



P.S. 146 ANN M. SHORT

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 146 ANN M. SHORT
ADDRESS: 421 EAST 106 STREET, MANHATTAN, NY,
10029
TELEPHONE: 212-860-5877
FAX: 212-860-6078

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 04M146 **SCHOOL NAME:** P.S. 146 Ann M. Short

SCHOOL ADDRESS: 421 EAST 106 STREET, MANHATTAN, NY, 10029

SCHOOL TELEPHONE: 212-860-5877 **FAX:** 212-860-6078

SCHOOL CONTACT PERSON: Mona Silfen, Principal **EMAIL ADDRESS** msilfen@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mona Silfen

PRINCIPAL: Mona Silfen

UFT CHAPTER LEADER: Darrell Shoub

PARENTS' ASSOCIATION PRESIDENT: Elizabeth Mercado

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 04 **SSO NAME:** Children First Network (CFN)

SSO NETWORK LEADER: Dan Feigelson

SUPERINTENDENT: Luz Cortazzo

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/RulesPolicies/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
Mona Silfen	Principal/ SLT chairperson/CSA	Electronic Signature Approved. Comments: approved. Mona Silfen, Principal
Darrell Shoub	UFT Chapter Leader	Electronic Signature Approved. Comments: awaiting signature Pending his approval
Rosetta Garcia	PA Secretary	Electronic Signature Approved. Comments: awaiting signature. out of the building on 1/5/10. She is out the building.
Elizabeth Mercado	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: awaiting signature. She is out of the building. Pending her approval.
Eliana Escobar	UFT Member	Electronic Signature Approved. Comments: awaiting signature Pending her approval.
Diana Alava	Parent Coordinator	Electronic Signature Approved. Comments: Awaiting signature. She is absent today. Pending her approval.

Signatures of the members 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.

*** Core (mandatory) SLT members.**

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.

P.S. 146 is one of the only barrier-free elementary schools in District 4 located in East Harlem. This enables students who are physically fragile or who have special needs the opportunity to attend a community school in their neighborhood. The community is culturally diverse with new immigrants from Mexico, China, Ecuador, Brazil, Yemen, Africa, the Dominican Republic, and Haiti. The school is very clean and well kept. There is a great deal of P.S. 146 pride in our students as evidenced by the work displayed throughout the school building. We are a pre-k through grade 5 school offering an array of services and supports to our students and to our community. Our school is committed to meeting the individual needs of our students through the classroom experience as well as providing the level of support needed by each child.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 146 Ann M. Short				
District:	04	DBN #:	04M146	School BEDS Code #:	04M146

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			

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	29	25		91.6	91.7	92.0
Kindergarten	73	71	61				
Grade 1	82	76	75	Student Stability: - % of Enrollment			
Grade 2	87	70	85	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	72	82	70		91.5	88.0	89.01
Grade 4	76	54	77				
Grade 5	69	63	56	Poverty Rate: - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			91.5	88.0
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		21	12	76
Grade 12	0	0	0				
Ungraded	15	38	26	Recent Immigrants: - Total Number			
Total	521	483	475	(As of October 31)	2006-07	2007-08	2008-09
					2.0	7.0	2

Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-	2007-	2008-

					07	08	09
# in Self-Contained Classes	108	102	107				
# in Collaborative Team Teaching (CTT) Classes	26	38	57	Principal Suspensions	54	46	TBD
Number all others	21	34	29	Superintendent Suspensions	6	7	TBD
<i>These students are included in the enrollment information above.</i>							
				Special High School Programs: - Total Number:			
English Language Learners (ELL) Enrollment (BESIS Survey)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	78	87	82	Number of Staff: - Includes all full-time staff:			
# ELLs with IEPs	18	4	7	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	46	57	56
				Number of Administrators and Other Professionals	10	33	34
Overage Students: # entering students overage for grade							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	15	16
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	98.2
American Indian or Alaska Native	0.2	0.0	0.2	Percent more than two years teaching in this school	52.2	49.1	55.4
Black or African American	32.2	30.2	25.3	Percent more than five years teaching anywhere	32.6	28.1	30.4
Hispanic or Latino	63.5	65.4	69.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.4	3.1	2.9	Percent Masters Degree or higher	83.0	79.0	77.0
White	0.6	1.2	1.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.9	92.7	98.3
Multi-racial							
Male	51.8	51.1	56.6				
Female	48.2	48.9	43.4				

2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes No If yes, area(s) of SURR identification: _____

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):

<input checked="" type="checkbox"/>	In Good Standing (IGS)
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)
<input type="checkbox"/>	NCLB Restructuring - Year ____
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____

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

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
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	√	√	-			
Limited English Proficient	-	-	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	√
Overall Score	68.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	8.2	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 30% of the Overall Score)	14.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 55% of the Overall Score)	42.4	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	√
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ ^{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	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

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?

Professional Development

Strengths:

- Many opportunities for formal and informal observations.
- Staff shares best practices through professional development.
- Teachers are encouraged to reflect on their own practice and needs.
- Many opportunities for professional development off-site as well as in-house.
- Collaborative culture of the school allows for many opportunities for teachers to work together.

Accomplishments:

- Observations improve instruction and enhance teachers' pedagogy.
- Mentor partnerships co-taught during intervention time to allow for observations of best practices.
- Student outcomes improved through professional development.
- The school has systems in place to support teachers on remediating inconsistencies in instructional practices.

Challenges:

- Differentiate professional development for each teacher to allow them to set measurable goals for their own growth within the school's learning community and aligned to student outcomes.
- School-wide vision communicated to teachers.
- Staff expectations are clearly communicated.
- School leaders provide regular, timely, and helpful feedback about instruction.

- Promoting internal coherence
- Developing curriculum maps

Curriculum

Strengths:

- Teachers and coaches use collaborative and data-informed processes for planning and goal setting for grade levels and subjects and modify these as necessary based on identified goals.
- A well-developed culture of collaboration that supports those new to teaching and promotes honest reflection.
- A cohesive cabinet that works toward consistency in all grades-sharing a vision to improve student outcomes and meet student needs.
- Customize interim assessments to align with the school's chosen curriculum.
- Teachers are given two common planning periods a week to plan curriculum and meet students' needs.
- Ability to integrate partnerships with curriculum areas.

Accomplishments:

- Ability to maintain strong, extensive, partnerships with community resources.
- Successfully integrating social studies across subject areas.
- Gather, generate, and analyze information on student learning outcome.
- Aligning writing units of study into a content area.
- Successful use of data to drive instruction and set school-wide goals.
- Successfully implementing "Family Fridays" and allowing parents/guardians to view and be integrated into curriculum areas.
- Initiating technology and the library media center into instruction.
- Teachers plan for differentiation and, using data, accurately group students according to need.
- Intervention and support services address particular skills of individual students, based on data.

Challenges:

- Analyzing impact of interventions and track student progress towards the achievement of goals in all core subjects.
- Creating interim assessments for evaluating success and making adjustments during the year.
- Providing targeted written feedback to teachers at regular intervals that align with individual/school goals.
- Developing school action plans that are transparent and systemic, including measurable goals/timeframes.

- Inquiry team work across the grades levels.
- Aligning writing units of study into all content areas.
- Effectively communicating curriculum and learning goals to parents.

Student Progress

Strengths:

As indicated by the progress report

- closing the achievement gap in ELA:
 - 50% of black students in the lowest 3rd at least half are at proficiency level
 - 49% special education students
 - 37% of Hispanic students are in the lowest 3rd
 - 20% of ELLs

Closing the achievement gap in math:

- 18% of English Language Learners (ELLs)
- 33% of special education
- 36% of Hispanics in the lowest 3rd
- 22% of black students in the lowest 3rd

As indicated by the Progress Report (as compared to the city):

School Environment:

Academic Expectations: 42.3% (2007-2008), 46% (2008-2009)

Communication: 30.8% (2007-2008), 42.3% (2008-2009)

Engagement: 46.9% (2007-2008), 46.9% (2008-2009)

Safety and Respect: 48.3% (2007-2008), 51.7% (2008-2009)

Attendance: 38.1% (2007-2008), 41.7% (2008-2009)

Student Performance:

ELA Percentage of Students at Proficiency (LVL 3 and 4) 25.9 % (2007-2008), 24.2 % (2008-2009)

Mathematics Percentage of Students at Proficiency (LVL 3 and 4) 36.8% (2007-2008), 41.7% (2008-2009)

Student Progress:

ELA- Percentage of Students Making at Least 1 Year of Progress 78.7% (2007-2008), 84.8% (2008-2009)

ELA- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress 59.8% (2007-2008), 77.1% (2008-2009)

Mathematics- Percentage of Students Making at Least 1 Year of Progress 12.5% (2007-2008), 48.2% (2008-2009)

Mathematics- Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress 20.8% (2007-2008), 55% (2008-2009)

Mathematics-

Accomplishments:

- Targeting individual student needs based on assessment in professional development
- Low turn-over rate of teachers, specifically in special education
- Developed professional learning teams across all grade levels
- Communicated expectations across vertical and horizontal alignment
- Use of formative assessments to guide instruction
- Developed school-wide focus for students in the lowest 3rd
- Developed student portfolios which are transferred from one grade to the next

Challenges:

- students are entering grade level below proficiency levels
- Linking higher order thinking skills to math
- Focus on math language to move conceptual understanding
- There is a lack of proficiency in comprehension and inference skills across subjects
- Lack of awareness of our own learning needs
- Creating a database to track student learning
- Low motivation to reach academic success
- differentiating instruction to meet a variety of needs

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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should presumably be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<p>1. By June 2010 PS 146 will differentiate Professional Development for each teacher as measured by a 5% increase in the following areas of the Learning Environment Survey:</p> <p>a) <i>This year I received helpful training on the use of student achievement data to improve teaching and learning</i> (from 57% strongly agree/agree to 62%).</p> <p>b) <i>The professional development I recieved this year provided me with content support in my subject area</i> (from 43% strongly agree/agree to 48%)</p> <p>c) <i>The professional development I received this year provided me with teaching strategies to better meet the needs of my students</i> (from 52% strongly agree/agree to 57%)</p>	<p>PS 146 will differentiate professional development for each teacher to set measurable goals 3x a year. The goals will reflect their own personal interests within the school's community and instructional growth aligned to student outcomes.</p>
<p>2. By June 2010 PS146 will clearly communicate the school-wide vision and expectations to teachers as evidenced by a 5% increase in the following areas of the Learning Environment Survey:</p> <p>a) <i>School leaders communicate a clear vision for this school</i> (from 68% strongly agree/agree to 72%)</p> <p>b) <i>School leaders let staff know what is expected of them</i> (from 77% strongly agree/agree to 82%)</p> <p>c) <i>School leaders give me regular and helpful feedback about my teaching</i> (from 55% strongly agree/agree to 60%)</p>	<p>The school-wide vision and expectations will be evident through teacher goals, classroom practices and student learning outcomes during the 2009-2010 school year.</p>

<p>3. By June 2010 PS146 will improve student performance in literacy by increasing the percentage of level 3's and 4's on the NYS ELA from 44% during the 2008-2009 school year to 50% during the 2009-2010 school year.</p>	<p>The success of this goal will be evident through an increase in level 3's and 4's on NYS ELA assessments and an improvement in student reading levels. Teachers will use formative assessments, classroom performance, and conference notes to track student progress.</p>
<p>4. By June 2010 PS 146 will increase students' performance in the content areas of social studies and science as evidenced by a 5% increase in level 3 and above on the NYS Social Studies assessment and the NYS Science assessment.</p>	<p>Teachers will create integrated units of study based on grade level NYC Social Studies Scope and Sequence. Writing units, reading units, field trips and science investigations will support the big ideas of the Social Studies curriculum.</p>

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) :**

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>1. By June 2010 PS 146 will differentiate Professional Development for each teacher as measured by a 5% increase in the following areas of the Learning Environment Survey:</p> <p>a) This year I received helpful training on the use of student achievement data to improve teaching and learning (from 57% strongly agree/agree to 62%).</p> <p>b) The professional development I recieved this year provided me with content support in my subject area (from 43% strongly agree/agree to 48%)</p> <p>c) The professional development I received this year provided me with teaching strategies to better meet the needs of my students (from 52% strongly agree/agree to 57%)</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Population: Classroom Teachers</p> <p>Responsible Staff Members: Coaches and Administrators</p> <p>Implementation Timeline:</p> <p>1. Within cycles of grade level Professional Development 3x a year: September-October (Writing); December-January (Reading); March-April (Math); June: Reflective Practice.</p> <p>2. Within 2 semesters of AIS extended day (mandated and/or clubs): October- January; February-June.</p>

	<p>Action/Strategies:</p> <p>Teachers will set goals to improve their own practice and student outcomes as a result of weekly, grade level, Inquiry based Professional Development.</p> <p>Teachers goals will align with their roles during coaching cycles, which include: grade level professional development, 1:1 coaching, elective professional development provided by instructional coaches, outside professional development opportunities.</p> <p>Teachers goals will align with their roles for the AIS extended day, including personal interests and professional growth.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget:</p> <p>Fund two .8 instructional coaches and one .6 data coach for the 2009-2010 school year.</p> <p>Staff/Training:</p> <p>Outside consultants hired to train instructional coaches and data coach.</p> <p>Coaching team meeting with Assistant Principal to review and maintain alignment to school-wide goals.</p> <p>3x a year (November, February, May) elective Professional Development opportunities offered by instructional coaches/data coach.</p> <p>Schedule:</p> <p>Two professional development periods per week on each grade level. One Inquiry based, one common planning.</p> <p>Eight week coaching cycles with individual pre-brief, classroom observation, and debriefing session with instructional coaches.</p> <p>Ten days for each of two consultants to work with the coaching team.</p>

Weekly coaching team meetings with an Assistant Principal.

Monthly walkthroughs with administrators and coaching team.

Monthly coaching team debrief meetings with administrators.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Projected Gains:

a) Teachers responses on the Learning Environment Survey for the targeted areas will increase by 5% in strongly agree/agree.

b) Individual teacher's instructional goals will improve after each coaching cycle (3x per year) as evidenced by a 5% gain in student progress towards grade level standards.

Instrument of measure:

- a) The 2009-2010 Learning Environment Survey
- b) Formative assessments that align with the focus for eaching coaching cycle as follows: Writing- Writing Progression Points; Reading- Rigby Independent Leveling Assessment/ ECLAS-2/Words Their Way Spelling Inventory; Math- end of unit checklists, portfolio assessments.

Interval of Periodic Review:

- a) Teacher Professional Development Satisfaction Survey (November, March, May)
- b)see chart below:

Subject	Interval of periodic review	Projected gain	Instrument of Measure
Writing	November	5% increase to grade level standards	Writing Progression Points Matrix (DYO assessment)
Reading	February	5% increase to grade level standards	Rigby Independent Reading Leveling Assessment (DYO

			assessment)/ ECLAS-2/ Words Their Way Spelling Inventory
	Math	May	5% increase to grade level standards

**Subject Area
(where relevant) :**

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>2. By June 2010 PS146 will clearly communicate the school-wide vision and expectations to teachers as evidenced by a 5% increase in the following areas of the Learning Environment Survey:</p> <p>a) School leaders communicate a clear vision for this school (from 68% strongly agree/agree to 72%)</p> <p>b) School leaders let staff know what is expected of them (from 77% strongly agree/agree to 82%)</p> <p>c) School leaders give me regular and helpful feedback about my teaching (from 55% strongly agree/agree to 60%)</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>School-wide vision is communicated to teachers through staff handbook, Professional Development, weekly on going communication, monthly staff meetings and school newsletters. Staff expectations are clearly communicated through school leaders providing regular, timely and constructive feedback (both oral and written) through Professional Development, monthly administration walk throughs and formal observations.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget:</p> <p>Funds for two .8 instructional coaches and one .6 data coach for 2009-2010, funds for the printing of the staff handbook as well as funding for Professional Development. Outside consultants have worked with coaches as well as teachers to support learning.</p>

	<p>Staff/Training:</p> <p>Outside consultants hired to train instructional coaches and data coach.</p> <p>Coaching team meeting with Assistant Principal to review and maintain alignment to school-wide goals.</p> <p>3x a year (November, February, May) elective Professional Development opportunities offered by instructional coaches/data coach.</p> <p>Schedule:</p> <p>Two professional development periods per week on each grade level. One Inquiry based, one common planning.</p> <p>Eight week coaching cycles with individual pre-brief, classroom observation, and debriefing session with instructional coaches.</p> <p>Ten days for each of two consultants to work with the coaching team.</p> <p>Weekly coaching team meetings with an Assistant Principal.</p> <p>Monthly walkthroughs with administrators and coaching team.</p> <p>Monthly coaching team debrief meetings with administrators.</p> <p>monthly faculty conferences</p> <p>observation meetings with supervisor</p> <p>elective PDs: November, March and May</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Projected Gains:</p> <p>a) Targeted areas of the 2009-2010 Learning Environment Survey will improve by 5% in strongly agree/agree.</p>

b) Increased participation in a variety of school-wide initiatives (PBIS, Wellness Committee, Grant Writing).

c) Consistency across classrooms that align with the school-wide visions and expectations.

Instruments of Measure:

a) 2009-2010 Learning Environment Survey

b) Attendance sheets from meetings of school-wide initiatives

c) Feedback forms from walk throughs; teacher feedback surveys from Professional Development.

Interval of Periodic Review:

a) November 2009, March 2010, May 2010: Teacher Professional Development Satisfaction Survey

b) January 2010, June 2010: Comparison of attendance for 2008-09 initiatives and 2009-10 initiatives

c) Monthly (November 2009- June 2010): Review of administrative feedback provided per grade and implementation of strategies for improvement addressed in professional development.

Subject Area
(where relevant) :

Student Progress

Annual Goal

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

3. By June 2010 PS146 will improve student performance in literacy by increasing the percentage of level 3's and 4's on the NYS ELA from 44% during the 2008-2009 school year to 50% during the 2009-2010 school year.

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will use formative assessments, classroom performance, and conference notes to track student progress. Item skill analysis from ARIS will be used to differentiate and provide targeted instruction for individual students. PM Rigby benchmarking assessments will be used to measure comprehension. Grade level inquiry teams will work with targeted students to improve student progress. ECLAS will be used to assess early literacy concepts in grades K-3. Teachers will continue developing students' individual learning goals across curriculum areas.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget:</p> <p>Funds for two .8 instructional coaches and one .6 data specialist.</p> <p>Funds for two PM Rigby kits per grade Release time for Inquiry Team members</p> <p>Staffing/Training:</p> <p>Data Coach ARIS training</p> <p>ARIS Consultant</p> <p>Literacy coach meetings provided by network</p> <p>Professional development for building assessment literacy</p> <p>Inquiry based professional development and common planning for teachers</p> <p>Schedule:</p> <p>Weekly professional development for teachers</p> <p>Monthly data specialist meetings</p> <p>Data analysis three times per year</p> <p>Formative assessments three times per year</p> <p>Bimonthly Inquiry Team</p>

	Monthly updates to parents on students' individual learning goals
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Projected Gains:a) Increase level 3's and 4's on the NYS ELA assessment to 50%.b) Improve student reading of grade level texts from 16% in 08-09 to 25% in 09-10 according to the Rigby Independent Reading Leveling Assessment.Instruments of Measure:English Language Arts assessmentPM Rigby assessmentsECLAS assessments Interval of Periodic Review:a) June 2010: NYS ELA assessment for grades 3-5b) November 2009, March 2010, May 2010: Rigby Independent Reading Level assessments for grades K-5c) November 2009, May 2010: ECLAS-2 assessment results for grades K-3

Subject Area
(where relevant) :

Curriculum

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	4. By June 2010 PS 146 will increase students' performance in the content areas of social studies and science as evidenced by a 5% increase in level 3 and above on the NYS Social Studies assessment and the NYS Science assessment.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	The instructional coaches will guide common planning at each grade level professional development team meeting. During the common planning period the coaches and teachers will align the writing units of study into all content areas and create science investigations into thematic units. As an extension to classroom learning, the teachers will incorporate field trips to further engage and broaden students' understanding. The school will communicate learning goals to parents and each student's progress across the standards. The students' progress will be measured by the interim assessments that they coaches and teachers are developing for content areas.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Budget: Funds for core curriculum materials, a trip coordinator, and outside training in each content area will be designated for the 2009-2010 school year. Funds for two .8 instructional coaches and one .6 data coach for the 2009-2010 school year. Staffing and Training: Professional Development in content areas, inside and outside of school and a science cluster teacher.

	<p>Schedule:</p> <p>Weekly grade level planning meetings. Release time for outside professional development in content areas. Weekly team meetings between the coaches and teachers. Monthly debriefing between coaches and administration.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Projected Gains:</p> <p>a) By June 2010 a 5% increase in level 3's and 4's on NYS Social Studies and Science assessments.</p> <p>b) 5% increase in strongly agree/agree on the 2009-2010 Learning Environment Survey in the area of: Curriculum, instruction and assessment are aligned within and across the grade levels at this school (from 62% to 67%)</p> <p>Instrument of measure:</p> <p>a) NYS Social Studies and Science assessments</p> <p>b) 2009-2010 Learning Environment Survey</p> <p>c) Teacher Professional Development Satisfaction Survey</p> <p>Interval of Periodic Review:</p> <p>a) June 2010: assessment results for NYS Social Studies and Science assessments</p> <p>b) January 2010, March 2010, May 2010: Development and implementation of four to six integrated unit templates per grade for the 2009-2010 school year</p> <p>c) Monthly (November 2009-June 2010): Administrative walkthroughs with written feedback provided to teachers by grade.</p> <p>d) March 2010, May 2010, June 2010: Teacher Professional Development Satisfaction Survey.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, 7, & 9. (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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	61	27	N/A	N/A				
1	29	7	N/A	N/A		2	1	
2	46	8	N/A	N/A		2	1	
3	84	10	N/A	N/A		2	6	
4	36	7	13	12			7	
5	27	25	20	17		4	13	
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.

- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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:	<ul style="list-style-type: none"> * Wilson: Decoding/Encoding Program, small. group, during the school day * FUNDATIONS; Decoding/Encoding Program, small group, during the school day * Scholastic READ 180: comprehension program, small group, during the school day * Extended Day instruction (37 1/2 minute program): intervention in oral language, reading, math, small group
Mathematics:	<ul style="list-style-type: none"> * AIS providers provide targeted math instruction based on assessments: pull-out and push-in, small group, during the school day * Extended Day instruction (37 1/2 minute program): intervention in oral language, reading, math, small group
Science:	<ul style="list-style-type: none"> * Differentiated instruction by classroom teacher, science cluster teacher targeting at risk students * Flexible groups, during the school day
Social Studies:	<ul style="list-style-type: none"> * Differentiated instruction by classroom teacher. * Flexible groups, during the school day
At-risk Services Provided by the Guidance Counselor:	* Not applicable
At-risk Services Provided by the School Psychologist:	* Parent workshops, emergency interventions, staff training, modeling appropriate behavior interventions for teachers (i.e. magic circle, etc), Art Club.

At-risk Services Provided by the Social Worker:	* Counseling, parent workshops, emergency interventions, staff training, modeling appropriate behavior interventions for teachers (i.e. magic circle, etc), social groups of students, clubs (sewing club), Penny Harvest.
At-risk Health-related Services:	* Asthma counseling, weight management counseling by medical personnel (i.e. registered nurses, etc)

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.

K-8 Language Allocation Policy Narrative 2009-2010

Part I: School ELL Profile

The Language Allocation Policy (LAP) team consists of the Principal, Assistant Principal, ESL Teacher, Data Specialist, Parent Coordinator and a Parent. On staff there are two certified ESL Teachers, two certified Bilingual Teachers, and two special education teachers with bilingual extensions. There are 28 teachers of ELLs without ESL/Bilingual certification. Currently there are 475 enrolled students. 108 (23%) of these students are deemed English Language Learners as per state assessments.

Part II: ELL Identification Process

When parents enroll their children at the school, they are required to complete the Home Language Identification Survey during the registration process. Surveys are available in the parents' native language. If a parent/guardian requires assistance completing the HLIS, a pedagogue staff member is provided for translation. The attendance teacher, bilingual AIS provider, bilingual social worker and bilingual psychologist are assigned to assist with the initial screening during the registration process including completion and verification of the HLIS. The HLIS is then read, completed and signed by the ESL teacher who verifies OTELE codes for the pupil accounting secretary. An oral interview with the student by one of the pedagogues listed above may be conducted to help determine LAB-R eligibility. If students are deemed to have a second language at home, they are tested within ten days of enrollment using the LAB-R and the Spanish LAB if appropriate. If a student does not pass the LAB-R, they are entitled to receive English language services. The LAB-R score determines the number of mandated minutes an ELL will receive. Students who receive services will be administered the New York State English as a Second Language Achievement Test every spring as long as they remain entitled.

Each year P.S. 146 holds Parent Orientation meetings for the parents of all new ELLs. In the 2009-2010 school year meetings were held on September 17, 2009 and September 23, 2009. A third meeting is scheduled for January, 2010. One meeting was held in the morning and the other in the afternoon to convenience parents. Letters are sent home in the native language to notify parents of these meetings. Another memo is sent home just before the meetings as a reminder and the Parent Coordinator reaches out to parents by telephone to encourage attendance. At the meeting the video prepared by the Department of Education is played in the languages appropriate to the parents attending. Staff members, including ESL, TBE teachers and school administrators are available to present more information about the different choices. Bilingual staff members are available to help interpret questions parents may have about their options and also to assist with completing the paperwork. If a parent decides on a choice that is unavailable at our school, the parent coordinator provides a list of schools that can offer this

choice to the family. In addition to these three meetings, the ESL teachers conduct parent orientation meetings on the third Thursday of every month for parents of newly enrolled children. Parents are notified of this session in their native language in a timely manner.

After the LAB-R is administered, a letter is sent home in the native language to notify parents of their child's eligibility for language support services. Parent Orientation information, parent choice survey and brochure are attached to the entitlement letter. At the Parent Orientation Meetings, bilingual staff is present to assist parents in completing the Parent Survey and Program Selection forms. Sixteen parents attended the first two Parent Orientation Meetings held in September. The Parent Coordinator contacted those parents who were unable to attend and individual meetings were held in the morning to inform them of their choices. Twenty-two out of twenty-five parents of new ELLs completed and returned the parent survey and selection form. The Parent Coordinator is responsible for contacting any parents of students who have not returned their entitlement letter.

The LAB-R is used to establish students' eligibility for ELL services. Students who pass the LAB-R are not considered ELL students and therefore are not eligible for ELL services. Parents of these students receive a non-entitlement letter in their native language to explain the students' status. Students who are administered the LAB-R and do not pass are eligible for ELL services. Notices for entitlement of services are sent home to parents in their native language. Two parent orientation meetings were held to inform parents of placement options for their children. Parent selection forms are available in the native language and translators (i.e. Parent coordinator, TBE teachers) are available for clarification or additional questions. Once a parent completed the program selection form, students were placed in the appropriate setting. If a student was already in the desired setting, no change was made. Special education students were initially placed in their recommended setting as per the individualized education plan (IEP). If the parent of an entitled student requested a program other than what is indicated on the student's current IEP, Type 3 re-evaluations were submitted for a change of services to reflect the parent's choice of instructional program.

In September 2009, twenty-two out of twenty-five parents of new ELLs completed and returned the parent survey and selection form. Of those forms, seventeen parents chose Transition Bilingual Education as their first choice, and five parents chose ESL.

In previous years, however, the majority of parents chose ESL as their first choice. In 2008, all but one new parent chose ESL as their first choice. This year is the first year P.S. 146 has been able to offer Spanish TBE classes to eligible kindergarten and first grade students. We expect that our TBE program will continue to grow with the needs of the students. Therefore, we are working on offering TBE programs at the next grade level for the 2010-2011 school year.

The program models offered at P.S. 146 are currently aligned with parent requests. This year is the first year P.S. 146 offered a transitional bilingual program for Spanish speaking ELLs. Seventy seven percent of new ELL parents chose TBE as their first choice. Parents who did not choose TBE chose ESL as their first choice.

Part III: ELL Demographics

There are two Transitional Bilingual Education classes at P.S. 146. The Freestanding ESL program has 10 different Push-in/Pull-out cohorts of students served in a week.

Out of the 108 English Language Learners at P.S. 146, 87 are newcomer, 20 are ELLs receiving 4-6 years of service, and 1 is a long-term ELL. 49 of the English Language Learners are special education students. There are no SIFE students.

The 21 students in the TBE program are newcomer ELLs. 16 of these students are special education students. There are 66 newcomer ELLs in the Freestanding ESL program. 23 of these students are special education students. There are 20 ELLs in the ESL program that have received 4-6 years of service. 10 of these students are special education students. There is one long-term ELL in the ESL program.

The Transitional Bilingual Education program has 17 Spanish speaking students in kindergarten, and 4 Spanish speaking students in first grade.

In the Freestanding ESL program, there are 77 Spanish speakers, 1 Chinese speaker, 5 Arabic speakers, 1 Haitian Creole speaker, 2 French speakers and 1 Wolof speaker.

Instruction is delivered using a variety of organizational models. ESL services are delivered in both pull-out and push in settings. Push-in is used when available. Classes are held for either 360 or 180 minutes a week as per NYS CR Part 154. When assigning students for classes for the upcoming school year, administrators try to group ELLs together in order to create push-in situations. TBE is delivered in both Collaborative Team Teaching and Self-Contained classrooms. Students are placed in a class based on their IEP.

Students are grouped in both homogeneous and heterogeneous classes. ESL pull-out classes are grouped by proficiency level. Beginner and Intermediate students are scheduled together in order to provide the mandated 360 minutes per week, while advanced students are grouped together to receive 180 minutes of service. The TBE program has heterogeneous classes with students of mixed proficiency levels.

P.S. 146 provides every student with the mandated hours required by CR Part 154 by having two certified ESL teachers, one certified bilingual education teacher and two certified bilingual special education teachers on staff. ESL teachers' schedules are checked for possible conflict with ELA and content area instruction.

Explicit ESL instruction is delivered by ESL and TBE teachers as per CR Part 154. Students at the beginning and intermediate levels, as determined by the LAB-R or NYSESLAT, are given 8 units (360 minutes) of instruction per week. Students that score at the advanced level are given 4 units (180 minutes) per week. ELA instruction is delivered daily in 60 minute blocks consisting of reading and writing workshops by the classroom teacher. 90 minutes of explicit NLA instruction is delivered by the TBE teachers in the classroom.

Students who are in the ESL program receive content instruction in their classrooms in English. In addition, the ESL teachers work with classroom teachers, administration and literacy coaches to plan instruction based on classroom curriculum where possible.

The Transitional Bilingual Education program uses a balanced instructional approach. The daily schedule is structured to use the native language as a support for learning English. Reading Comprehension, Science and Social Studies are delivered in the native language. Reading Workshop, Independent Reading and Word Work are in English. The mini lessons for Writing workshop and Math are delivered in the native language, while the independent work is completed in English. In this model, teachers use the native language to assess comprehension while building their English language skills.

The ESL and TBE teachers use comprehensible input. Lessons are scaffolded in order to build on students' prior knowledge. Students are involved in collaborative projects and spend time researching information as a group. The teachers frequently teach using thematic units that are interdisciplinary, weaving math and literature into a social studies or science theme. Furthermore, ELL students have access to content area dictionaries and other native language materials to support comprehension.

Students who come to us as SIFE students receive an academic evaluation to determine their needs. The school can then intervene with SETSS services, Wilson phonics and remedial math when necessary. These children also participate in extended day services and are given differentiated instruction in the classroom.

To best serve newcomer ELLs, the native language is used to scaffold when possible. ESL and TBE classrooms contain bilingual dictionaries and books to support these students. English Language Arts is taught using differentiated approaches. Whole group, small group and individual instruction are delivered by the classroom teachers. Students are grouped based on individual needs and skills. Social studies, science, math, literature and technology are woven into the ESL curriculum to provide content-based ESL learning. Because proficiency in academic language (CALP) takes longer than social language (BICS), it is important to introduce academic language into the curriculum immediately.

To further improve the development of CALP in ELLs receiving service for four to six years, ESL teachers collaborate with classroom teachers to create lessons that support the curriculum for that grade. In addition, P.S. 146 has a school wide focus on literacy. Literacy is woven into all content areas to help students develop their skills. The school gives all ELLs in grades 3-5 the New York State Interim Assessment for English Language Learners to monitor progress. The NYSESLAT is administered once a year to all ELLs. The scores and levels are communicated to classroom teachers so they can be aware of the level of instruction each student needs.

Long-term ELL students are offered the extended day (37 ½ minutes), read 180, and at risk services as needed.

ELLs identified as having special needs are given additional academic support (i.e. small classes, small group instruction) to assist them in building their knowledge base. They are provided with a curriculum for their grade level with varying modifications based on their individual needs. P.S. 146 now has two bilingual special education kindergarten and first grade classes. The school also provides alternate placement bilingual paraprofessionals for students when a bilingual placement is not available. The school employs bilingual service providers, such as speech and counseling. Also, ESL teachers collaborate with classroom teachers to best support these students.

P.S. 146 provides several targeted intervention programs for ELLs in ELA, Math and the content areas. The extended day program (37 ½ minutes) targets students who are below grade level in oral language, reading, writing and math. Students are placed in a program based on needs. Also, grade level inquiry teams assess students' proficiency levels at a particular skill and then deliver instruction to match. ELL students are a subgroup targeted by inquiry teams.

Other programs include:

1. PCEN Math
2. AIS services (at risk SETSS)

3. Scholastic Read 180
4. Wilson reading program

In addition to these programs, other informal interventions are provided by the classroom teacher as well (i.e. small group instruction, one-on-one conferencing, etc.).

Students who achieve a proficient level on the NYSESLAT are still eligible to receive testing accommodations such as extended time and separate location. These students can also participate in the extended day program (37 ½ minutes).

The Transitional Bilingual Education program is a new program for the school. There are currently two TBE classes that service kindergarten and first grade students. For the upcoming school year there are also grade level inquiry teams that will focus on different subgroups and their needs. The extended day program has a shift in focus for this year and will mandate attendance based on skill level in particular areas. The extended day program has also extended its club selection to include chess, quilting, music appreciation, student council and yearbook.

The school's Reading Recovery program has been discontinued. This program allowed for only a small percentage of students, including ELLs, to be serviced per year. We have recognized the need to address a larger percentage of students for early reading instructional strategies. Therefore we have moved our Reading Recovery teacher back into classroom positions. Two Reading Recovery trained teachers are working as kindergarten teachers for the 2009-2010 school year. The majority of incoming ELL's placed in general education settings have been placed in these classrooms.

The school has an extended day program (37 ½ minutes) that ELLs may participate in. The extended day program uses small group instruction focusing on particular skills based on students' assessments, as well as a variety of clubs. For example, kindergarten teachers assess all students using an Oral Language Development Assessment. Students who are considered at risk for oral language development are assigned to a mandated program that builds oral language. Many ELL students are provided this supplemental service. Students that are not mandated to an academic morning program may choose a club of interest. The school offers a variety of clubs to develop student engagement. There will also be an after school club for ELLs funded by Title III. Last year the club met twice a week to create a school newspaper that developed students' writing skills. This year the focus will be on math through the game of chess. We also offer a variety of programs in the arts as part of our partnership with the 92nd St. Y. All third and fifth grade students participate in chorus, and fourth grade classes attend Theater Makers workshop. Students in kindergarten and first grade participate in dance, second grade students participate in a concert series and fifth grade students receive guitar instruction.

The ESL classroom has content area picture dictionaries and bilingual glossaries to support content areas. Also, the room is equipped with Internet access where students can use language software programs and research classroom projects in English as well as their native language to assist them as needed. The school's media center also has a selection of bilingual books, bilingual audio books, and bilingual online resources.

Native language support is delivered by TBE, ESL and classroom teachers. In the TBE classroom, the native language is used to assess comprehension and teach new content material. For ESL instruction in the TBE classroom, native language is used as a support tool to ensure English comprehension.

In the ESL classroom, materials (glossaries, references, etc.) in the native language are available as needed by the student. The ESL teachers collaborate with classroom teachers to ensure students' needs are met by providing appropriate supplementary materials, such as bilingual glossaries and computer software.

Yes, the instruction is aligned to grade level standards based on the student's progress within the targeted area. However, support services and resources are additionally targeted to students' skill levels. Service providers use age appropriate materials that match proficiency levels to ensure students make progress in meeting grade level expectations.

For upcoming school years we would like to have parent outreach in the native language during the registration period.

An initial overview of the ESL program and ELL related topics are given to all school staff at the beginning of the school year. ESL teachers attend monthly professional development workshops organized by the ELL network specialist. These workshops focus on curriculum mapping and targeted instruction on building academic language. The ESL teachers also attend UFT sponsored workshops and seminars run by the NYC Network of NYS BETACs.

To help students transition to middle school a series of visits are arranged for students and their families to visit various schools. A middle school fair is also held at P.S. 146. The head of the middle school process for all districts speaks and translations are provided to help parents of ELLs make informed choices.

Teacher representatives at every grade level attend DOE network professional development geared towards the instruction of ELLs. The information gathered at these meetings is shared at weekly grade level meetings throughout the year.

On the first Friday of each month the school invites all parents to join their children in their classrooms for Family Friday. The classroom teacher plans engaging lessons that provide the parents opportunities to learn strategies, skills and educational games. The parents can then use these techniques in the home to assist them in working with their children in their native language. This program allows parents to be a part of the learning experience and fosters openness and community involvement in the educational process of their children. Parents are also encouraged to attend class field trips as chaperones. Currently the school is in the process of planning ESL conversation classes for parents during the school day.

The school has a variety of partnerships with Community Based Organizations and other agencies to provide workshops and services to ELL parents. A translator is provided at these workshops to assist in communication. P.S. 146 is partnered with the 92nd street Y and holds Parent Dance and Parents as Partners in the Arts (PAP) classes. The school also works with the Frank Fried law firm which provides free legal services for parents. The school hosts a computer workshop to train parents to navigate ARIS in order to access student progress online. ICD (International Center for the Disabled) also works closely with families and provides individual and family counseling services in the native language.

Parents are strongly encouraged to complete the Learning Environment Survey, available in the native language. The school also collects feedback from parents attending the Family Friday program. Our Parent Coordinator often meets with individual parents to discuss any concerns they might have and shares this information with the administration.

To meet the needs of the parents, the school hosts a variety of workshops. Parent programs are interactive and geared towards supporting students' needs at home. For example, orientation workshops on the statewide ELA and Math tests were held for parents. These meetings helped parents to understand the expectations of the school and the requirements by the state to meet grade level standards in both subject areas. Interpreters are provided as needed at parent workshops.

With the use of the translation budget the school will provide French, Arabic and Spanish interpreters on both scheduled Parent/Teacher conferences in November and March. In addition, these translators are available to translate in different languages for IEP annual review meetings with parents.

Part IV: Assessment Analysis

An analysis of the 2009 NYSESLAT, which includes alternate assessment students, shows that 26 (31%) of students scored at the beginning level, 37 students (44%) are at the intermediate level, and 22 students (26%) are at the advanced level. Many of these students are categorized on IEPs as NYS alternate assessment. These NYS alternative assessment students are not required to take statewide exams as per their IEP. In 2009, four students scored at the proficient level.

Analysis of this data reveals that in the upper grades students achieve a higher rate of advanced proficiency levels. There are fewer beginners in the upper grades than in the lower grades. ELL students are making yearly progress in on the NYSESLAT.

The data reveals that English Language Learners at P.S. 146 are stronger in listening and speaking. ELLs need improvement in reading and writing. According to the data, seventy eight percent of ELLs scored at the advanced level in listening/speaking, while 27% of students scored advanced in reading/writing. In many cases students were behind by one level in reading/writing and compared to their listening/speaking skills. Most students are stronger in listening/speaking skills at every grade level. NYSESLAT scores in the intermediate and advanced level showed continued improvement in the reading and writing modalities. However, reading and writing skills still need improvement. Therefore, more reading and writing programs should be explored. The data obtained from the NYSESLAT is shared with classroom teachers to assist them in directing instruction.

A review of the state ELA, Math, Science and Social Studies scores from 2009 show that a majority of ESL students have met the promotional criteria in these subject areas. The data includes special education students, most of whom have met their modified promotional criteria. According to the testing data, more ELLs are performing closer to English proficient students in math than in ELA. For example, 29% of third grade students received a level two, 50% received a level three, and 21% received a level four. On the ELA exam, 15% of third graders scored a level one, 54% scored a level two, and 31% scored a level three. On the 2009 NYS Science exam two students scored a level 1, eleven students scored a level 2, and four students scored a level 3. On the NYS Social Studies exam, one student scored a level 1 and two students scored a level 3.

The data also reveals that students taking tests in their native language scored on par with their peers taking exams in English. In the 2008-2009 school year, four students at the beginner and intermediate levels took state exams in their native language. On the NYS Math exam, one student received a level 1, two students received a level 2, and one student received a level three. The school has supported the ELL population through our bilingual math coach.

School leadership and teachers are using the results of the ELL Periodic Assessments to drive instruction. The results of the assessments are available online, along with a breakdown of modalities and skills. Teachers are able to see which questions students struggled with and the skills involved. This data is collected by the ESL teachers and shared with classroom teachers to help address student needs.

From the results of the spring 2009 ELL Periodic Assessments, it is clear that ELL students struggle with reading comprehension. This area will be a main focus in ESL instruction. The Native Language is used to support and assess student comprehension.

The school uses assessment data to evaluate ELL achievement. These assessments include the NYSESLAT, ELL Periodic Assessments, ELA and Math Exams. A record of oral language progress is kept for kindergarten students. For the upcoming school year, kindergarten through third grade students will be administered ECLAS-2. The data specialist compiles assessment results to share with teachers. ELL assessment data is compared with previous years' results to evaluate progress for individual students. Student improvement is a key indicator of success of our program for English Language Learners.

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

Form TIII - A (1)(a)

Grade Level(s)

3-5

Number of Students to be Served:

LEP 25

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) Assistant Principal (Supervisor)

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.

There will be an after school chess club targeting 25 LEP students in the third, fourth and fifth grades. The club will meet once a week on Thursdays for an hour and a half after school and will be led by a certified ESL teacher, certified Bilingual teacher, and supervised by an assistant principal. Program instruction will be in English, however the Bilingual teacher will provide native language support when appropriate. Our school wide data shows that ELL students need improvement in mathematics. This club will provide an opportunity for students to develop critical thinking and problem solving skills through the game of chess. It will also develop social language and foster good sportsmanship. Students will also have the opportunity to partake in city wide chess tournaments. The after school chess club will enrich students by raising self-confidence and increasing student engagement. The curriculum for this program has been provided by *Chess in the Schools*.

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.

Teachers are encouraged to attend Professional Development sessions pertaining to the instruction of Limited English Proficient Students. In past years, ESL teachers attended several workshops that were compensated with funds from Title III. These workshops focused on comprehensible input, reading comprehension and academic language growth. The ESL and TBE teachers have Title III funds allocated for attending professional development workshops that focus on the improvement on ELL instruction. The information attained that these workshops will be shared with other teachers of ELLs.

The teachers delivering the Title III program will also have monthly meetings after school. During these meetings teachers will discuss how best to support the language needs of the students while delivering chess instruction in a logical manner. Teachers will create supplementary language lessons to tie into the chess club meetings in order to continuously support the language development of LEP students.

Form TIII – A (1)(b)

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School: P.S. 146

BEDS Code: 310400010146

**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	\$8880	144 hours of per session for ESL teacher, Bilingual teacher and Supervisor to support ELL Students: 144 hours x \$49.89 (current per session rate with fringe) = \$7184 16 hours of per session for ESL and Bilingual Teacher for planning after school program: 16 x \$49.89 = \$798 18 hours of per session for ESL teacher, Bilingual Teacher and Supervisor for parent workshops: 18 x \$49.89 = \$898
Purchased services - High quality staff and curriculum development contracts	\$0.00	We currently do not have any curriculum development contracts.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4300	Listening Centers for Bilingual Classrooms, including recorders, headphones and Spanish and English audiobooks. Spanish and English leveled books for Bilingual Classrooms.
Educational Software (Object Code 199)	\$1500	Rosetta Stone language software packages for after school use to support LEP language development.
Travel	\$0.00	We currently do not have funds allocated for travel.
Other	\$600	Field Trips to support after school program and supplement classroom instruction: \$500 Refreshments for Parent Workshops: \$100
TOTAL	\$15,280	

K-8 Language Allocation Policy WORKSHEET

ELL Identification Process

When parents enroll their children at the school, they are required to complete the Home Language Identification Survey during the registration process. Surveys are available in the parents' native language. If a parent/guardian requires assistance completing the HLIS, a pedagogue staff member is provided for translation. The attendance teacher, bilingual AIS provider, bilingual social worker and bilingual psychologist are assigned to assist with the initial screening during the registration process including completion and verification of the HLIS. The HLIS is then read, completed and signed by the ESL teacher who verifies OTELE codes for the pupil accounting secretary. An oral interview with the student by one of the pedagogues listed above may be conducted to help determine LAB-R eligibility. If students are deemed to have a second language at home, they are tested within ten days of enrollment using the LAB-R and the Spanish LAB if appropriate. If a student does not pass the LAB-R, they are entitled to receive English language services. The LAB-R score determines the number of mandated minutes an ELL will receive. Students who receive services will be administered the New York State English as a Second Language Achievement Test every spring as long as they remain entitled.

Each year P.S. 146 holds Parent Orientation meetings for the parents of all new ELLs. In the 2009-2010 school year meetings were held on September 17, 2009 and September 23, 2009. A third meeting is scheduled for January, 2010. One meeting was held in the morning and the other in the afternoon to convenience parents. Letters are sent home in the native language to notify parents of these meetings. Another memo is sent home just before the meetings as a reminder and the Parent Coordinator reaches out to parents by telephone to encourage attendance. At the meeting the video prepared by the Department of Education is played in the languages appropriate to the parents attending. Staff members, including ESL, TBE teachers and school administrators are available to present more information about the different choices. Bilingual staff members are available to help interpret questions parents may have about their options and also to assist with completing the paperwork. If a parent decides on a choice that is unavailable at our school, the parent coordinator provides a list of schools that can offer this choice to the family. In addition to these three meetings, the ESL teachers conduct parent orientation meetings on the third Thursday of every month for parents of newly enrolled children. Parents are notified of this session in their native language in a timely manner.

After the LAB-R is administered, a letter is sent home in the native language to notify parents of their child's eligibility for language support services. Parent Orientation information, parent choice survey and brochure are attached to the entitlement letter. At the Parent Orientation Meetings, bilingual staff is present to assist parents in completing the Parent Survey and Program Selection forms. Sixteen parents attended the first two Parent Orientation Meetings held in September. The Parent Coordinator contacted those parents who were unable to attend and individual meetings were held in the morning to inform them of their choices. Twenty-two out of twenty-five parents of new ELLs completed and returned the parent survey and selection form. The Parent Coordinator is responsible for contacting any parents of students who have not returned their entitlement letter.

The LAB-R is used to establish students' eligibility for ELL services. Students who pass the LAB-R are not considered ELL students and therefore are not eligible for ELL services. Parents of these students receive a non-entitlement letter in their native language to explain the

students' status. Students who are administered the LAB-R and do not pass are eligible for ELL services. Notices for entitlement of services are sent home to parents in their native language. Two parent orientation meetings were held to inform parents of placement options for their children. Parent selection forms are available in the native language and translators (i.e. Parent coordinator, TBE teachers) are available for clarification or additional questions. Once a parent completed the program selection form, students were placed in the appropriate setting. If a student was already in the desired setting, no change was made. Special education students were initially placed in their recommended setting as per the individualized education plan (IEP). If the parent of an entitled student requested a program other than what is indicated on the student's current IEP, Type 3 re-evaluations were submitted for a change of services to reflect the parent's choice of instructional program.

In September 2009, twenty-two out of twenty-five parents of new ELLs completed and returned the parent survey and selection form. Of those forms, seventeen parents chose Transition Bilingual Education as their first choice, and five parents chose ESL.

In previous years, however, the majority of parents chose ESL as their first choice. In 2008, all but one new parent chose ESL as their first choice. The 2009-2010 school year is the first year P.S. 146 has been able to offer Spanish TBE classes to eligible kindergarten and first grade students. We expect that our TBE program will continue to grow with the needs of the students. Therefore, we are working on offering TBE programs at the next grade level for the 2010-2011 school year.

The program models offered at P.S. 146 are currently aligned with parent requests. This year is the first year P.S. 146 offered a transitional bilingual program for Spanish speaking ELLs. Seventy seven percent of new ELL parents chose TBE as their first choice. Parents who did not choose TBE chose ESL as their first choice.

Programming and Scheduling Information

Instruction is delivered using a variety of organizational models. ESL services are delivered in both pull-out and push in settings. Push-in is used when available. Classes are held for either 360 or 180 minutes a week as per NYS CR Part 154. When assigning students for classes for the upcoming school year, administrators try to group ELLs together in order to create push-in situations. TBE is delivered in both Collaborative Team Teaching and Self-Contained classrooms. Students are placed in a class based on their IEP.

Students are grouped in both homogeneous and heterogeneous classes. ESL pull-out classes are grouped by proficiency level. Beginner and Intermediate students are scheduled together in order to provide the mandated 360 minutes per week, while advanced students are grouped together to receive 180 minutes of service. The TBE program has heterogeneous classes with students of mixed proficiency levels.

P.S. 146 provides every student with the mandated hours required by CR Part 154 by having two certified ESL teachers, two certified bilingual education teachers and two certified bilingual special education teachers on staff. ESL teachers' schedules are checked for possible conflict with ELA and content area instruction.

Explicit ESL instruction is delivered by ESL and TBE teachers as per CR Part 154. Students at the beginning and intermediate levels, as determined by the LAB-R or NYSESLAT, are given 8 units (360 minutes) of instruction per week. Students that score at the advanced level are given 4 units (180 minutes) per week. ELA instruction is delivered daily in 60 minute blocks consisting of reading and writing workshops by the classroom teacher. 90 minutes of explicit NLA instruction is delivered by the TBE teachers in the classroom.

Students who are in the ESL program receive content instruction in their classrooms in English. In addition, the ESL teachers work with classroom teachers, administration and literacy coaches to plan instruction based on classroom curriculum where possible.

The Transitional Bilingual Education program uses a balanced instructional approach. The daily schedule is structured to use the native language as a support for learning English. Reading Comprehension, Science and Social Studies are delivered in the native language. Reading Workshop, Independent Reading and Word Work are in English. The mini lessons for Writing workshop and Math are delivered in the native language, while the independent work is completed in English. In this model, teachers use the native language to assess comprehension while building their English language skills.

The ESL and TBE teachers use comprehensible input. Lessons are scaffolded in order to build on students' prior knowledge. Students are involved in collaborative projects and spend time researching information as a group. The teachers frequently teach using thematic units that are interdisciplinary, weaving math and literature into a social studies or science theme. Furthermore, ELL students have access to content area dictionaries and other native language materials to support comprehension.

Students who come to us as SIFE students receive an academic evaluation to determine their needs. The school can then intervene with SETSS services, Wilson phonics and remedial math when necessary. These children also participate in extended day services and are given differentiated instruction in the classroom.

To best serve newcomer ELLs, the native language is used to scaffold when possible. ESL and TBE classrooms contain bilingual dictionaries and books to support these students. English Language Arts is taught using differentiated approaches. Whole group, small group and individual instruction are delivered by the classroom teachers. Students are grouped based on individual needs and skills. Social studies, science, math, literature and technology are woven into the ESL curriculum to provide content-based ESL learning. Because proficiency in academic language (CALP) takes longer than social language (BICS), it is important to introduce academic language into the curriculum immediately.

To further improve the development of CALP in ELLS receiving service for four to six years, ESL teachers collaborate with classroom teachers to create lessons that support the curriculum for that grade. In addition, P.S. 146 has a school wide focus on literacy. Literacy is woven into all content areas to help students develop their skills. The school gives all ELLs in grades 3-5 the New York State Interim Assessment for English Language Learners to monitor progress. The NYSESLAT is administered once a year to all ELLs. The scores and levels are communicated to classroom teachers so they can be aware of the level of instruction each student needs.

Long-term ELL students are offered the extended day (37 ½ minutes), read 180, and at risk services as needed.

ELLs identified as having special needs are given additional academic support (i.e. small classes, small group instruction) to assist them in building their knowledge base. They are provided with a curriculum for their grade level with varying modifications based on their individual needs. P.S. 146 now has two bilingual special education kindergarten and first grade classes. The school also provides alternate placement bilingual paraprofessionals for students when a bilingual placement is not available. The school employs bilingual service providers, such as speech and counseling. Also, ESL teachers collaborate with classroom teachers to best support these students.

P.S. 146 provides several targeted intervention programs for ELLs in ELA, Math and the content areas. The extended day program (37 ½ minutes) targets students who are below grade level in oral language, reading, writing and math. Students are placed in a program based on needs. Also, grade level inquiry teams assess students' proficiency levels at a particular skill and then deliver instruction to match. ELL students are a subgroup targeted by inquiry teams.

Other programs include:

1. PCEN Math
2. AIS services (at risk SETSS)
3. Scholastic Read 180
4. Wilson reading program

These programs, as well as other informal instructional support, are offered in the classroom by the teacher as well (i.e. small group instruction, one-on-one conferencing, etc.).

Students who achieve a proficient level on the NYSESLAT are still eligible to receive testing accommodations such as extended time and separate location. These students can also participate in the extended day program (37 ½ minutes).

The Transitional Bilingual Education program is a new program for the school. There are currently two TBE classes that service kindergarten and first grade students. For the upcoming school year there are also grade level inquiry teams that will focus on different subgroups and their needs. The extended day program has a shift in focus for this year and will mandate attendance based on skill level in particular areas. The extended day program has also extended its club selection to include chess, quilting, music appreciation, student council and yearbook.

P.S. 146 is considering several improvements for the upcoming school year. First, the TBE program will be expanded to meet student needs. In addition, the school is planning professional development sessions focusing on a group of ELLs. The extended day program will also be expanded to include an oral language development program for at risk first graders, including English Language Learners. Finally, meetings will be scheduled throughout the school year for data sharing. The ESL teachers will provide explanations and implementations for NYSESLAT and ELL Periodic Assessment data to classroom teachers. During these meetings classroom teachers will have the opportunities to discuss student data with the ESL teachers.

The school's Reading Recovery program has been discontinued. This program allowed for only a small percentage of students, including ELLs, to be serviced per year. We have recognized the need to address a larger percentage of students, including ELLs, for early reading instructional strategies. Therefore we have moved our Reading Recovery teacher back into classroom positions. Two Reading Recovery trained teachers are working as kindergarten teachers for the 2009-2010 school year. The majority of incoming ELLs placed in general education settings have been placed in these classrooms.

The school has an extended day program (37 ½ minutes) that ELLs may participate in. The extended day program uses small group instruction focusing on particular skills based on students' assessments, as well as a variety of clubs. For example, Kindergarten teachers assess all students using an Oral Language Development Assessment. Students who are considered at risk for oral language development are assigned to a mandated program that builds oral language. Many ELL students are provided this supplemental service. Students that are not

mandated to an academic morning program may choose a club of interest. The school offers a variety of clubs to develop student engagement. There will also be an after school club for ELLs funded by Title III. Last year the club met twice a week to create a school newspaper that developed students' writing skills. This year the focus will be on math through the game of chess. We also offer a variety of programs in the arts as part of our partnership with the 92nd St. Y. All third and fifth grade students participate in chorus, and fourth grade classes attend Theater Makers workshop. Students in kindergarten and first grade participate in dance, second grade students participate in a concert series and fifth grade students receive guitar instruction.

The ESL classroom has content area picture dictionaries and bilingual glossaries to support content areas. Also, the room is equipped with Internet access where students can use language software programs and research classroom projects in English as well as their native language to assist them as needed. The school's media center also has a selection of bilingual books, bilingual audio books, and bilingual online resources.

Native language support is delivered by TBE, ESL and classroom teachers. In the TBE classroom, the native language is used to assess comprehension and teach new content material. For ESL instruction in the TBE classroom, native language is used as a support tool to ensure English comprehension.

In the ESL classroom, materials (glossaries, references, etc.) in the native language are available as needed by the student. The ESL teachers collaborate with classroom teachers to ensure students' needs are met by providing appropriate supplementary materials, such as bilingual glossaries and computer software.

Instruction is aligned to grade level standards based on the student's progress within the targeted area. However, support services and resources are additionally targeted to students' skill levels. Service providers use age appropriate materials that match proficiency levels to ensure students make progress in meeting grade level expectations.

For upcoming school years we would like to have parent outreach in the native language during the registration period.

Professional Development and Support for School Staff

An initial overview of the ESL program and ELL related topics are given to all school staff at the beginning of the school year. ESL teachers attend monthly professional development workshops organized by the ELL network specialist. These workshops focus on curriculum mapping and targeted instruction on building academic language. The ESL teachers also attend UFT sponsored workshops and seminars run by the NYC Network of NYS BETACs.

To help students transition to middle school a series of visits are arranged for students and their families to visit various schools. A middle school fair is also held at P.S. 146. The head of the middle school process for all districts speaks and translations are provided to help parents of ELLs make informed choices.

Teacher representatives at every grade level attend DOE network professional development geared towards the instruction of ELLs. The information gathered at these meetings is shared at weekly grade level meetings throughout the year.

All staff will attend a faculty conference headed by the ESL and TBE teachers. This meeting will address strategies and teaching approaches that can be used when working with English Language Learners. After the conference is held there will be a follow up meeting with coaches and administration to discuss implementation and next steps.

Parental Involvement

On the first Friday of each month the school invites all parents to join their children in their classrooms for Family Friday. The classroom teacher plans engaging lessons that provide the parents opportunities to learn strategies, skills and educational games. The parents can then use these techniques in the home to assist them in working with their children in their native language. This program allows parents to be a part of the learning experience and fosters openness and community involvement in the educational process of their children. Parents are also encouraged to attend class field trips as chaperones. Currently the school is in the process of planning ESL conversation classes for parents during the school day.

The school has a variety of partnerships with Community Based Organizations and other agencies to provide workshops and services to ELL parents. A translator is provided at these workshops to assist in communication. P.S. 146 is partnered with the 92nd street Y and holds Parent Dance and Parents as Partners in the Arts (PAP) classes. The school also works with the Frank Fried law firm which provides free legal services for parents. The school hosts a computer workshop to train parents to navigate ARIS in order to access student progress online. ICD (International Center for the Disabled) also works closely with families and provides individual and family counseling services in the native language.

Parents are strongly encouraged to complete the Learning Environment Survey, available in the native language. The school also collects feedback from parents attending the Family Friday program. Our Parent Coordinator often meets with individual parents to discuss any concerns they might have and shares this information with the administration.

To meet the needs of the parents, the school hosts a variety of workshops. Parent programs are interactive and geared towards supporting students' needs at home.

For example, orientation workshops on the statewide ELA and Math tests were held for parents. These meetings helped parents to understand the expectations of the school and the requirements by the state to meet grade level standards in both subject areas. Interpreters are provided as needed at parent workshops.

With the use of the translation budget the school will provide French, Arabic and Spanish interpreters on both scheduled Parent/Teacher conferences in November and March. In addition, these translators are available to translate in different languages for IEP annual review meetings with parents.

Assessment Analysis

An analysis of the 2009 NYSESLAT, which includes alternate assessment students, shows that 26 (31%) of students scored at the beginning level, 37 students (44%) are at the intermediate level, and 22 students (26%) are at the advanced level. Many of these students are

categorized on IEPs as NYS alternate assessment. These NYS alternative assessment students are not required to take statewide exams as per their IEP.

Analysis of this data reveals that in the upper grades students achieve a higher rate of advanced proficiency levels. There are fewer beginners in the upper grades than in the lower grades. ELL students are making yearly progress in on the NYSESLAT.

The data reveals that is English Language Learners at P.S. 146 are stronger in listening and speaking. ELLs need improvement in reading and writing. According to the data, seventy eight percent of ELLs scored at the advanced level in listening/speaking, while 27% of students scored advanced in reading/writing. In many cases students were behind by one level in reading/writing and compared to their listening/speaking skills. Most students are stronger in listening/speaking skills at every grade level. NYSESLAT scores in the intermediate and advanced level showed continued improvement in the reading and writing modalities. However, reading and writing skills need improvement so more reading and writing programs should be explored. The data obtained from the NYSESLAT is shared with classroom teachers to assist them in directing instruction.

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From the results of the spring 2009 ELL Periodic Assessments, it is clear that ELL students struggle with reading comprehension. This area will be a man focus in ESL instruction. The Native Language is used to support and assess student comprehension.

The school uses assessment data to evaluate ELL achievement. These assessments include the NYSESLAT, ELL Periodic Assessments, ELA and Math Exams. A record of oral language progress is kept for kindergarten students. For the upcoming school year, kindergarten through third grade students will be administered ECLAS-2. The data specialist compiles assessment results to share with teachers. ELL assessment data is compared with previous years' results to evaluate progress for individual students. Student improvement is a key indicator of success of our program for English Language Learners.

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.

To assess our school's written translation and oral interpretation needs, data from the previous year was collected and analyzed. During registration, when a HLIS survey is received an OTELE code is entered into the system. The OTELE code signifies the language spoken at home. Also, on the HLIS form, parents indicate the language they would like receive written and oral communication from the school. This information is used to determine the language in which school letters and documents are sent to parents.

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.

After looking at our student population, OTELE codes and ELL population, it is determined that written and oral translations are needed in Spanish, Arabic, Chinese, French and Haitian-Creole. Interviews with teachers, administrative staff and the parent coordinator are conducted to evaluate the school's translation and oral interpretation needs. Identified needs for oral interpretations services are for parent/teacher conferences, curriculum night, scheduled meetings before and after school to discuss an individual child's academic issues, parent workshops and IEP meetings. Written translation is requested for school letters, notices and report cards. In addition, the parent coordinator also communicates language needs of parents to school administrators.

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.

As per the staff handbook, any written communication with parents must be translated into the native language. The school will provide written translations of school letters, parent handbooks and other school related documents. City wide documents in the native language are retrieved from the Department of Education's website. School wide documents are translated through the Department of Education's Translation Service. Sufficient notice is allotted for use of this service. Letters, notices and other forms of communication from teachers are translated in-house by staff members. The number of translations issued is based upon collected data.

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.

In order to better support parents, oral interpretation services are provided by the school. The school provides these services during parent-teacher conferences, curriculum night and academic workshops. Oral interpretation services are provided in-house by pedagogues and paraprofessionals. If an in-house interpreter is not available for a particular language, the school requests an interpreter from the Department of Education's Interpreter service or hires from an outside agency. Interpreters are available to assist communication with pedagogues and administrators. Teachers are asked to schedule meetings with parents who are non-native speakers and an interpreter will be arranged to convey the academic objectives of the student. When parent workshops pertain to academic content, interpreters will also be provided.

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>.

The school provides parents whose native language is other than English a copy of the Bill of Parent Rights and Responsibilities in their native language. In addition, parents are asked if they would like if they would like translation services. Since over ten percent of the school's parent population speaks Spanish, the school ensures that school signs are report cards are bilingual. Translation and interpreter service signs are clearly posted in the main office.

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:	\$455,331	\$64,081	\$519,412
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,553		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$640	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,139		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$3,205	
6. Enter the anticipated 10% set-aside for Professional Development:	\$34,800		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$60,234	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:
99%

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.

Professional development will be implemented to insure that we will have 100% of highly qualified teachers by the 2009-2010 school year as follows:

- differentiated professional development to allow teachers to set measurable goals for their own growth.
- coaches providing regularly and timely feedback about instruction.
- mentor partnership planning sessions.
- sharing best practices with teachers through professional development.
- off-site professional development (i.e. intervisitations to other schools with varying programs).
- intervisitation to other classes within the school.
- one-on-one planning time with coaches.
- one-on-one planning time with mentors as needed.
- walkthroughs of classes targeting needs for professional development. Also, providing teachers with written feedback from these walkthroughs.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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.

Part I - GENERAL EXPECTATIONS

P.S. 146 agrees to implement the following statutory requirements:

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

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

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

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

Parental involvement means the participation of parents in regular, two-way and meaningful communication related to student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning and are encouraged to be actively involved in their child's education at school, ensuring that parents are full partners in learning and are encouraged to be actively involved in their child's education at school, ensuring that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child and the carrying out of other responsibilities, such as those described in Section 1118-Parental Involvement of the ESEA.

Part II - DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 146 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the REDCEP/DCEP Addendum) under Section 1112-Local Educational Agency Plans of the ESEA; Parents will be active participants in meetings to discuss, develop and evaluate our application of the District Parental Involvement Plan.

2. P.S. 146 will take the following actions to involve parents in the process of school review and approval under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA; include parents in our regular meetings of our School Leadership Team; send out parent surveys; publish school news in Bilingual P.S. 146 newsletter. P.A. will hold monthly meetings to inform parents of school events and changes.

3. P.S. 146 will coordinate and integrate parental involvement strategies in Title I, Part A will parental involvement strategies under the following other programs: Universal Pre-K and Super Start Plus Program by; providing workshops for parents in our prek programs; providing literature in English and Spanish on parenting and ways to help their child succeed in school. PreK parents will be made to feel welcome in our parent resource room. We will build a parent library which will have books on parental involvement in your child's education in school and in home.

4. P.S. 146 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, limited English proficiency, or have limited literacy, or who are of any racial or ethnic minority background). The school will use the findings of

the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policy. We will hold discussions with parents through the P.A., survey parents regarding the effectiveness of our parent involvement program. The survey will be conducted in conjunction with the Parent Coordinator and the School Leadership Team (SLT). Parents will take an active role in creating, distributing, and analyzing surveys and organizing focus groups for discussion.

5. P.S. 146 will build the parents capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between P.S. 146 and the community to improve student academic achievement through the following activities:

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

-The State's academic content standards; The State's student academic achievement standard; The State and local academic assessments including NYS Alternate Assessment; The requirements of Title I, Part A; How to monitor their child's progress; How to work with educators.

We will post information about workshops, conferences and/or classes that our parents could attend and provide information on the States academic content standards. The Parent Coordinator will organize workshops and distribute literature to parents on issues of assessment, standards, and how to participate meaningful as an advocate for their children, and how to build a relationship and communicate effectively with your child's teacher in order to work together as a team.

The school will provide materials and training to help parents work with their children to improve academic achievement. This training will include; literacy, literacy benchmarks, using technology. Parental involvement will be fostered by holding workshops in literacy, math, content areas, technology, the arts. To bolster parent understanding of academics, and increase skills that parents need to support their child's education at home, a Curriculum Night will be held in the Fall so that parents will have an opportunity to meet and get to know their child's teacher and learn about the school curriculum for that specific grade, see what a day at school looks like for their child, and see the classroom routines. Also, we will provide a parent resource library with bilingual books (in Spanish) on topics of parenting and how parents can support their child's educational achievement.

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, the Parents as Teachers Program and Public Preshool and other programs, and conduct and/or encourage participating in activities, such as Parent Resource Centers that support parents in more fully participating in the education of their children by: sending notices inviting parents to visit and participate in the Parents Resource Room, posting welcome signs, posting notices and news on the Parent Bulletin Board which is prominently displayed.

The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request and to the extent practicable, in a language parents can understand: home notices will be sent in a bilingual format, the P.S. Newsletter is also bilingual, having translators available at workshops to translate presentations and materials.

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.

P.S. 146 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the ESEA, and participating children agree that this Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the state's high standards.

SCHOOL RESPONSIBILITIES

P.S. 146 will:

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

Provide effective instruction in reading, math, and content areas. Provide extra support for students with special need. Utilize the academic intervention team, and the School Intervention Team to target children in need of extra support. Provide a highly qualified teaching staff. Provide excellent professional development to enable teachers to use the best teaching methods for our children. Hold high standards for our children. Work together with parents and family members as a team to benefit our children. All staff will work to understand and respect cultural differences in our school community. Provide parent workshops in literacy, math, and test-taking skills to help parents support their children's education. Provide a safe environment for children by intervening in student aggression and teaching students to respect each other.

- Hold Parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice a year, November and March. Conferences for parents of all students, with additional meetings as needed when concerns arise over a child's progress.
- Provide parents with frequent reports on their child's progress. Specifically, the school will provide parents with detailed report cards presented at twice yearly Parent-Teacher conferences, end of year report cards, and results of periodic assessments.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents. At any time, parents can request a meeting with their child's teacher by requesting an appointment for a conference directly with the teacher, through the school office staff, or through the Parent Coordinator.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents will be given the opportunity to volunteer in many areas at the school. Parents assist in the lunchroom, the yard, the school library media center, and also help distribute information. Parents will be given training provided by Learning Leaders Academy. Parents volunteer to help on school trips, observe class performances. In the fall, parents are invited to meet their child's teacher and learn about the curriculum and expectations for the year.

PARENT RESPONSIBILITIES

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

Supporting my child's learning by making education a priority in our home by: Making sure my child is on time and prepared for school everyday. Talking with my child about his/her school activities every day. Scheduling daily homework time. Providing a well lit, quiet area at home for homework and study. Making sure that homework is completed. Monitoring the amount of television my children watch. Volunteering when, I have time, in my child's school. Participating, as appropriate, in decisions relating to my children's education. Participating in school activities on a regular basis. Reading together with my child everyday. Bringing my child to libraries, bookstores, museums, and events. Respecting the cultural differences of others. Communicating positive values and character traits, such as respect, hard work and responsibility. Teaching my child non-violent ways to solve disputes. Helping my child accept consequences for negative behavior. Being aware of and following the rules and regulations of the school, district, and region. Expressing high expectations and offering praise and encouragement for achievement.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's highest standards. Specifically, we will:

Come to school ready to do our best. Come to school prepared with all necessary tools of learning that my teacher has asked for such as pens, pencils, books, etc. Listen and follow directions. Participate in class discussions and activities. Be honest and respect the rights and cultural differences of others. Ask for help when we don't understand. Do our homework everyday and ask for help when we need to. Read at least 30 minutes every day outside of school time. Read at home with our parents. Get adequate rest every night. Use the library to get information and to find books that we enjoy reading. Give all notices and information we receive at school to our parents or the adult who is responsible for our welfare.

Distribution of parent involvement policy to Title I was completed on 12/14/09.

The date of the required annual review was conducted on 12/14/09.

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.

P.S. 146 conducts a needs assessment annually in preparation for the development of the CEP as well as the beginning of each school year. The needs assessment is conducted in three targeted areas, including students, staff, and parents. We include both quantitative and qualitative data, which includes an analysis of state standardized test results, baseline, mid-line and end-line assessments (using Writing Progression Points), benchmark assessments, Rigby PM Reading Assessments, Periodic Assessments, ECLAS-2, student work samples and portfolios, unit teacher made grade level assessments, classroom performance, teacher observations, conferring notes, Words Their Way Spelling Inventory, Mondo Oral Language Assessment for kindergarten students, ATS Reports, ARIS, Acuity, School Profile Reports, school report card, teacher and parent surveys, interviews, and questionnaires. All aspects of the instructional program, including Academic Intervention Services (AIS) for low performing students, are part of the planning for and development of our CEP.

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 differentiated instruction through Tier 1, Tier 2 and Tier 3 intervention based on needs assessment.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Extended day AM session 37.5 minutes of intervention for targeted students
- Extended day clubs based on student and teacher interests
- ESL instructional after-school program
- Library Media Center extended hours
- Summer school programs for students not meeting standards in grades 3, 4, and 5.

- o Help provide an enriched and accelerated curriculum.

Students are provided opportunities to deepen their content and process understanding in the classroom. Hands on, inquiry and research projects are used to demonstrate students' learning. Students are also provided with enrichment opportunities through differentiated instruction of classroom activities. In addition, students are provided opportunities to participate in morning clubs based on their personal interests.

- o Meet the educational needs of historically underserved populations.

P.S. 146 is an inclusive, barrier-free environment that serves students by offering a variety of support services including Adaptive Physical Education, Occupational and Physical Therapy, and Speech Therapy.

Special Education students, ELL students and students performing at Level 1 and Level 2 are given differentiated instruction to address their needs.

- o 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.

- Academic Intervention Services for low performing and at risk students, such as Foundations, Wilson, and Scholastic Read 180
- IEP team evaluations
- School Intervention Team discussions
- AIS team evaluations
- Counseling provided by social workers

- o Are consistent with and are designed to implement State and local improvement, if any.

Special Education students, ELL students and students performing at Level 1 and Level 2 are offered targeted, differentiated instruction to help them work towards meeting State and City Standards.

3. Instruction by highly qualified staff.

We continue to ensure that all teachers on staff are licensed, certified, and highly qualified.

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.

P. S. 146 implements high quality staff development that is aligned to standards. Instruction is linked to standards and student achievement. Intensive differentiated professional development is provided through direct instruction, demonstrations, modeling, inter-visitations and grade-level meetings. All classroom teachers participate in two, weekly professional development meetings with their grade level. The two meetings include, one inquiry based professional development, and one common planning meeting.

Inquiry based professional development will use the Harvard Graduate School Data wise Improvement Plan to analyze classroom data and plan targeted instruction. Teachers will reflect on teaching practices and provide a variety of strategies to improve student achievement. Teachers will demonstrate proficiency of practice by sharing examples of targeted intervention.

The common planning will include designated time for collaborative planning across all grades. Team members share strategies to support integrated curriculum. Grade levels build units of study that supports content understanding through listening, speaking, reading and writing.

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

P. S. 146 is a collaborative school with an on-going relationship with Hunter College, Teacher's College, and Bankstreet College. Teacher candidates from these schools fulfill requirements for classroom observations, fieldwork internships and student teaching.

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

- Literacy Program for Parents
- Math and Literacy Nights for Parents
- Open Curriculum Night
- ESL Program for Parents
- Library Media Center extended hours
- ARIS Parent Link Training for Parents
- Family Friday

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.

We hold an open house for incoming students and their parents. In the fall, we have Curriculum Night for parents. The school sets up meetings with shelter programs, attends CSE reviews for transitioning and turning 5 children, and sets mandated services for incoming children.

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.

Teachers collaborate with coaches and colleagues to implement assessments, and then analyze results. Professional development is provided to use assessments in order to inform and target instruction.

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 school administration and the AIS teachers provide professional development to teachers for identifying students who are not meeting grade level standards and making plans to support these children with Tier 1 intervention. Teachers also receive assistance with referring students to the SIT committee if Tier 2 interventions would further support students in mastering standards.

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.

Not Applicable

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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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.

²To 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 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

PS 146 has created systems that allow our school to appropriately align the curriculum to the state standards. We recognized that curriculum maps developed by other programs do not meet the needs of the very diverse student population, including 40% special education students and 20% ELL students, at our school. We developed a system for our staff to utilize assessment data to ensure alignment for each curriculum area. The process includes looking at assessment data across a grade, identifying standards to be taught based on the findings, making links, where appropriate, to as many curriculum areas to address the particular needs of the students.

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

- Applicable
- 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?

Evidence from assessments has indicated a relevance to address the needs of our student population. One example of this was, after an item analysis of the New York State ELA in 2008, the school found that more students struggle with comprehension related to background knowledge and vocabulary based on their classroom performance of a skill compared to the performance on the test. For example, teachers felt that students could infer character's feelings and motivations in the classroom but when asked about a character's feelings on the test, the students had a difficult time understand the vocabulary that described the characters.

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

To address this issue, our school uses students' data from a wide range of assessments to determine areas of need in each of the seven areas for reading and five areas for writing. For example, in Reading students are assessed using a customized assessment option approved through the NYC Periodic Assessments Design Your Own Assessment Option. Our reading assessments now include: ECLAS-2 for grades K-3 to assess: print awareness, phonemic awareness, letter/sound knowledge, word recognition, spelling development, decoding and vocabulary development; Rigby Leveling Assessment to assess accuracy, fluency and comprehension; and Words Thier Way Spelling Inventory to assess students' understanding of features of words. Teachers identify areas of need for individual students and create curriculum geared to students in whole group, small group or individualized instruction. In writing,

students are assessed using a developmental rubric to assess students' progress on a continuum. Areas assessed with the rubric include: Authorial aspects of writing (text production, composition, vocabulary) as well as Secretarial aspects of writing (spelling, grammar) In addition, we are beginning to address the specialized needs of our ELL students in terms of background knowledge and vocabulary development. We are using the "Let's Talk About It!" program to target all at risk Kindergarten students based on an oral language assessment. We are using Interactive Read Aloud in all grades to help build background knowledge, identify Tier 2 and Tier 3 vocabulary in texts, and to make connections between students' experiences to the themes of books in a variety of genres. We have also aligned the ELA core curriculum to the NYC Scope and Sequence for Social Studies. This year we are also including NYC Science Curriculum to the alignment of big ideas. We believe that making integrated curriculum links will better prepare students to apply their background knowledge appropriately for critical thinking and analysis in reading and writing.

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.

PS 146 has made, and will continue to make, appropriate modifications to the Everyday Mathematics Curriculum. While we feel that the program develops a good foundation for content understanding, we prefer to give students multiple opportunities with one concept at a time rather than spiral throughout the year. In addition, we recognize the need for our students to apply their content knowledge through more process related tasks. The school has introduced portfolio tasks across grade levels for students to participate in math tasks that show their ability to problem solve, reason, and communicate mathematical processes verbally or in writing.

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

Applicable Not Applicable

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

The use of Acuity to analyze Math ITA's and NYS Math Standardized Tests indicated a need to address problem solving and operations across grade levels. In addition, grade level professional development across grade levels identified the following areas of need: Understanding of functional math concepts, computational speed and accuracy, efficiency of operational strategies when problem solving, and ability to explain solutions to problems.

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.

Each grade level modifies the Everyday Math Curriculum to include practice of 1-2 content areas per month. Teachers also customize end of unit assessments to include a variety of formats to assess students' content and process understanding. For example, straight computation, word problems, and written responses provide evidence of students' process understanding. Students are also assessed using 1:1 interviews, where students are asked to apply mathematical processes to a variety of problems asked by the teacher. Finally, portfolio tasks are created at each grade level to assess students' ability to apply mathematical concepts to word problems. Students work is assessed using a grade level rubric identifying content and process understandings. Small group or individualized instruction is targeted to meet the needs of students who need further assistance in either of the areas assessed.

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.

PS 146 identified a need for direct instruction of skills based on the needs of our student population. However, our school also differentiates instruction in small group or individual instruction based on the needs of the students as evidenced through assessments. For example, a mini-lesson may address an area of need for the majority of students in a classroom. However, as students go back to independently practice the skill, small group or individual students are pulled for targeted instruction based on their needs.

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?

PS 146 found that the majority of teachers were engaging students through the workshop model. While we believe the workshop model is useful to clearly identify and teach a skill, we also have a strong need for differentiated instruction for students who lack the foundation of the skill being presented.

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.

PS 146 uses assessment data to differentiate instruction based on individual needs of students. For example, whereas a mini-lesson may address segmenting words, the small group targeted instruction may then address identifying letter sounds. The goal of instruction at our school is to provide students access to instruction at grade level standards, while providing them targeted instruction to address their deficiencies with skills that build up to the grade level standard. We will continue to support this method of instruction through data analysis at grade level meetings and targeted instruction for students. In addition, we have begun to create project based instruction in the content areas. Our goal is to further differentiate instruction through developing individual goals for students based on product, content and process.

2B – Mathematics Instruction

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

PS 146 recognizes there is a high level of direct instruction in mathematics and students are exposed to many hands-on learning tasks. We are beginning to develop ways to incorporate technology and functional applications within the classrooms.

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

Applicable Not Applicable

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

Data from the 2008-09 learning environment survey indicated a need for enrichment programs and more hands on learning activities by both teachers and parents.

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.

Our school is addressing this issue in a variety of ways. One example is the expansion of the number of enrichment clubs in our 37 1/2 minute instructional time. All clubs are developing projects that reach across curricula areas, including math, to develop students' functional application of content skills. For example, our science club is collecting data on the recycling practices in our school. They are representing the data in graphs, analyzing the data and planning next steps to develop recycling awareness throughout the school. We are also working with our network math specialist to incorporate instructional strategies that includes students' use of technology, such as computer programs and software.

³To 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.

PS 146 has recognized a relatively high percentage of teacher turnover within the past few years. We have contributed this turnover to a variety of root causes including: changes in the lifestyles of our mostly young teachers (i.e.- moving out of state, getting married, having children); the high needs of our student population including special education students and ELL students; current demands of teacher proficiency across content areas; higher percentage of alternate education program candidates (i.e- teaching fellows, Teach for America).

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

Applicable Not Applicable

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

From 2008-2009 we had a turnover rate of approximately 22%; 2007 to 2008 approximately 32%, and similar numbers reported for 2007 and 2006.

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.

We have developed a school based hiring committee. This committee created interview questions to screen candidates based on the needs of our school such as building community, working collaboratively, using assessment to drive instruction and participating in professional development. In addition, we have implemented a high quality professional development program to meet the needs of new teachers. Teachers participate in weekly grade level professional development to analyze student data, determine interventions, and share successful instructional strategies. Teachers also participate in weekly grade level professional development to plan collaborative units of study integrating cross-curricular themes for each grade. We developed and implemented a new teacher mentor program aligned with the New York City New Teacher Mentor Program; we pair new teachers up with experienced teachers in the 37 ½ minute instructional time to observe best practices in action; we provide 8 week cycles of new teacher coaching by an experienced teacher leader, which includes a weekly planning, classroom observation, and debriefing session

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.

PS 146 participates in professional development for ELL students offered by our network at this time. A network ELL specialist has participated in a residency at our school, meeting with teachers across grade levels as well as the two ESL teachers. The specialist has debriefed with the administration to ensure alignment of goals for ELL students both in the classroom and as part of the ESL program. To meet this need we have increased the number of push in programs for ELL students, and aligned the ESL assessment to the assessment used by classroom teachers. Also, during weekly grade level meetings, teachers analyze data for specific subgroups, including ELL students, to determine instructional strategies to meet the specialized needs of these students. One example of a strategy that has been recognized as effective by teachers is the Interactive Read Aloud. Teachers use this method of instruction to identify tier 2 and tier 3 vocabulary within a text, ask open ended questions to activate students prior knowledge, and make direct links between students' experiences and themes in books across a variety of genres. Teachers receive in house professional development on oral language. Kindergarten teachers target at-risk students, including ELL students, in an oral language program 4 times per week and assess students in oral language development. In addition, teachers across grade levels are sent to a variety of outside professional development opportunities offered by the Dept. of Education. ESL teachers attend specific professional development to address improving student outcomes through the use of data.

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

Applicable Not Applicable

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

We provide a range of professional development opportunities to support the needs of teachers to instruct an ELL student population. With 65% of our students coming from Hispanic backgrounds we, have already identified the need, addressed it through instructional practices and supported the teachers with professional development to develop their practice.

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.

PS 146 continues to refine our practices of data sharing across the school. We have identified opportunities to share information amongst relevant staff members at the beginning of the year. However, we recognize the need to build this time into a more structured system with interim checkpoints of progress. Therefore, we are beginning to include data sharing 3x a year for the 2009-2010 school year. Cluster teachers, AIS providers, ESL teachers, and related service providers will be invited to participate in these grade level data sharing sessions to gain a broader understanding of the students' needs and instructional strategies being implemented throughout classrooms.

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

Applicable Not Applicable

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

Our 2008-09 Quality Review indicated a need to develop interim checkpoints of progress that is shared with relevant staff members on a more consistent basis.

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.

We have already developed class profiles for classroom teachers to share student's progress towards proficiency in oral language, and ELA. Our goal is to expand the process to share information between the ESL providers and the classroom teachers. In addition, we will

begin to monitor the students' progress in a similar structure to our ELA monitoring, which is currently evaluated in November, March and June. Teachers will be given opportunities to share class profiles, discuss individual students' progress and share instructional methods that have been effective with ELL students. Finally, our Inquiry Team, will share throughout the year the instructional strategies they are using to meet the needs of ELL's and other subgroups of students, especially those students in the lowest third.

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.

We currently have 40% of students receiving special education services. Due to this high percentage of students we are able to address the needs of these students substantially through our professional development program.

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

Applicable Not Applicable

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

Teachers at each grade level, including 12:1:1 and 12:1 self contained classrooms meet twice a week to plan instruction. These meetings look at classroom data to identify particular areas to be addressed across a grade. Modifications for special education students are developed through the help of the special education teachers on the particular grade and shared as best instructional strategies for any student who may need review or to build the foundation of a skill set identified. All grades consist of a Collaborative Team Teaching Classroom and a self contained, special education classroom. This allows general education teachers a broad range of understanding of the content of IEPs, and ways to support their special education students within the general education setting. The collaborative nature of our staff ensures that all teachers plan appropriate academic and personal goals for students that support their current level of functioning and to help them make individual progress in these areas.

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.

We have consistently maintained 100% compliance with students' Individualized Education Plans. In the past we have had a Special Education Supervisor/ Assistant Principal monitor IEP's to ensure consistent content including accommodations and modifications. Currently, a special education compliance coordinator monitors the accuracy and alignment of goals based on the individual students needs. Goals and objectives are specifically identified through the grade level standards and short term objectives match to the students' current level of functioning in that area. Also, promotional criteria are monitored through the use of checklists that identify students' progress towards grade level standards. All students at our school with identified behavioral needs are identified through description of social/emotional page, including current performance, supports (including relevant school personnel such as a special education teacher or counselor) and classroom modification. In addition, students with more serious needs have Behavioral Intervention Plans included on their IEPs. Teachers input as to the particular goals and objectives for students' with behavioral needs are made in collaboration with school counselors and psychologists.

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

Applicable Not Applicable

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

Our school maintains a record of progress for students with disabilities. For example the 2008 school Progress Report indicates 49% of special education students made at least one year of progress in performance on NYS ELA standardized tests; 33% of special

education students made at least one year of progress in performance for Math according to the NYS Math standardized assessment. We recognize similar progress on internal sources of data such as independent reading levels, math portfolio assessments, and data portfolios for NYSAA students.

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 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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>

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.)

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

The following are services that we provide to the STH population at P.S. 146:

- Emergency supplies such as; uniforms, school supplies, bookbags, books
- Educational support services by AIS providers as well as classroom interventions to support targeted individual students based on their needs
- At-risk counseling services by school psychologists, social workers
- Referrals to Mental Health agencies (i.e. International Center for the disabled- ICD, Northside Mental Health services). These services are followed up on by our school based support staff before, during and after school hours.
- Parent Involvement

- Social Groups with students of similar needs

Part B:
For Non-Title I Schools

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

N/A

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

N/A

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.

N/A