments are used to monitor progress in math.

Planning and Articulation

Weekly common preps in all grades and for the Bilingual and Dual Language Programs ensure continuity and congruence throughout the building and for all programs. Every year staff members do extensive curriculum planning for the following year in the spring, both in grade teams and with

colleagues in the TBE and DL programs, in collaboration with the ESL teacher. Collaborative planning is done, but it is not limited to: during the common preps, the monthly Bilingual and Dual Language Team meetings, and during school wide staff development conferences. Bilingual, ESL and Dual Language staff members are full participants in all of these planning forums.

There is a particular importance to the regular meetings of the Dual Language team, as these teachers pilot the implementation and improvement of this program in its first year at PS 46.

In the past several years, the Inquiry Team has developed a growing focus on the use of data to inform instructional planning and enhance differentiation of instruction. Each grade meets regularly to discuss the progress of the students as measured by classroom and standardized assessments. The analysis of this data is then used to suggest action plans for specific groups of students; the results of those interventions are then reassessed to further improve the children's instruction.

Professional Development

Staff development is presented by trained and qualified individuals who may be members of our staff or resource people provided by the CLSO. The topics for discussion, content areas of study and for professional development are derived from teacher/student needs, assessments & data/surveys, class walk-throughs, and teacher/administrative requests. Among them is the improvement of Math, Literacy and Science instruction, accessing and using of data in Inquiry Team work, and improving the use of Technology in the classroom. All staff members have access to professional development in meeting the needs of ELLs. All will participate in professional development on the Language Allocation policy and its implications for the classroom, as well as the Translation and Interpretation policy. Teachers are also sent to citywide professional development through BETAC. Teachers have also sought out their own professional development which has been assisted by the administration.

ESL, Bilingual and Dual Language teachers will participate, in an ongoing study group on implementing a Dual Language Program, along with the Principal and Assistant Principal and selected other staff members who support our ELL population. The study group will meet during and after school hours, and will focus on discussing the book *Designing and Implementing Two-Way Bilingual Programs* as well as reflecting on the experience of our Pre-Kindergarten and Kindergarten classroom.

In addition, Bilingual and Dual Language staff members will meet monthly during common preps to discuss using data to drive and differentiate instruction, in coordination with the Inquiry Team.

Selected Bilingual teachers will also participate in a series of study groups conducted by the CLSO on enhancing Native Language Literacy for Spanish-speaking students. Those who attend the study group will turnkey what they have learned during regular meetings of the ESL/Bilingual and Dual Language Team.

Finally, Third and Fourth Grade Bilingual teachers will take part, along with the ESL teacher and Test Coordinator, in training on how to interpret data from the ELL Interim Assessments and use it to inform instruction of ELLs.

Mandated ESL Training for Teachers Outside the Bilingual, Dual Language and ESL Programs (José P. Compliance)

All teachers and administrators are required to receive mandated training in methods and materials for teaching ELLs. General education teachers are required to take 7 ½ hours of training, and Special Education teachers must have 10 hours of such training. At PS 46, we have surveyed our staff to see which ones have received this training or something comparable – for example, a college-level course in Applied Linguistics, ESL Methods or similar subject - in the past. Most staff members who have been teaching for some time have completed this at some time in the past. We have asked staff members to provide documentation of their having received this training.

For teachers who have not received the mandated hours, we will make them aware of opportunities to complete the training offered by the CLSO or OELL, and will provide our own series of classes after school in the winter and spring, based on the study of *Learning to Learn in a Second Language* by Pauline Gibbons. As teachers complete the required training, they will be given certificates of completion. Mr. Johnson, the ESL Teacher, will maintain a file of these records, which should also be placed in individual teachers' school files in the main office.

In addition, Mr. Johnson will survey staff in the following positions to assess their professional development needs in relation to issues affecting ELLs and develop a plan with the administration to make sure that they receive appropriate training:

- Paraprofessionals
- The guidance counselor
- The psychologist
- The occupational and physical therapist
- The secretary
- The parent coordinator

The speech therapist regularly receives ELL training in the course of professional development provided by her supervisor.

Access to School Programs

ELLs are provided equal access to all school programs, in keeping with state law. PS46 provides an enriched instructional focus for monolingual, dual language and bilingual pupils. Our project-based instructional approach integrates a broad range of specialty classes and is adaptable to multiple intelligences. This inclusive approach is evident from the first days of school when we prepare for Hispanic Heritage Month. Hispanic Heritage Month culminates in an all-school celebration where the families of all students come together, and students from all classes share what they have learned about Hispanic culture and history through art, music and writing.

Our state of the art Robin Hood Library offers books and media in English, Spanish and Arabic. The foreign language library holdings foster understanding of American as well as foreign cultures. All students are provided with opportunities to use materials from the library. Students can

choose books in English or in their native language. In addition, all parents can borrow books for their children. The Librarian, Ms. Christine Rolling, has received special training in making the Library accessible to the whole school community.

Our Science teacher, Mr. Victor Jaroslaw, not only speaks Spanish but has Spanish language Science materials available as well. He can accept student contributions in Spanish and respond so that even children who are not proficient in English can fully participate. His hands-on experiential lab environment is adaptable to the needs of ELLS. The inquiry-based approach reinforces and enriches the students' understanding of scientific principles by grounding them in direct experiences.

Our award-winning Arts program includes two visual arts teachers who not only interface the arts with Science and Math but Social Studies as well. The program emphasizes diversity and multicultural contributions to historical and contemporary arts and culture. Highlights include the use of Hispanic artworks as mentor pieces for student projects, and the use of African motifs in art for Black History Month. The Arts Program fosters language growth through non-verbal expression, and contributes to a vibrant visual environment for the students. Both Art teachers, Ms. Beth Conard and Ms. Kathleen Jean-Jacques have long experience dealing with a multi-linguistic population, are sensitive to the needs of ELLs and are adept at using demonstration and the language resources of more proficient speakers of other languages to help less proficient students understand their tasks.

ELLs participate in Music class with Ms. Karen Parkis, along with their classmates. Music classes include vocal and instrumental instruction, and ELLs are included in the extra-curricular instrumental music group that Ms. Parkis has initiated. ELLs learn to play recorders along with their classmates in grades 3 and 4 in a program provided by teaching artists from the New York Philharmonic. An awareness and appreciation of different traditions of music is fostered school-wide during Hispanic Heritage and African-American History Months. Students learn songs in English and Spanish.

Physical Education is currently offered by classroom teachers who bring their students to the school's gymnasium according to a regular weekly schedule. A community volunteer leads classes in relaxation exercises and Ms. Kyla Gay and offer teacher professional development to teachers so that they can enhance this essential component of children's education. Besides its necessity for healthy development, Physical Education affords ELLs rich opportunities to learn language in action.

ELLs are part of the target population for the schools 37 ½ minute extended day program, which meets 4 mornings a week, to strengthen basic academic skills. They are also included in all after-school academic programs, including the Social Studies, Math, ELA and Science programs. In addition, ELLs receive after-school instruction in English language skills in the ESL Title III program.

Technology and Dual Language/Transitional Bilingual Program

The Technology Teacher, Ms. Marta Febos, is a licensed Bilingual teacher who was, for a number of years, a Bilingual classroom teacher. She brings the ability to teach both in English and Spanish to her instruction. All the Dual Language and Bilingual classes from Kindergarten up have one period of Technology with her each week.

- Technology is being used as a vehicle for enriching the dual language/transitional bilingual programs, as well as ELLs who are in neither program, to assist students with other visual and alternate strategies for learning. Technology is integrated into all curriculum areas.
- The dual language/transitional bilingual programs are being enhanced through the use of Word, Excel, Powerpoint, Inspiration, Kid Pix, Internet research, including the making of books and publishing to enhance student celebration of literacy skills in both English and Spanish.
- Students engage in research programs to enhance inquiry-based learning.
- The school has an active computer laboratory with Internet access and a multitude of software programs which enrich students' computer skills. Every classroom in the school from Pre K through grade 5 has computers (2 – 4) and a printer in the classroom. The school has been fully wired with LAN access in every classroom and cable TV access in specified rooms on each floor.
- Students, staff and parents have multiple opportunities to use technology to demonstrate support of their learning.
- Project based/hands on activities are used to enhance student learning.
- Parents are partners in the computer lab.

Extra-Curricular Activities

ELLs are encouraged to participate in all extra-curricular activities at PS 46. They are full participants in a number of school programs. Currently, these include:

- Programs facilitated by the Partnership With Children, which has some Spanish-speaking staff members, during the school day, such as the School Book Store which operates during lunch hours and the Student Government, which represents all students in Third, Fourth and Fifth Grade classes, including ELLs.
- After school programs in Peer Mediation, the Environmental Club and the Student Newspaper, all facilitated by the Partnership With Children. ELLs and former ELLs from the TBE classes are active in all these groups.

- The Color Guard, which presents the American and New York State flags at assemblies, and leads the Pledge of Allegiance. ELLs and TBE students are members.
- The Literacy Pajama Party
- The Spanish Spelling Bee for students in the Third, Fourth and Fifth Grades. ELLs, former ELLs and other interested students receive coaching during lunch hours from Spanish-speaking staff. The top contestant will represent the school in the New York State Spanish Spelling Bee.
- The Oratory Contest
- The Library Squad, in which ELLs and other students assist in reshelving books and maintaining our excellent Robin Hood Library
- Family Arts Day, our annual celebration of the arts held on the block in front of the school in the spring
- The Hispanic Heritage and Black History celebrations, which include art, music and dance reflective of our multicultural heritage

Parent/community involvement:

PS 46 has a parent coordinator, Ms. Cecilia Lopez, who communicates with the parents and the community. The Parent Coordinator's role in the building is to help maintain a welcoming atmosphere for all parents and provide services based on the school community's parental needs. This is tailored with the support of volunteers and parent members of the School Leadership Team. She also collaborates with Community Based Organizations like Fort Greene S.N.A.P. which supports the community by bringing services for our Grandparents into the school in Spanish. As well, the Parent Coordinator maintains a continual flow of ongoing supports to parents and keeps parents aware of the services that exist throughout the city that are geared toward ELLs and their needs. The parent coordinator has organized English Language Tutoring for parents who do not speak English and provides referrals to ESL classes for adults such as the Good Will Beacon program available in the community. Finally, she helps communicate parent concerns to the school administration.

Parent Workshops

In order for parents to assist their children academically and socially, the school offers parents various opportunities for growth and development. Workshops on curriculum, health, school rules, regulations, policy and services are conducted by the parent coordinator and community-based organizations affiliated with the school.

- Parent Workshops on ARIS, Parent Compact, SLT, Title 1, and Parent Involvement are given in Spanish and English.
- Getting off to a good start (parents learn who's who in the building) in September
- Setting up a homework work station was provided
- We have a Crochet Club for parents where instruction is given in English and Spanish
- A sewing class will be given in Spanish and English
- Workshops will be given to all parents of third through fifth grade students, these workshops will be given by Learning Leaders and outside organizations. There will be two speakers which will foster interaction with all the parents present.

- Holiday events allow all parents and their children to get involved. Our school hosts a “Winter Wonderland” (the celebration of all December –January holidays ex; Christmas, Nativity, Three Kings Day, Eid, and Kwanzaa)

Communication
All parent school information is offered in English and Spanish at the present time. Phone messages, fliers and notices are sent out in Spanish and English. An in-house translator translates letters, documents, and fliers into Spanish, the native language of most of the students. The school arranges for the translation and distribution of information in other languages as needed. (See Translation and Interpretation Policy, Appendix III.) When parents have in - house meetings concerning their children, interpretation is provided.

The ESL/Bilingual Coordinator meets with the parents of newly enrolled ELLs to orient them to programs available to help their children, and organizes periodic meetings with parents of ELLs throughout the year to report on the programs for ELLs and to discuss their concerns. In addition, meetings are scheduled on a regular basis for all parents of children in the Dual Language and Bilingual programs.

Participation
Parents of ELL/LEP students are integral members of the school community, participating in all school activities including:

- Parent Teacher Association
- Learning Leaders Program
- Parent /Teacher Conferences
- Assemblies and Curriculum Celebrations.

Parent Needs Assessment
The parents are given surveys at the beginning of the year and asked to select their interests, strengths, hobbies, and skills. There is also room for them to tell us what they need assistance in. We have several support groups housed in our building, including Learning Leaders and Partnership With Children, and all of these organizations have someone who speaks Spanish fluently who can assist in translation. Ms. Council, a Family Assistant for Students in Temporary Housing (STH) has an office in the school and works with all parents, including those whose children are ELLs, who are in temporary housing, to ensure that their children have the resources and support that they need to succeed in school. The Parent Coordinator, Family Assistant, and ELL/Bilingual Coordinator are available to parents and maintain regular communication concerning parent needs.

Assessment Analysis

NYSESLAT Results 2009

75 students were tested with the NYSESLAT in 2009 in grades K-5 (71 General Ed. and 4 Special Ed.). In the General Ed. population 8% were Beginners, 33.3% were Intermediates, 41.3% were Advanced level students, and 12% were Proficient, thus exiting the program. Among the Special Education students, 25% were Beginning, 50% were Intermediate and 25% were Advanced.

There is a discernible trend across grades toward higher proficiency levels; while in Kindergarten and First Grade more children scored Beginning and Intermediate than Advanced and Proficient, by Second Grade more children were Advanced and Proficient than B/I. This trend continued up through Fifth Grade; more than 25% of Fifth Grade General Education students scored Proficient.

The pattern across the modalities was for many more students to achieve proficiency in Listening and Speaking long before they did in Reading and Writing. In general, students are acquiring aural/oral English skills faster, although a few students are stronger in written skills than in the aural/oral modalities.

We need to work to improve our students' reading and writing strands. We use these data to identify those children with these areas of need and provide an instructional program, whether during the day or as part of an Extended Day program that will respond. We will continue to provide the mandated ESL/English Language Arts time blocks for all ELLs according to their ability levels. ELLs in the Bilingual Program will develop literacy skills which can transfer to English as well through NLA. We will offer an Extended Day Title III program for all ELLs (gr. K – 5) to give them additional help in Reading/Writing & Math. All ELLs in 1st-5thgrades will be included in our extended morning time. For ELLs who are Newcomers we will provide a special instructional program including development of basic communication skills and an introduction to English phonics. Our Special Ed. Population receives the same attention as the rest of our students.

Mathematics Assessments Grades 3-5

Of the 34 3rd, 4th and 5th grade students who took the NY State Math Assessments in 2009, only 2 students scored 1, 6 students scored 2, and 22 scored 3 (64.7%) and 4 scored 4 (7%) . This reflects the strong emphasis put on Math education in all grades, and is a major improvement from 2004.

The use of the native language (Spanish) in the Bilingual classes would seem to support success in reaching the standards in Math for ELLs. It also suggests that more attention needs to be paid to developing Math vocabulary and skills with students outside the Bilingual program; in particular,

consistent use of Math Glossaries in the NL should help these groups. In addition, more attention can be paid to Math instruction for ELLs in the Title III program. Other students can benefit from enrichment as we try to move students to level 4.

Science Assessment Grade 4

Ten ELLs took the New York State Science exam in 2009. Three, two of whom were in a Special Education class, scored 2, six scored 3 and 1 scored 4.

This suggests that our efforts were successful and should be replicated this year. In the Bilingual classes we will continue to stress development of vocabulary and concepts using the Native Language, and with all students we will use Bilingual glossaries where possible. The school will continue to have a Science lab with a specialist teacher to enhance hands-on science experiences. The Title III Extended Day will allow for further remediation and enrichment, depending on student needs. Fourth grade ELLs are also participating in our new extended day program in science.

English Language Arts

Five ELLs were exempt from taking the ELA in 2009 because they were new arrivals. 31 ELLs took the ELA in 2009. Overall, 3 – all of them 3rd graders - scored 1, 20 scored 2 and 8 scored 3. It should be noted that the percentage of students scoring 1 was slightly lower than the previous year, the percentage scoring 2 fell from 85% in 2008 to 64.5%, and the percentage scoring 3 rose to 25.8%.

Although this is the area that language learners could be expected to be weakest, we have to devote attention to all aspects of improving literacy skills to boost a larger percentage to the levels of 3 and 4. In particular, we will incorporate preparation for the ELA in our Title III Extended Day program for ELLs in the month prior to this year's test. Beyond that, we will use the AWARD Reading Program to develop the foundations of literacy in Kindergarten and First Grade, and Leapfrog to develop vocabulary and reading skills in grades 2 – 5. We will continue to use the Balanced Literacy Approach in all grades, but with emphasis on vocabulary development with Words Their Way and attention to development of basic reading and grammar skills, especially for Beginning and Intermediate students. Native Language Arts in the Bilingual classes will parallel and reinforce ELA as students transfer skills developed in their first language.

Social Studies Assessment

Ten ELLs took the New York State Fifth Grade Social Studies assessment in 2009. Four scored a 1, 2 scored 2 and 4 scored a 3. These results, which were worse than the previous year, indicate that more attention needs to be devoted to this subject area for ELLs.

Native Language Arts Assessments in Spanish

El Sol

Low scores (below 10%) on the Spanish LAB are often associated later in difficulty in development of literacy skills. Similarly, poor scores on El Sol (level 1) are concentrated among Beginners, while higher scores (levels 4-6) tend to be found among Advanced students. (Newcomers who attended school in their home country, however, tend to score much higher than other Beginners.) There is considerable variability across the grades, as one would expect, with higher scores in later grades. Among Kindergarteners, 20% had Spanish reading levels of 1, 10% had a level of 3, and 60% had levels of 3. In First Grade, 36% had reading levels of 3, 63% had 4. Among 2nd graders, 22% scored level 2, 33% scored Level 3, 11% had Level 4, and 22% scored Level 5.

ELE

Similar variability is found in the ELE scores in 2009, which ranged from the 7%ile to 93%. The mean score was 51.1%ile. This was lower than in the previous year, when the mean was 64.2%.The lowest scores were among 4th grade students, who averaged 40.3 %. The mean for 3rd grade was 54.9%, and for 5th grade the mean score was 51.8%. This suggests that more attention should be paid to NLA literacy development; research has shown that higher levels of literacy in the native language facilitate the transition to literacy in English. Higher scores on the ELE tended to correlate with higher scores on the NYSESLAT and ELA in our sample as well; of 5 students who scored in the top quartile on ELE 3 scored Proficient on the NYSESLAT (one of the others was a recently arrived newcomer), 2 scored 3 on the ELA.

A number of factors influence the students' performance on the ELE and contribute to its variability. First, the Transitional Bilingual program (TBE) is designed to promote students' English skills; for many students this means a progressive replacement of Spanish with English skills. For students who are struggling academically, this is accentuated as they may feel more successful concentrating on the development of English; 3 of the 4 lowest ELE scores were from students who either have IEPs or have been identified At Risk. Another factor is length of time in the country; the highest score was a student who had been here less than two years.

Differentiation of Instruction

Instruction should be differentiated so that students receive the appropriate level, kind and quality of instruction to meet their needs. The Inquiry Team has initiated a school-wide process to improve teachers' use of assessment data to target analyze student needs, implement targeted instruction,

and measure progress for the next round of intervention. In relation to ELLs, we differentiate both by age, so that children are grouped with those of similar developmental stages, and by membership in various subgroups: Students with Interrupted Formal Education (SIFE), Newcomers, and ELLs with 4 to 6 years service, Long-Term ELLs and ELLs with Special Needs. Each group will be discussed separately.

One form of differentiation has already been mentioned: students at different English proficiency levels receive different amounts of ESL and ELA instruction. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction, while those at the Advanced level receive 180 minutes of ESL and 180 minutes of ELA instruction.

Subgroups of ELLs

Students with Interrupted Formal Education (SIFE)

At this time, none of the ELLs in PS 46 have been identified as SIFE. However, we are ready to work with such students should they enter our school. We will be applying for training for the ESL Teacher in the use of the SIFE Diagnostic instrument and secure a SIFE test kit for the school so that we can be prepared to identify SIFE students. The specific needs of this group stem from their lack of adequate academic preparation in their home countries. If SIFE students are Spanish-speaking, we would urge that their parents enroll them in the TBE program. There they would be able to get instructional support in their Native Language as they strive to catch up in the content areas. We would determine their Spanish Reading level with the Spanish DRA, and use that to guide NLA reading instruction. Reading instruction in English for all SIFE would have to be structured around their need to build literacy concepts, and would include use of Leapfrog Leap pads in the Listening Center, the AWARD Reading program, and vocabulary development with Words Their Way.

Newcomers

When students first enter an English language school system, they must rapidly begin to acquire the medium of instruction (English) as well as the content of instruction. Students who speak Spanish can continue to receive extensive academic support in their native language in the DL and TBE classes, allowing them to both develop literacy in Spanish and grasp the fundamentals of the content areas. These skills can then be transferred to English as they develop a better grasp of the language. In the case of students who speak other languages, the ESL teacher works with the classroom teacher to develop a plan to make content areas as accessible as possible while accelerating the acquisition of English. If appropriate literature and content area materials are available in their language, we will try to secure them to help the student. Newcomers are grouped together across several grades in their first year for additional attention by the ESL teacher.

Newcomers particularly benefit from introduction to an expanding vocabulary through use of the Oxford Picture Dictionary for Kids and, for older children, the Oxford Picture Dictionary in the Content Areas. Words Their Way is a program that both enhances vocabulary development and literacy development. Listening comprehension and Reading comprehension are fostered by books on tape and CD and the use of Leapfrog Leap Pads. The

AWARD Reading program offers a particularly attractive combination of guided reading texts, books on CD and interactive software. AWARD materials are available in the school for Kindergarten to Third Grade levels, and can thus be used for a wide range of Newcomers.

Newcomers are also:

- Targeted for inclusion in daily 37 ½ minute groups
- Included in Title III ESL Extended Day after-school program 4 hours a week for 16 weeks.
- Included in Extended Day after-school program for Social Studies, Reading and Math skills development

ELLs Receiving Service for Four to Six Years

After three years of ELL services, it is not unusual for many ELLs to continue to need services. At this point, however, we can usually identify specific language modalities that need strengthening by analyzing the students' performance on the subtests of the NYSESLAT and the Interim Assessment for ELLs. Depending on the strand that is weakest, we differentiate with an emphasis on those skills.

LEP students who have not met the performance standard in listening:

- Participate in class read-alouds with an emphasis on comprehension
- Grouped for skills work in Listening Comprehension using books and CDs on tape in the Listening Center
- Leapfrog Leap Pads in Listening Center
- Given practice in Listening Comprehension sections of NYSESLAT preparation materials
- Given dictation and note-taking practice
- Targeted for inclusion in daily 37 ½ minute groups
- Included in Title III ESL Extended Day after-school program 4 hours a week for 16 weeks.
- Included in Extended Day after-school program for Social Studies, Reading and Math skills development
- AWARD Reading program with multi-media support

LEP students who have not met the performance standard in reading:

- Participate in read-aloud and Shared Reading activities
- Work in small Guided Reading groups
- Use materials to enhance reading skills
- Vocabulary development with Words Their Way for word study

- Targeted for inclusion in daily 37 ½ minute groups focused on reading skills
- Included in Title III ESL Extended Day after-school program 4 hours a week for 16 weeks
- Included in Extended Day after-school program for Social Studies, Reading and Math skills development.
- AWARD Reading program with multi-media support
- Leapfrog Leap Pads in Listening Center

LEP students who have not met the performance standard in writing:

- Develop vocabulary to sharpen their writing
- Focus on improving use of grammar and syntax
- Participate in Shared Writing activities
- Develop portfolios with regular conferencing
- Targeted for inclusion in daily 37 ½ minute groups focused on writing skills
- Included in Title III ESL Extended Day program 4 hours a week for 16 weeks
- Included in Extended Day after-school program for Social Studies, Reading and Math skills development

Long Term ELLs

At this time, there are no Long Term ELLs in PS 46. Long Term ELLs are those students who have completed six years of ESL service and still have not been able to achieve proficiency on the NYSESLAT. Although studies have shown that normal ELLs can take from three to seven years to reach a par with native English speakers, it is a matter of concern when students who have received six years have not reached the standard of proficiency. The strategies listed above would be used with them, but the child's instructors would have to consider if an underlying learning disability needs to be addressed as well. A discussion in the Child Study Team, guided by an examination of the child's assessment data would be warranted to develop an additional strategy of intervention.

Students with Special Needs

Students are identified as having special needs after a referral is brought to the School Based Support Team (SBST). Usually the child is discussed first by the Child Study Team, which includes the Principal, Guidance Counselor and members of the SBST in a meeting with a parent, the classroom teacher, and other staff members. This group examines the problems a child is having academically and socially and interventions that have been tried so far. If it is suspected that a child's academic difficulties derive from a learning disability, a formal evaluation is completed to determine the cause and severity of the problem. If the evaluation finds a learning disability, a recommendation is made for a placement in one form of Special Education or another and an Individual Educational Plan is drawn up. It also may be determined whether second language interference is a factor.

All children with special needs served according to goals set forth in the IEP. Depending on the child's particular needs, he or she may be assigned to part-time special education in the resource room or speech class, or full-time placement in a self-contained special education class. The ESL Teacher articulates with the SETSS, Speech and Special Education teachers, as well as other classroom teachers to set and adjust the instructional program. Data from the students' performance on the NYSESLAT is used to determine skills that need strengthening. Interim assessments such as the Interim ELL Assessment and the interim reading and math assessments are also used. Special needs children are included in mainstream groups for ESL service. A number of students who receive Resource Room or Speech services continue to be served as ELLs in Bilingual (TBE) or Dual Language (DL) classes. Such students:

- are targeted for inclusion in daily 37 ½ minute groups
- are included in Title III ESL Extended Day program 4 hours a week for 12 weeks
- are included in Extended Day programs for Social Studies, Reading and Math
- develop skills using Wilson program, where needed
- use READ 180 program for multi-media reading comprehension development
- use Leapfrog and AWARD Reading program materials

Speech/Language Instruction/Intervention Program at PS 46

- PS 46 provides Speech-Language services to children who have been diagnosed as having communication deficits in their first language and English.
- The Speech-Language Teacher/Therapist, along with the Speech Supervisor is sensitive to the cultural and linguistic differences that affect the identification, assessment, treatment and management of communication disorders/differences of our students.
- The mono-lingual therapist, Kathleen Grosvenor, M.S., CCC/SLP at PS 46 has had approximately 15 hours of training in multicultural issues and second language acquisition.
- Students identified as dominant in their first language are provided service from a certified bilingual speech-language pathologist.
- Small group and individual therapy is provided to students who are in the Transitional Bilingual program and the Dual Language Program from Kindergarten to 5th grade.
- Written reports are prepared incorporating information about the students' cultural and linguistic influences.
- Therapy is provided for simultaneous language learners, using current research and best practices in the treatment / management of articulation, phonological, language disorders/delays, including various delivery models and options for intervention.

Differentiation of Instruction in the Resource Room

As a Special Education Teacher, Mr. Placid Dubissette differentiates instruction by content, process and product. When students come to him, they are assessed in order to determine their readiness, interests and learning styles. Students who have decoding and encoding problems are introduced to the Wilson Reading System which is a multisensory, step –by –step, structured, sequential language program designed to help struggling readers. Lessons in the Wilson Reading System are divided into three blocks:

1 .Word Study
2. Spelling
3. Listening Comprehension

The lessons in the Wilson Readers are graded to suit each student needs. There are twelve readers in the series .Every student begins from Student Reader One. Wilson Reading uses tapping in order to decode words. Formative assessments are done to determine if a student should continue to the next sub-step. A summative assessment is done at the end of each student reader. Students work in small groups of four or five or individually based on the students' readiness interests and learning profile.

Students are taught Mathematics using concrete materials and visual aids. The Over –head Projector as well as the Smart Board is sometimes used to demonstrate lessons. Lessons are taught using a thematic approach that is related to real life situations. Instruction is more of an investigative nature that allows for group sharing. There is accountable talk in which the teacher allows for a variety of responses.
Students' interests and strengths are considered when assigning work. Students are given extended time to complete assignments or fewer problems based on their strengths or weaknesses. Assignments contain directions that are clear and direct enough for students to understand. Directions are read and re-read aloud based on students needs.

Self-contained Special Education

Students who are in self-contained classes receive ESL instruction according to their IEP. The Special Education teachers are supposed to receive training so that they can use appropriate scaffolding for ELLs. The ESL teacher collaborates with the self-contained classroom teachers to make sure that the ELL instruction is congruent with their educational plan. As much as possible, these students are included in ESL groups with students from mainstream classes.

ELLS IN self-contained special education classes, like those in Resource Room and Speech,

- are targeted for inclusion in daily 37 ½ minute groups
- are included in Title III ESL Extended Day program 4 hours a week for 12 weeks
- are included in Extended Day programs for Social Studies, Reading and Math
- develop skills using Wilson program, where needed
- use READ 180 program for multi-media reading comprehension development
- use Leapfrog and AWARD Reading program materials.

Office of English Language Learners
Grades K–8 Language Allocation Policy
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CLSO/CSD 13	School PS 46
Principal Karyn Nicholson	Assistant Principal Alice Clear
Coach Dalila Rabsatt – Literacy	Coach Shirle Corbin – Math
Teacher/Subject Area Pamela Klein – Dual Language	Guidance Counselor Tasheena Norfleet
Teacher/Subject Area Martha Rodriguez Jackson Bil 4	Parent Jessica Gohlke
Teacher/Subject Area James G. Johnson ESL	Parent Coordinator Cecilia Lopez
Related Service Provider K. Grosvenor, P. Dubissette	SAF James Quail
Network Leader Irma Marzan	Other Marta Febos, Technology

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	6	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	388	Total Number of ELLs	67	ELLs as Share of Total Student Population (%)	17.27%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	1	1	1	1	0	0	0	0	4
Dual Language (50%:50%)	1	0	0	0	0	0	0	0	0	1
Freestanding ESL										
Self-Contained										0
Push-In	2	0	2	2	2	2				10
Total	3	1	3	3	3	2	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	67	**Newcomers (ELLs receiving service 0-3 years)**	54	**Special Education**	13
SIFE	0	**ELLs receiving service 4-6 years**	13	**Long-Term (completed 6 years)**	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	36	0	6	5	0	2	0	0	0	41
Dual Language	9	0	0	0	0	0				10
ESL	8	0	0	8						16
Total	54	0	6	13	0	2	0	0	0	67

Number of ELLs in a TBE program who are in alternate placement: ____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	12	8	12	8	0	0	0	0	40
Chinese										0
Russian										0
Bengali										0
Urdu										0
Arabic										0
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Yiddish										0
Other										0
TOTAL	0	12	8	12	8	0	0	0	0	40

Dual Language (ELLs/EPs)																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	9	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	12
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian Creole																			0	0
French																			0	0

Other																			0	0
TOTAL	9	12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	9	12

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 2	Number of third language speakers: 0
Ethnic breakdown of EPs (Number) African-American: 5 Asian: 0 Hispanic/Latino: 6 Native American: 0 White (Non-Hispanic/Latino): 1 Other: 0	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	0	2	2	2	6	0	0	0	12
Chinese	0	0	0	0	0	1	0	0	0	1
Russian										0
Bengali										0
Urdu										0
Arabic	1	0	1	0	1	1	0	0	0	4
Haitian Creole										0
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0

Programming and Scheduling Information										
TOTAL	1	0	3	2	3	8	0	0	0	17

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
For All Program models			
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
For TBE /DL programs			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	5	1	1	2	2	0	0	0	13
Intermediate(I)	3	2	5	6	3	2	0	0	0	21

Advanced (A)	6	5	5	7	6	4	0	0	0	33
Total	11	12	11	14	11	8	0	0	0	67

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening /Speaking	B	0	0	0	0	1	0	0	0	0
	I	0	2	0	1	1	0	0	0	0
	A	0	6	10	4	4	5	0	0	0
	P	0	0	0	8	5	2	0	0	0
Reading/ Writing	B	0	3	0	0	2	1	0	0	0
	I	0	2	5	6	3	2	0	0	0
	A	0	3	4	7	6	3	0	0	0
	P	0	0	1	0	0	1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	3	4	2	0	9
5	0	6	1	0	7
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	0	0	1	0	3	3	1	1	9
5	0	0	1	0	3	2	1	0	7
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	4	1	1	0	7
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	3	5	1	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alice Clear	Assistant Principal		
Cecilia Lopez	Parent Coordinator		
James Johnson	ESL Teacher		
Jessica Gohlke	Parent		
Pamela Klein	Teacher/Subject Area		
Martha Rodriguez Jackson	Teacher/Subject Area		
Dalila Rabsatt	Coach		
Shirle Corbin	Coach		
Tasheena Norfleet	Guidance Counselor		
James Quail	School Achievement Facilitator		
Irma Marzan	Network Leader		
Marta Febos	Other		
Kathleen Grosvenor	Other		

Placid Dibissette			

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Rev. 10/7/09

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Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
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Author: rbellis
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APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

NCLB/SED requirement for all schools

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1) (a) 13K046

Grade Level(s) K-5 **Number of Students to be Served:** **48** **LEP** **Non-LEP**

Number of Teachers **4** **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.

- PS 46 hosts a Transitional Bilingual Program and a Dual Language that use both Spanish Native Language Arts and ESL instruction.
- ESL instruction is given within the Bilingual classes both by the Bilingual classroom teacher and the ESL teacher, who pushes into the class or pulls out the students, depending on their needs.
- Newcomers are screened for SIFE Program and given special classes if they are needed.
- The school has a component of 4 Transitional Bilingual (TBE) classes from 1st to 4th grade.
- This year we have initiated a Dual Language Program that replaces the TBE program in Pre-Kindergarten and Kindergarten. There are 36 students in the Dual Language classes, including English Proficient students in both grades.
- ELL students receive ESL instruction at least 45 minutes x 4 days a week. Following state mandates, Beginning and Intermediate ELLs receive an additional 4 units of ESL instruction a week. ESL literacy blocks include writing, reading and listening activities.
- English Instruction and mini lessons follow the Readers and Writers Workshop model. (Reading, Writing, Read Aloud, and Guided Reading, Shared Reading and Word Study.)
- ESL curriculum instruction is aligned with New York State standards in seven core areas.

- Literacy Coach works with Bilingual and Dual Language teachers.
- Trained and Certified Bilingual and Dual Language teachers incorporate English Language Instruction through an interdisciplinary approach to all Content Areas to ensure that ELLs learn and improve their skills in the second language.
- ESL/Bilingual/Dual Language coordinator works together with all classroom teachers in order to coordinate and ensure services to all ELLs throughout the school.
- The Transitional Bilingual Program in grades 1 – 2 follows a 40:60 model (40% English and 60% Spanish) model whereby the percent of English will increase as students develop fluency in English instruction. In grades 3-5 it follows a 70:30 model (70% English and 30% Spanish).
- The Dual Language program in Pre-K and Kindergarten follows a 50:50 rollercoaster model, with different parts of the day allocated to Spanish and English.

The mandated instructional time blocks of ESL/ELA will be adhered to as described in Table 11 CR Part 154 English Arts Requirement Guide. Intensive intervention services for ELLs will be provided by PCEN and LEP funded qualified, licensed and certified Bilingual/ESL teachers during the day and for our Extended Day Program, funded by Title III. We will use data from multiple assessments such as El Sol, ELE, State ELA/Math, Social Studies and Science tests, R-Lab and NYSESLAT, as well as the Interim Assessments in ESL to make informed decisions about grouping for instruction. Additional program services will include The Wilson Foundation Program (ELA), and Leap Frog Program (ELA), Native Language Libraries, Extended Day in Social Studies for grades 5 and Science for grade 4, Math and Literacy (Grades 1-5) and an infusion of decoding and writing skills across all grades.

Title III Instructional Program

The Title III program will provide supplementary instruction in basic English skills, English Language Arts and Mathematics to students in grades Kindergarten through Five in an after-school Extended Day Program. The Extended Day Program will take place two days a week, on Tuesdays and Thursdays, for two hours each session from 3:05 pm to 5:05 pm.

2 TR x 2 hrs x 2 times/weekly x 12 weeks x $49.89 = $4,789.44

The first component of the Title III Extended Day Program will include two classes of twelve students each in Grades 3, 4 and 5. The classes will begin January 19 and extend for 12 weeks. The classes will focus entirely on the academic skills in English and Mathematics necessary for success in school and on the NYSESLAT. The Extended Day program for Grades 3 – 5 will conclude at the end of April, 2010.

In addition, 2 classes for 24 children in Kindergarten, First and Second Grades will begin in January and continue to the end of April, 2010. These classes will also be held on Tuesdays and Thursdays, from 3:05 pm to 5:05 pm. These classes will focus on developing academic English skills needed for the NYSESLAT.

2 TR x 2 hrs x 2 times/weekly x 12 weeks x $49.89 = $4,789.44

The instruction will be predominantly in English. However, in the Grade 3 – 5 classes instruction in Mathematics will be differentiated for Spanish – dominant students in the Bilingual program, who will be taking the NYS Mathematics exam in Spanish, so that they can get support in their native language.

All teachers will be fully certified Bilingual or ESL teachers.

Materials used will focus on English language proficiency. The basic texts of the classes will be the Empire State NYSESLAT ESL/ELL series for Grades Two through Five, and Getting Ready for the NYSESLAT for Grades K – 1. Supplemental materials will include the Language Proficiency Intervention Kit Levels K – 5 and Longman Children's Picture Dictionaries. Math preparation will be based in Test Ready Omni Mathematics, which is available in both English and Spanish.

Ms. Alice Clear, the Assistant Principal, will be the supervisor in charge at no cost to the program.

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 will participate in ongoing long-term professional development. Topics will include:

- Planning units of study in literacy, math and content area subjects
- Integrating technology in all Curriculum areas.
- LEP skills development throughout the year.
- Portfolio maintenance in Bilingual classes.
- Share best Teachers practices of instruction and student work among Bilingual staff and with other staff members.
- Using assessments to differentiate instruction, with a focus on the Interim ELL Assessment.
- How to help ELLs prepare effectively for state assessments.
- There will be a study group on how to implement a Dual Language Program in all grades. The study group will meet for 1 1/2 hours per session over 6 weeks for seven teachers, for a total of 63 hours.

Parent Involvement –

The Parent Coordinator will work with the Dual Language Program Coordinator to support parents and their ability to assist their children's learning of Spanish and English. Educational software will be offered for learning Spanish. In addition, Bilingual editions of children's books will be made available for parent read-alouds.

Form TIII – A (1)(b)

School: PS 46K Edward C. Blum Elementary School **BEDS Code: 331300010046**
Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem Professional salary at Training rate	$9,578.88

Educational Software (Object Code 199)	$1,000.00	**1 Rosetta Stone language development software package for parents**
Travel	n/a	n/a
Other	n/a	n/a
TOTAL	$15,000	

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.

- **Registration:** we use every available means to determine the language background of parents of entering students. As Spanish has historically, over a period of several decades, been the major second language in our neighborhood, Spanish-speaking staff members are assigned to assist every new admit. The ESL Specialist participates in the major registration period during September to ensure that all families speaking other languages are properly identified.

- **Analysis of Home Language Information Surveys (HLIS):** The ESL Specialist processes all HLIS of incoming students to identify the home language of each child. This provides data needed to determine parents' translation needs. As the new HLIS asks parents to identify the language that they would like to receive school information in, the ESL Specialist can note which families need to receive translations and in which languages. In some cases children may not need LAB testing, but their parents still may need to receive communication in their native language.

- PTA meetings, workshops and assemblies with parents and the community. Staff is alert to the language needs of parents of parents attending school events.
- Parent Coordinator and Family Assistant acts as translator and liaisons thatr ensure proper communication with parents (written letters, flyers, phone calls using Native Language of parent s where possible.
- Classroom teachers and other staff members are alert to the needs of their children and parents and are encouraged to inform the ESL Specialist and Administration when they find parents who need translation or interpretation.

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.

- The vast majority of parents who speak another language speak and read Spanish; 107 of 376 children, 28% of those enrolled on 10/29/09, had a Home Language of Spanish, reflecting significant exposure to the language. This has been true for many years and is reflected in the Transitional Spanish Bilingual Program and the new Spanish Dual Language Program.
- Other languages are present as well. Nine children come from Arabic-speaking homes, one from a home where Haitian Creole is spoken, two from a Serbo–Croatian speaking family, and one comes from a home where one parent speaks Chinese. Altogether 32% of the school population on 10/29/09 had home languages other than English.
- As noted above, some parents may needs translation or interpretation even though their children may enter school without enough exposure to another language to warrant LAB testing. The new HLIS form helps the school identify them more easily.
- There is a spectrum of English language proficiency among the parents of the school population who speak another language. Some are comfortable speaking, reading and writing English, while others may be able to communicate orally but not in writing in English. Many feel more comfortable using their native language in an academic context, even though they may "know" English and appear competent in the language. There is a large population of parents who need translation and interpretation to be able to meaningfully participate as partners in their children's education.
- Up until now the main means of communicating this information has been oral. The ESL Specialist keeps the Administration, the Parent Coordinator and the classroom teachers abreast of the language needs of the parents. The information is also included in the CEP, especially in the sections devoted to ELLs: the LAP and the Translation Policy itself. The need to accommodate parents with translations, and the means to do so have been discussed in faculty meetings. In the coming year a summary of these findings will be made available to the staff through a written report.

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.
    - An in house translator (teacher, staff) who provides written in Spanish for documents that need to be communicated to parents and the community.
    - All school communications such as letters / memos informing parents about new schedules, programs, procedures, policies of the school, regulations, uniforms, conferences with teachers, open houses, assemblies, report cards, student notifications, field trips, and workshops for parents are translated into Spanish.
    - Where possible, documents that are available citywide that have been translated into Spanish, Arabic, Haitian Creole, and Chinese, such as test notifications and Chancellor's Regulations, are distributed to parents.
    - Communications with parents who speak languages other than Spanish are sent to the Translation and Interpretation Unit of the DOE.
    - Copies of translated documents with dates of distribution are kept on file.

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.
    - The school will provide oral interpretation in Spanish using in-house staff (Parent Coordinator, Family Assistant, teachers and parent volunteers) during school hours and after school hours. This has been available for Spanish-speaking families for many years.
    - If parents who speak other languages need or request interpretation, the school will contact the DOE Translation Unit.

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.

    - Signs have been posted in prominent locations in the building, especially near the entrance and main office, informing parents of their right to request translation services and the school's policy of providing translated materials to parents.
    - Parents are informed during the registration process and during new parent orientations of the school's commitment to providing them with translation and interpretation services.
    - All parents will receive a notice of the school's policy through a letter in September. As parents register they will receive a copy of the letter, which will be translated into the languages spoken.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	$444,999	$2,557	$447,556
2. Enter the anticipated 1% set-aside for Parent Involvement:	$4499		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		$25	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$22,249		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		$127	
6. Enter the anticipated 10% set-aside for Professional Development:	$44,999		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		$2,405	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____

9. If the percentage of high quality teachers during 2008-2009 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.
   Strategies include:
   - Attendance at job fairs sponsored by district, region and city.
   - Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America candidates deemed qualified by the state.
   - Collaborations with Saint Joseph's College and Brooklyn College Education Departments for referrals of recommended candidates for student teaching and future placements.
   - **A**pplicants selected for personal interviews are required to demonstrate knowledge of Balanced Literacy, Everyday Math and other citywide instructional programs.
   - Continued new teacher and special education mentorship, monthly LSO math services (all teachers), and weekly built in professional development period for all new teachers

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.

***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 on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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 on the NYCDOE website.

PS46K SCHOOL/PARENT INVOLVEMENT PLAN

School wide policy statement addressing the school's Parent Involvement Policy and Goals.

PS46supports parental involvement by encouraging participation in the life of the school through involvement with the Parent Teacher Association, School Leadership Team, Curriculum Night, Parent Teacher Conferences and Learning Leaders. Parents are always welcome to assist in classrooms and chaperone field trips.

How our plan will ensure that all parents including working parents and parents of students with special needs will be afforded the opportunity to participate.

The Principal is available by appointment before and after school hours to discuss parents' concerns. We have 24 hour voicemail system to leave a message for administration or teachers. It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community. All parent teacher conferences have an evening component for parents who must work during the school day.

Mechanisms and procedures for informing parents in a timely fashion of meetings, workshops, and other opportunities available to parents.

All bulletins are regularly distributed in English and Spanish. The PTA also prepares bulletins and the school arranges for the distribution of these flyers to every child.

How parents are involved in a decision-making capacity including how many parents are involved in the school leadership team and how they were selected.

School Leadership Team members meet with Principal at regular monthly meetings. Parents interested in being on the School Leadership Team are voted in once a year. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PTA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the PTA Executive Board will be asked to collaborate on the School/Parent Compact and the Title I budget modifications as necessary.

How we will assess the efficacy of our involvement plan.

This is addressed by monitoring the attendance of parents at all school events and by ongoing conversations with parents.

How we will involve parents in the development and approval of the School/Parent Compact.

The Compact is developed through consultation between parents and administration. The first PTA meeting each year is an opportunity for parents to meet with the administration and voice their concerns. There is another general meeting and open forum for parents and the parent members of the School Leadership Team are elected.

How we will involve parents in the development and approval of the School/Parent Involvement Plan.

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through a series of general and executive board meeting wherein the parents' voices are heard.

PS 46 School Parent Compact

STRIVING FOR ACADEMIC EXCELLENCE IN A NURTURING ARTISTIC ENVIRONMENT.

Every student has the right to an excellent education in a peaceful environment. In order for every student to reach the high academic standards of PS46K the following must be in place:

Non-Negotiables:

- Students must be in attendance and on time every day.
- Students must follow school rules at all times which include no food, drink, headgear (except for religious observance) or electronic equipment (including cell phones) at any time.
- Conflicts will be resolved peacefully with PS46 Peer Mediation Program. Violence of any kind, including hitting back, will not be tolerated. Students may not participate in play fighting. It can lead to a real fight which could cause real injury.

- Students must be dressed in uniform every day, blue pants/skirts and yellow tops.
- All students must be seated and ready for instruction promptly at the beginning of each class. Students must come with all required supplies.
- While in the school grounds appropriate and respectful language will be used.
- The Pass Policy must be adhered to at all times.
- Disruptions to the educational process will not be tolerated. Students do not have the option to not do work they do not feel like doing. All students must follow the directions of the teachers in their classrooms.

Respect for Authority: All students must listen to and follow directions of all adults in the building. Respectful behavior includes accepting corrections without talking back or using an inappropriate tone of voice.

Hallways: All students must walk through the hallways in a safe, quiet and orderly manner. All students out of classroom during classroom time must display the pass from their teacher.

Substitute Teacher: Students are to continue to follow school rules when their teachers are absent and substitute teachers are in their classrooms. Students must do the work assigned by the substitute teachers.

Specialist Teachers: Students must adhere to all the school rules in addition to any specific rules and procedures set by the specialist teachers. Students are required to complete all assignments given by specialist teachers.

Auditorium: All students will be expected to sit in assigned seats and remain quiet during all events in the auditorium.

Neighborhood: All students are expected to maintain appropriate behavior in neighborhood on their way to and from school.

Respect for School Property: Students may not vandalize, misuse or steal school property.

Entrances and Exits*:* Students must enter and leave the building at the student entrance. Students may not leave the school before the end of the school day unless they are signed out by a family member.

Parents will be informed of student misbehavior through a phone call or letter. Teachers and parents will work with the student to help improve behavior. Appropriate school staff will intervene as neccessary to support behavior goals. If behavior does not improve, students will be subject to suspension first in house, then by the principal and finally by the superintendent.

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.

    - The school has put in place systems and structures for assessment to understand student progress and inform instruction.
    - The school uses existing data and generates data of grades, classes and individual students in all subject areas on a monthly basis.
    - The school assesses students' progress using benchmark tests and periodic assessments to yield current data about students' strengths and needs.
    - Professional Development is provided to teachers ongoing in the gathering and interpreting of data in order for them to plan, teach, monitor, and reteach to support student learning.

2. Schoolwide reform strategies that:
    a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

    - All students are given continuous feedback as to their areas of need and strengths. Students and staff together devise individual goals and determine what quality of work should look like. All students are held to high standards and given support to meet these standards.
    - After School Academies running from October through March providing test preparation.
    - Enrichment opportunities provided to grades 2 through 5 levels 3 and 4 students as well as at risk students.

    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.

Instruction at PS46 is planned around a clearly defined Assessment Learning Cycle: teachers assess previous learning, select appropriate curriculum objectives, decide what has to be learned next, decide on approaches and materials to be used, determine an assessment tool, teach and evaluate. During the mini-lesson, the teachers provide explicit instruction through modeling and thinking aloud. During independent/small group work, students are given the opportunity to practice the skill being taught with support from teachers and other students. Share time provides for group discussion regarding what was learned. Teachers scaffold their instruction moving from higher teacher support to student independence. Students are provided the tools needed to become strategic

learners and problem solvers rather than being taught a series of skills in isolation. Teachers recognize students' varying background knowledge, readiness, language, learning styles and interests and modify their instruction.

- Extend enrichment program/activites.
- Utilize project based learning
- Comprehensive Academic Intervention Services (AIS) provides targeted intervention to struggling learners who have been identified as Level 1 or "At Risk" Level 2 students.
- Data is used to identify at risk students
- Teachers collaborate through the AIS team, and AIS provider/classroom teacher
- Instructional approaches and programs are determined for each student based on individual strengths and needs. Programs are selected that target the specific academic needs of students and include: Wilson, Great Readers, Good Habits; Fundations, Leap Frog-Math/Reading/, AWARD Reading Program, Kaplan Math Program and soon to be Read 180 to provide small group instruction.
- Students are assessed periodically. Data is reviewed and student progress is monitored.
- Establishment of an Inquiry Team to review data and monitor progress of targeted students.
- Partnership With Children, our CBO partners, provided additional targeted populations which include those at risk.

3. Instruction by highly qualified staff.

- In-house school professional development by support staff
- Community Learning Support Professional Development

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.

Focus will remain on Balanced Literacy components, specifically writing skills and student writing conferences. Staff development will be ongoing in the use of DRA Assessment tools. Additional Staff Development will be provided for Words Their Way (K – 5.phonics and word study). Everyday Math focus will continue on developing math strategies for students and teachers including problem-solving games.

Staff Development also occurs at monthly grade conferences and faculty conferences, as well as weekly common prep meetings.

Professional Development is a key component of our commitment to improving teaching and learning:

- Ongoing collaborations among teachers in the same grade, across grade levels in many formats; common planning time; faculty conferences, grade conferences, intervisitations, in class support including Special Education and Bilingual/ESL
- Professional Development- Technology
- Mentor (1 Day) for new teachers or teachers in need.
- Professional Development- Science Lab- Grades 2, 3 and 4
- After-school meetings with teacher representatives from Literacy Team and Math Team.
- Professional Development- Running Records- Palm Pilot Program- Literacy Coach
- Professional Development- Lunch and Learns for Reading and Math-Literacy Coach
- Professional Development- Math Consultant -Private/ESL/Literacy/Math/Science
- Professional Development-Lunch and Share Sessions

- Professional Development- Teacher College for Literacy Coach and teachers

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

- Attendance at job fairs sponsored by district, region and city.
- Maintaining a resume file including applicants from the DOE Teaching Fellows Program and Teach For America candidates deemed qualified by the state.
- Collaborations with Saint Joseph's College and Brooklyn College Education Departments for referrals of recommended candidates for student teaching and future placements.
- **A**pplicants selected for personal interviews are required to demonstrate knowledge of Balanced Literacy, Everyday Math and other City-wide instructional programs.
- Continued new teacher and special education mentorship, monthly LSO math services (all teachers), and weekly built in professional development period for all new teachers

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

- Teachers conduct conferences with every parent at least twice a year with follow ups as needed.
- Language translators are provided for Non-English speaking families.
- Weekly or monthly folders of student work are sent home for parent review and comments and returned to teacher.
- School provides suggestions for home conditions that support learning at each grade level.
- School provides work shops on parenting and child rearing on every grade level.
- Family Arts Day
- Ongoing Family Assembly Programs

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.

Our family room offers programs for parents to prepare their children for pre-k level of instruction. Our family room program includes workshops in literacy, ESL, mathematics and computer skills, with the goal of training parents to help their children wit ;their schoolwork. Our pre-k teachers are provided with staff development in Balanced Literacy and Everyday Math, guaranteeing that their instructional programs are consistent with the instructional programs of other grades. All pre-k and newly registered kindergarten students receive the Language Assessment Battery based on home language surveys to determine if they will need ESL instruction. Pre-k transitions to kindergarten will be facilitated by reduc3ed class size and PMPH (Primary Mental health Program) services which allow for social and academic adjustments. Eligible students will receive ERSSA and mandated IEP services as well as ESL and Bilingual services as necessary.

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.

- Professional Development in assessment with a focus on analyzing student work, individualized learning and authentic assessment.

- Curriculum mapping will developed further and linked to student performance at each grade level.
- Co-operative Learning models will be implemented on every grade level.
- An intentional effort to identify and implement additional research based strategies.
- Voyager Literacy Program
- Wilson Intervention Program
- Resource Room
- 37 1/2 minute extended day for at risk students
- Early Childhood homework help program
- ESL extended day

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.

The goal of our Schoolwide Program is to reduce class size in the fourth grade so that no more than 25 students – and preferably no more than 20 students – will be in a classroom. 43.7% of our students of our students met the performance standards of the fourth grade ELA. By reducing class size in the fourth grade, and providing more individualized instruction, we will be able to increase the scores of all students. For the lowest achievers – many of whom are either English Language Learners for Special Education students - smaller instructional groups will enable teachers to focus their instruction more precisely on each student's particular areas of academic need. For our more proficient students, smaller class sizes will enable teachers top provide more challenging instruction, designed to enable these students to not only reach but to exceed the state standards. In order to accomplish these smaller class sizes, we will combine Title I, title III, PCEN, IDEA, AIS and AIDP. All students identified for seevices will receive rigorous academic programs from both tax levy and SWP funds. AIS will support the academic needs of special needs students, ELL and level 1 and 2 students not meting the standards in reading, math, science and social studies

- Voyager Literacy Program
- Wilson Intervention Program
- Resource Room
- 37 1/2 minute extended day for at risk students
- Early Childhood homework help program
- ESL extended day

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.

The goal of our Schoolwide Program is to reduce class size in the fourth grade so that no more than 25 students – and preferably no more than 20 students – will be in a classroom. 43.7% of our students of our students met the performance standards of the fourth grade ELA. By reducing class size in the fourth grade, and providing more individualized instruction, we will be able to increase the scores of all students. For the lowest achievers – many of whom are either English Language Learners for Special Education students - smaller instructional groups will enable teachers to focus their instruction more precisely on each student's particular areas of academic need. For our more proficient students, smaller class sizes will enable teachers top provide more challenging instruction, designed to enable these students to not only reach but to exceed the state standards. In order to accomplish these smaller class sizes, we will combine Title I, title III, PCEN, IDEA, AIS and AIDP. All students identified for seevices will receive rigorous academic programs from both tax

levy and SWP funds. AIS will support the academic needs of special needs students, ELL and level 1 and 2 students not meting the standards in reading, math, science and social studies.

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 IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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.

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.

Part B: For Title I Schools Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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.

[1] School Under Registration Review (SURR)

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.

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.

[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.

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

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X☐ Not Applicable

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?

We are making positive gains.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X ☐ 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?

We are making positive gains.

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.

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 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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?

We are making positive gains.

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.

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* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics 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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X ☐ 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?

We are making positive gains.

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.

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[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 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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X ☐ 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?

We are making positive gains.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X☐ 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?

We are making positive gains.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X☐ 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?

We are making positive gains.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X☐ 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?

We are making positive gains.

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.

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 engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Upon reflection upon the 08/09 school year we have made deeper reflection a goal for the 2009/10 school year.

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

☐ Applicable X☐ 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?

We are making positive gains.

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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

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

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS

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

   40

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

   We service four Temporary Housing Sites in the neighboring community in addition to approximately 5 sites not in the immediate neighborhood. These students receive services coordinated under the office of our Family Associate, Ms. Cheri Council. We have planned an after school program with a new CBO, Goodwill that will begin the third week of November and continue till April. This after school program will include homework help, test sophistication and recreational activities. Last year we provided our students with an outside CBO two days a week. Counseling in Schools provided our students with extra social emotional support. We had a licensed social worker who was also trained as an art therapist. Ms. Faulkes would conduct sessions individually and whole group sessions in the classroom. She will return to us this year, one day a week. For the 2009-2010 school year, she will provide the same support one day a week. She will continue to work with the remaining families and we will select new families.

1) Academic programs and educational support services
- After school enrichment programming

2) Basic/emergency supplies
- Uniforms
- School supplies

3) Extended library hours access school programs

4) Counseling services
- Partnership With Children
- CBOs, located through the Regional STH Office, provide home instruction and counseling as needed

5) Parental involvement
- Parent Coordinator, Ms. Ceclia Lopez, provides parenting workshops.
- ESL and GED after school and weekend classes

6) Intervention programs
- Ms. Council monitors attendance on a daily , weekly and monthly basis

8) Outreach efforts to identify the STH population and help them
- Ms. Council's office is located within the school campus.
- Ms. Council coordinated with Family Assistants (2) and Pupil Accounting Secretary

7) Transportation once the student is permanently housed
- Ms. Council assures metro cards for parents and children

9) The work of the liaison
- Tracking families for a full year once they transition into permanent housing

10) Research based programs that benefit highly mobile students

ARIS tracking makes data available when children change schools.

Part B: FOR <u>NON-TITLE I</u> SCHOOLS

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

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

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