Department of Education

# PS 46Q THE ALLEY POND SCHOOL

# 2009-10
# SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)


**SCHOOL: 26Q046**

**ADDRESS: 64-45 218 STREET, BAYSIDE, NY 11364**

**TELEPHONE: (718) 423-8395**

**FAX: (718)423-8472**

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## SECTION I: SCHOOL INFORMATION PAGE

**SCHOOL NUMBER:** 46 **SCHOOL NAME:** The Alley Pond School

**SCHOOL ADDRESS:** 64-45 218 Street Bayside, NY 11364

**SCHOOL TELEPHONE:** (718)423-8395 **FAX:** (718)423-8472

**SCHOOL CONTACT PERSON:** Marsha Goldberg **EMAIL ADDRESS:** MGoldbe2@schools.nyc.gov

**POSITION/TITLE** PRINCIPAL **PRINT/TYPE NAME** MARSHA GOLDBERG

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Marsha Goldberg

**PRINCIPAL:** Marsha Goldberg

**UFT CHAPTER LEADER:** Amy Gruttadaro

**PARENTS' ASSOCIATION PRESIDENT:** Donna Benkert & Eva Tahliambouris

**STUDENT REPRESENTATIVE:**
*(Required for high schools)*

## DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

**DISTRICT:** 26 **SSO NAME:** ICI LSO

**SSO NETWORK LEADER:** Janet Won

**SUPERINTENDENT:** Anita Saunders

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

| Name | Position and Constituent Group Represented | Signature |
|---|---|---|
| Marsha Goldberg | *Principal or Designee | |
| Jamie Sussman | *UFT Chapter Chairperson or Designee | |
| Eva Tahliambouris | *PA/PTA President or Designated Co-President | |
| Fran Kersch | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools;* | |
| | CBO Representative, if applicable | |
| Gary Domiano | Member/Parent | |
| Barbara Downey | Member/Parent | |
| Anat Gluzman | Member/Parent | |
| Scott Kimmel | Member/Parent | |
| Heather LaPorte | Member/UFT | |
| Alexandra Lopez | Member/Parent | |
| Jessica McComb | Member/UFT | |
| Rosemary Nucatola | Member/UFT | |
| Dina Quandamatteo-Berardi | Member/Parent | |
| Ellen Schneider | Member/UFT | |

## 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.

The P.S. 46Q community is a place where all members - students, staff, and parents - are "joined together" sharing the common goal of insuring that our children's academic, social, and emotional needs are met. At the Alley Pond School, we provide a quality, standards driven environment that is conducive to hands-on inquiry based learning where students are encouraged to query, apply, and extend their understanding of the world through problem-solving, high order thinking, and enhanced decision-making skills. We seek to provide a rigorous curriculum for **all** children through the differentiation of curriculum and instructional strategies in order to maximize success for all students.

PS 46Q is a multicultural, child centered school where a warm, nurturing climate is fostered. We are a barrier free school with the highest number of special education students in the district. We recently had an influx of English Language Learners. We have one collaborative team teaching class on every grade, as well as six self contained classes.

Collaboration and collegiality are the key ingredients of our professional climate. Traditional clinical models of supervision, as well as innovative practices such as peer coaching, are firmly in place. The school has successfully implemented peer mentoring. The mentor teachers, as well as our literacy coach, turnkey information at staff development meetings, during conferences, and during common preparation periods. In addition, experienced teachers coach new teachers utilizing a variety of instructional techniques including classroom intervisitations, collaborative lesson planning, and modeling.

At P.S. 46, we continue to utilize a data driven approach to teaching in order to improve student performance and instruction. This includes, but is not limited to, portfolio assessments, teacher made assessments, TCRWP (Teachers College Reading Writing Project), Acuity, Study Island, and Performance Series as well as data reporting systems such as ARIS and NYStart. Individual student data is monitored and addressed through grade planning, whole class instruction, small group instruction, and individualized instruction in order to meet the needs of each of our students and to ensure their continued growth and academic success.

PS 46Q is a school that is dedicated to excellence, while focusing on the individual needs and interests of all of our students. We are committed to challenging our students to reach the highest of standards, as evidenced by our school's motto *Joined Together in Excellence*. It is this belief in a cooperative, collaborative spirit that is the focus of our school-wide theme. Each month those students who demonstrate care and concern for others become "Star Students" and receive 'star pins.' We also recognize those students who achieve 100% attendance on a monthly basis. Ultimately, our goal is to prepare our students to become informed, thoughtful, and productive citizens.

**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:** | The Alley Pond School | | | | |
| **District:** | 26 | **DBN #:** | 26Q046 | **School BEDS Code #:** | 34260010046 |

| DEMOGRAPHICS | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grades Served in 2008-09:** | ☐ Pre-K | X K | X 1 | X 2 | X 3 | X 4 | X 5 | ☐ 6 | ☐ 7 |
| | ☐ 8 | ☐ 9 | ☐ 10 | ☐ 11 | ☐ 12 | ☐ Ungraded | | | |

| **Enrollment:** | | | |
|---|---|---|---|
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Pre-K | 0 | 0 | 0 |
| Kindergarten | 57 | 51 | 74 |
| Grade 1 | 61 | 60 | 65 |
| Grade 2 | 60 | 64 | 78 |
| Grade 3 | 68 | 76 | 68 |
| Grade 4 | 69 | 76 | 68 |
| Grade 5 | 96 | 73 | 82 |
| Grade 6 | | | |
| Grade 7 | | | |
| Grade 8 | | | |
| Grade 9 | | | |
| Grade 10 | | | |
| Grade 11 | | | |
| Grade 12 | | | |
| Ungraded | 11 | 17 | 14 |
| | | | |
| Total | 422 | 403 | 451 |

| **Attendance:** *% of days students attended* | | | |
|---|---|---|---|
| (As of June 30) | 2006-07 | 2007-08* | 2008-09 |
| | 96.7% | 96.4% | 96.8% |

| **Student Stability:** *% of Enrollment* | | | |
|---|---|---|---|
| (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| | 94.5 | 93.8 | 93.8 |

| **Poverty Rate:** *% of Enrollment* | | | |
|---|---|---|---|
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | 26.7 | 27.7 | 25.6 |

| **Students in Temporary Housing:** *Total Number* | | | |
|---|---|---|---|
| (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| | 0 | 2 | 3 |

| **Recent Immigrants:** *Total Number* | | | |
|---|---|---|---|
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| | 1 | 4 | 2 |

| **Special Education Enrollment:** | | | |
|---|---|---|---|
| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
| Number in Self-Contained Classes | 48 | 49 | 61 |
| No. in Collaborative Team Teaching (CTT) Classes | 56 | 59 | 52 |
| Number all others | 32 | 24 | 39 |
| *These students are included in the enrollment information above.* | | | |

| **Suspensions:** *(OSYD Reporting) – Total Number* | | | |
|---|---|---|---|
| (As of June 30) | 2006-07 | 2007-08 | 2008-09 |
| Principal Suspensions | 0 | 0 | 0 |
| Superintendent Suspensions | 0 | 0 | 0 |

## DEMOGRAPHICS

**English Language Learners (ELL) Enrollment:**

(BESIS Survey)

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| # in Trans. Bilingual Classes | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 |
| # receiving ESL services only | 34 | 36 | 51 |
| # ELLs with IEPs | 2 | 9 | 18 |

*These students are included in the General and Special Education enrollment information above.*

**Overage Students:** *# entering students overage for grade*

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| | 0 | 0 | 0 |

**Ethnicity and Gender:** % of Enrollment

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| American Indian or Alaska Native | 0 | 0 | 0 |
| Black or African American | 8.3 | 7.0 | 6.0 |
| Hispanic or Latino | 11.4 | 14.4 | 12.6 |
| Asian or Native Hawaiian/Other Pacific Isl. | 57.4 | 58.3 | 62.3 |
| White | 23.0 | 20.4 | 19.1 |
| Multi-racial | 0 | 0 | 2.36 |
| **Male** | 52.1 | 54.8 | 57.0 |
| **Female** | 47.9 | 45.2 | 43.0 |

**Special High School Programs:** Total Number

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| CTE Program Participants | | | |
| Early College HS Participants | | | |

**Number of Staff:** *Includes all full-time staff*

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| Number of Teachers | 37 | 41 | 44 |
| Number of Administrators and Other Professionals | 5 | 24 | 27 |
| Number of Educational Paraprofessionals | N/A | 13 | 12 |

**Teacher Qualifications:**

| (As of October 31) | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|
| % fully licensed & permanently assigned to this school | 97.3 | 100.0 | 100.0 |
| Percent more than two years teaching in this school | 75.7 | 82.9 | 88.6 |
| Percent more than five years teaching anywhere | 51.4 | 48.8 | 61.4 |
| Percent Masters Degree or higher | 92.0 | 93.0 | 91.0 |
| Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100.0 | 100.0 | 100.0 |

## 2008-09 TITLE I STATUS

| | | | | |
|---|---|---|---|---|
| **X Title I Schoolwide Program (SWP)** | ☐ **Title I Targeted Assistance** | ☐ **Non-Title I** | | |
| **Years the School Received Title I Part A Funding:** | ☐ **2006-07** | ☐ **2007-08** | ☐ **2008-09** | **X 2009-10** |

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

**SURR School: Yes** ☐ **No** X | **If yes, area(s) of SURR identification:**

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

| | | | | | |
|---|---|---|---|---|---|
| **X** | In Good Standing | ☐ | Improvement – Year 1 | ☐ | Improvement – Year 2 |
| ☐ | Corrective Action – Year 1 | ☐ | Corrective Action – Year 2 | ☐ | Restructured – Year ___ |

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| 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:**

| | Elementary/Middle Level | | | Secondary Level | | |
|---|---|---|---|---|---|---|
| **Student Groups** | ELA | Math | Science | ELA | Math | Grad. Rate |
| **All Students** | √ | √ | √ | | | |
| **Ethnicity** | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Black or African American | – | – | – | | | |
| Hispanic or Latino | – | – | – | | | |
| Asian or Native Hawaiian/Other Pacific Islander | √ | √ | √ | | | |
| White | √ | √ | – | | | |
| Multiracial | | | | | | |
| **Other Groups** | | | | | | |
| Students with Disabilities | √ | √ | – | | | |
| Limited English Proficient | – | – | – | | | |
| Economically Disadvantaged | √ | √ | √ | | | |
| **Student groups making AYP in each subject** | 5 | 5 | 3 | | | |

**Key: AYP Status**

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

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

## CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|---|---|---|---|
| **Overall Letter Grade** | A | **Overall Evaluation:** | NR |
| **Overall Score** | 95.4 | **Quality Statement Scores:** | – |
| **Category Scores:** | | Quality Statement 1: Gather Data | – |
| School Environment (Comprises 15% of the Overall Score) | 12.9 | Quality Statement 2: Plan and Set Goals | – |
| School Performance (Comprises 30% of the Overall Score) | 22.5 | Quality Statement 3: Align Instructional Strategy to Goals | – |
| Student Progress (Comprises 55% of the Overall Score) | 60 | Quality Statement 4: Align Capacity Building to Goals | – |
| Additional Credit | NR | Quality Statement 5: Monitor and Revise | – |

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

## SECTION IV: NEEDS ASSESSMENT

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

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PS 46Q is a community that encourages all of our students to do their best by providing a rigorous standards driven curriculum that is conducive to hands-on inquiry based learning. It is a place where students are encouraged to query, apply, and extend their understanding of the world through problem solving, high order thinking, and enhanced decision making skills. Each year, many of our students exceed both the New York State and City Standards. We individualize and differentiate instruction to meet each student's particular needs while supporting their strengths. The teachers and the administration of PS 46 place a high priority on personal development. We work closely with our parents to ensure that our children are given the best education in order to develop intellectually, socially and emotionally. We maintain small classroom sizes in order to give our students the most effective and individualized support possible.

P.S. 46 faces many challenges and barriers. One of these is the surge in our student population. This influx of students caused increases in the number of students who require ESL services, increases in the number of students who are on the spectrum, and increases in the number of students who require academic intervention services. P.S. 46 also has the largest Special Education population in District 26. In keeping with our school's philosophy, we look to foster all of our students' abilities. In order to assist us in our goal of fostering the abilities of all of our students, we participate in interim assessments such as the TCRWP (Teachers College Reading Writing Project) assessment, the Performance Series (Scantron) assessment for Math and Acuity for both ELA and Math. We use the data from our continuous assessments to drive our instruction and move our students. Due to our high and rigorous utilization of data, 89.5% of our students made at least one year's progress in Math compared to 83.5% last year. In the ELA and 78.1% of our students made at least one year's progress as compared to 65.6% last year.

Not withstanding the positive overall progress in ELA and Math, we continue to be concerned about our growing English Language Learners and Special Needs population, as well as the students in need of academic intervention services. We also look to insure the continued progress of the students who met and/or exceeded standards.

An analysis of the results of the 2009 NYS ELA assessments as compared to 2008 shows that there was an increase in the percent of students who achieved levels 3 and 4 (88% in 2009 compared to 85.5% in 2008). Also, 78.1% of our students made at least one year's progress compared to 65.6% in 2008. A closer review of our data reveals increases in the percent of students receiving 3s and 4s in all grades and in most subgroups. The areas of concern are the English Language Learners, and the Special Education students. In 2009, the third grade ELLs' ELA scores went down to 44.4% compared to 75% in 2008. In the 4th grade the ELLs' ELA percentage remained the same at 60%. The only grade that saw an increase in the ELLs' ELA scores was the fifth grade where the ELLs increased from 90.2% in 2008 to 96.4% in 2009. The Special Education students in the third and fourth grade's ELA scores went up slightly while the fifth grade Special Education students' ELA scores went down. In the 3rd grade, the Special Education students received 68.4% compared to 68% in 2008. In the 4th grade they received 68.4% compared to 67.9% in 2009. The 5th grade Special Education students received a 72.7% in 2009 compared to 75% in 2008. We have noticed that a lack of comprehension plays a large role in our students' achievement.

One of our goals is to increase the percentage of students who make a year's progress by initiating a comprehension study throughout the school and specifically with students who performed in our lowest third on the 2008 New York State ELA. We will be focusing on comprehension through read alouds, shared reading, independent reading and accountable talk. We are continuing to implement the TCRWP (Teachers College Reading Writing Project) across all classes in grades K-5 and we plan to strengthen our use of our interim assessments (Acuity and TCRWP) to drive our instruction in English Language Arts. We will do so by creating goals for all of our students in reading and differentiating their instruction to meet their specific and individual needs. In order to further aid us in attaining our goals, we are continuing the use of an internet based program called *Study Island* for differentiation, remediation, and individualization of instruction. We will also continue to use *Headsprout, Wilson Reading* and *Fundations* to support and differentiate instruction.

An analysis of the results of the 2009 NYS Math assessments as compared to 2008 shows an increase in the percent of students achieving levels 3 and 4 ( 99% in 2009 compared to 96.3%), with 89.5% of our students making one year's progress compared to 83.5% in 2008. An examination of the data reveals increases in all students tested in grades 3, 4, and 5. Upon closer examination, the data indicates that in grades 3 and 5 there was an increase in all subgroups receiving levels 3 and 4. In grade 4, the percentage of students receiving a level 3 or 4 went down in each subgroup except English Language Learners which remained steady at 100%. The Special Education students went down to 92.3% compared to 96.4% in 2008. The General Education students went down to 92.3% compared to 100% in 2008. The English Language Proficient students went down to 96.7% compared to 98.6% in 2008. It is interesting to note that while the 4th grade Special Education students experienced a drop in the percentage of students receiving a level 3 or 4, their mean scale score increased from 687.5 in 2008 to 703.9 in 2009. The General Education students' mean scale score also increased from 742.9 in 2008 to 747.6 in 2009. The English Language Proficient students mean scale score also increased from 723.3 in 2008 to 734.8 in 2009. While their mean scale scores increased, we do recognize that the percentage of students receiving 3's and 4's decreased in most subgroups' NYS Math scores. Upon further analysis, we realized that the skills in greatest need of remediation are measurement, statistics and probability.

We will continue to use the *Exemplars* Program which will support and strengthen students' problem solving techniques as well as provide further support in measurement, statistics and probability. We will also be providing professional development to the staff on the teaching of number sense, computation, measurement, statistics, probability and problem solving skills. Each grade will receive professional development in the area of greatest need for their students which will be assessed through both informal data such as portfolios, observations and conference notes as well as formal data such as the NYS Math test, Performance Series and Acuity. In the 3rd, 4th, and 5th grade, we are further differentiating our instruction in order to meet our students' needs in Math by using both our formal and informal assessments to departmentalize our instruction thus providing individualized support for our students through an ongoing and focused study group environment. In addition, since we believe that parents are important members of the educational team, we will continue to have parent workshops on ways that they can support their children at home. We are also utilizing targeted instruction specific to each child's individual needs. We are also continuing to implement the use of an internet based program called *Study Island* for differentiation, remediation, and individualization of instruction.

We attribute the growth in the ELA and Math scores to the increased differentiation of instruction based on teacher observations, the analysis of the available data, the increase in academic intervention services, and the various enrichment programs offered to our students. Last year, another aid at P.S. 46, was a newly introduced support service that we call H.U.G.S (Hope Understanding Growth Success). This service is offered to students who can benefit from guidance in the acquisition of social skills. At PS 46Q, our primary goal is to provide all of our students – General Education, Special Education, English Proficient and English Language Learners with all the support and intervention necessary for their success and continued growth.

As per the 2007 -2008 Quality Review an area that was in need of improvement was the linking of periodic assessments/data to the refinement of our instructional strategies. Through the ongoing analysis of our Progress Report, New York Start data, the NYC Department of Education Accountability and Assessment data, and the latest New York State School Report Card, we continue to target the areas in need of improvement in ELA and Math and are working towards refining our practice. As such, we have continued to explore avenues to further refine our ability to use both our formal and informal assessments to guide our instruction. We continue to use a school-wide portfolio system which clearly shows where each student's needs and strengths are in the areas of Math, Writing, and English Language Arts. This portfolio follows each child through grades Kindergarten through 5th grade. Teachers effectively use our portfolio system to differentiate and individualize instruction, and to insure that each child meets or exceeds the New York State and City Standards. We also utilize other resources to obtain data and to set measurable benchmarks and effectively plan towards meeting each student's individual goals. These include, but are not limited to, running records, *Words Their Way* Spelling assessments, math assessments, *Acuity, Study Island,* and the *Performance Series (Scantron).* This year, we are using the information from these assessment sources to create a bimonthly progress report where teachers will be able to effectively communicate student goals for the parents on an ongoing basis.

We have successfully implemented a Schoolwide Enrichment Program in which students are encouraged to nurture and enhance their natural abilities and via projects in a cooperative

and rich learning environment in areas of their specific interests. All of our students take part in at least one to two enrichment clusters each year. In addition we have begun a separate pullout program focusing on developing high level thinking skills in the curriculum areas, entitled Project Beyond. Project Beyond was developed to provide challenges in an enriching environment through explorations of various topics culminating in individual student projects. All activities will lead to a higher order, skill based experience for our students. All Project Beyond students work together on a theme which includes projects, trips and hands on enrichment activities.

We are also proud of our increase in the usage of technology throughout our building. All of our staff has gained technological proficiency and the use of technology has been infused into each classroom and in many projects. We have received an electrical upgrade which has enabled us to make better use of online resources. We have grown our usage of technology through the installation of Smart Boards in many of our classrooms and through professional development. Though the use of technology is being infused throughout the school, one barrier we face is the lack of funding that prohibits us from installing additional technological equipment in all of our classrooms. Ideally, we would like to install Smart Boards and updated computers in every classroom in order to facilitate the use of technology in all curricula areas.

When you walk through the doors of PS 46Q, it is evident that this is a school that is warm and nurturing. Our successful and nurturing school environment is built on on-going and explicit communication between administration, parents, teachers and students. We are a collaborative community with a clear vision, high expectations and strong leadership. As an educational community, we foster lifelong learning. Teachers receive professional development geared toward their specific needs. At PS 46Q, The Alley Pond School, we value education and are constantly endeavoring to foster the children's belief in themselves and their abilities. Students constantly strive to achieve their individual potential. We provide differentiated instruction in all subject areas with the use of curriculum compacting and small group instruction. We meet all challenges that we face head on. At PS 46Q, we believe each student should be provided the individualized support and intervention necessary towards meeting and surpassing the New York State and City Standards.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. ***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

Our goals for the 2009-2010 school year are as follows:

### ENGLISH LANGUAGE ARTS

We want to enhance the literacy instruction for all students and raise the level of comprehension using "accountable talk" to build higher order thinking and word study/vocabulary skills. Research shows that vocabulary and word study have a profound effect on comprehension.

**Goal:** By the end of June 2010, 85% of all students will improve their critical thinking skills as measured by teacher created "accountable talk" observation rubrics evaluating the quality of student responses during read alouds and shared reading.

### MATHEMATICS

We want to foster mathematical thinking for all students by improving the level of students' problem solving skills through the use of "accountable talk."

**Goal:** By the end of June 2010, 85% of all students will improve on their mathematical reasoning and communication skills as measured by obtaining at least a level 3 on an "accountable talk" observation rubric.

### PARENTAL INVOLVEMENT

We want to strengthen our parental involvement participation in order to improve student achievement.

**Goal:** By the end of June 2010, parental involvement and participation will be increased as measured by teacher feedback/notes with parents regarding progress of child and attendance at monthly parent workshops.

## SECTION VI: ACTION PLAN

**Direction**s: 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):** **Literacy**

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| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By the end of June 2010, 85% of all students will improve their critical thinking skills as measured by teacher created "accountable talk" observation rubrics evaluating the quality of student responses during read alouds and shared reading. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | **Describe your plan for meeting your goal, including staffing, scheduling, and funding.**<br>• A school wide focus on "accountable talk" in building higher order thinking skills and rich conversation around text, word study and vocabulary development<br>• Beginning September 2009 through June 2010, the teachers will engage students in accountable talk throughout their reading lessons in order to assess comprehension as well as teach new skills.<br>• Students will be provided with instruction around "accountable talk" that is accountable to the learning community, accountable to knowledge and accountable to reasoning. Training for; the teachers will be provided by the network specialist, assistant principal, and/or coach/lead teacher.<br>• Network literacy support specialist will provide teachers with questioning techniques and strategies for facilitating rich discussions around text<br>• Network literacy and support specialist will assist teachers in developing accountable talk observation rubrics to measure student growth and progress<br>• Teachers will implement shared reading as a core component for their reading program and used the approach to build vocabulary and word study strategies. The *Treasures Program* will provide a range of text for teachers in Grades 1-5 to draw upon.<br>• Coach/Lead teachers will attend monthly coaching sessions with network Literacy specialist – studying comprehension and the building of vocabulary to raise the level of critical thinking and student learning<br>• The literacy network support specialist will facilitate and support Grades 3-5 teachers in an inquiry process around "accountable talk" and strategies for building comprehension and academic vocabulary. The Assistant Principal will facilitate and support Grades K-2 teachers. |

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| | • Words Their Way will be purchased for Grades K-5 and used as a resource for the teaching of spelling and word study<br>• Common planning time will be scheduled so teachers can develop a pacing calendar for vocabulary building that is aligned with their units of study, identifies read aloud text and Tier 2 words to study.<br>• Monies will be budgeted to purchase *Bringing Words to Life* by Isabel Beck to provide a rationale and foundation for the teaching of word study and vocabulary building<br>• Teachers will use the TCRWP spelling assessment tool to assist students in identifying clear learning goals for word study<br>• Teacher observations and teacher alternate assessments will be part of the professional development plan in meeting school wide goals.<br>• Teachers will create activities and quizzes around the use of new vocabulary with activities such as creating friendly definitions, exploring multiple meanings, using examples and non-examples, and comparing and contrasting with analogies<br>• A team of teachers will be part of an on going support group - developing units of study around essential ideas and committed to a knowledge core, high thinking demand and active use of knowledge. School Enrichment Triad model will be infused into units of study. |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Monies will be budgeted for professional books and instructional resources<br>• Per Diem days will be set aside for teachers to participate in professional development activities, i.e. off site workshops, interclass/school visitations, planning sessions, and in house work with network literacy specialist and lead teacher<br>• Per Diem days will be provided for a lead teacher to attend monthly coach meetings with the network literacy specialist<br>• Common preparatory time once a week will be scheduled for teachers on the grade to participate in planning sessions, revising curriculum maps and units of study, demonstration lessons, and sharing resources and ideas.<br>• The literacy coach (Contact for Excellence $ 28,522.00), the LEAD teacher, and the administration will meet with grades K-5 teachers during grade conferences as well as on an individual basis to plan lessons and assure continuity and understanding across the grade.<br>• Monies will be budgeted for an F – Status teacher to provide literacy support for identified students. (Contract for Excellence $9,574.00)<br>• Literacy resources and instruction programs such as *Study Island* ($2514.80) will be purchased for classroom |

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| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • Students will gain in their ability to articulate thoughts and information both orally and in writing<br>• Teachers will provide thought provoking questions in facilitating comprehension conversations<br>• Student work and strategy charts will be reflected in classrooms<br>• Students will work in collaborative groups raising the level of accountable talk to address comprehension skills while continually increasing their individual reading levels throughout the school year |

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

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| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By the end of June 2010, 85% of all students will improve on their mathematical reasoning and communication skills as measured by obtaining at least a level 3 on an "accountable talk" observation rubric. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | **Describe your plan for meeting your goal, including staffing, scheduling, and funding.**<br>• Network mathematics support specialist will provide teacher workshops in October and November outlining rationale and research around encouraging classroom conversations in mathematics, including strategies for getting students to engage in conversation that will lead to deeper understanding of mathematics content<br>• Beginning September 2009 through June 2010, teachers will engage students in grades Kindergarten through 5th in accountable talk throughout their math lessons in order to assess understanding as well as strengthen students math articulation skills<br>• Network mathematics specialist will assist teachers in developing an "accountable talk" rubric that will assess student progress throughout the school year<br>• The Exemplars program will be used in all grades<br>• By the end of June 2010, 85% of students will improve their problem solving skills by moving at least one level on the problem solving criteria on the teacher created rubric<br>• A problem of the week using a problem from Exemplars will be implemented school wide. Much attention will be paid to discussing solutions and strategies for solving the problem<br>• Grade 1 teachers will participate in lesson study with the network math specialist. Over arching goal for lesson study will be around planning for "accountable talk" and good conversations around strategies for problem solving<br>• The network math specialist and the network Special Education specialist will support special education teachers in differentiating problem solving strategies for their students<br>• Teachers will assist students in developing mathematical language and rich "accountable talk" around mathematics content and concepts<br>• Teachers will identify key math words in word problems as well as for each unit of study in mathematics<br>• The math coach will attend monthly coach meetings with ICI LSO network mathematics specialist to build on own professional growth as well as to turnkey information to staff<br>• Monies will be budgeted to hire Ms. Rachel McAnallen from the University of Connecticut to provide a problem solving workshop around fractions.<br>• Teachers will be provided with training on November 4th with the Smart Board around the use of Smart Boards as an interactive tool in teaching mathematics<br>• Grade 3-5 teachers will further differentiate math instruction through departmentalizing their students based on individual math skills on a rotating basis |

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| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Monies will be budgeted to obtain services for a math specialist affiliated with the Univ. of Conn. to provide training to staff<br>• Per Session days will be scheduled to provide teachers with release time from their responsibilities to attend professional development activities, i.e. planning sessions, and lesson study, conferences and workshops<br>• Network math specialist will facilitate lesson study with two grades and provide training around the *Exemplars* problem solving program<br>• Math resources and instruction programs such as *Study Island* will be purchased for classroom |
| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • Students will be engaged in mathematic problem solving – working individually and in collaborative groups on word problems that have different levels of entry<br>• Student work and strategy charts will be reflected in classrooms<br>• Student's will gain in their ability to articulate their problem solving strategies both orally and in writing<br>• Teachers will provide thought provoking questions in facilitating math conversations |

**Subject/Area (where relevant):** **Parental Involvement**

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| **Annual Goal**<br>*Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.* | By the end of June 2010, parental involvement and participation will be increased as measured by teacher feedback/notes with parents regarding progress of child and attendance at parent workshops. |
| **Action Plan**<br>*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.* | **Describe your plan for meeting your goal, including staffing, scheduling, and funding.**<br>• Parental involvement and participation in their child's education will be strengthened as measured by teacher feedback/notes with parents regarding progress of their children and attendance at monthly parent workshops<br>• Beginning September 2009 through June 2010, parental workshops will be planned and implemented throughout the school year<br>• Two workshops will be planned for the use of the ARIS Parent Tool (one daytime and one evening) and will be administered by the Parent Coordinator, the Principal and Assistant Principal<br>• A parent workshop on understanding the NYS Tests (ELA and Math) will be given by a PS 46 Teacher<br>• A PS 46 teacher will administer a health and fitness workshop after school for parents and their children<br>• A multicultural day will be done during the school day where teachers, parents and students can share customs and food from their cultures<br>• A Lunar New Year celebration will be done during the school day where parents will work with our teachers and students to share dances and customs in honor of the holiday |
| **Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**<br>*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.* | • Per Session hours will be set aside for teachers to facilitate workshops for parents in various academic areas<br>• Parent Coordinator will schedule parent workshops and provide relative information on an ongoing basis |

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| **Indicators of Interim Progress and/or Accomplishment**<br>*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains* | • Attendance sheets at Parent workshops and support meetings<br>• Parents logged onto ARIS Parent Link<br>• Teacher feedback with parents regarding progress of child<br>• Parental feedback will be gathered and reviewed for future planning and any necessary revisions or additions to parent workshops |

## REQUIRED APPENDICES TO THE CEP FOR 2009-2010

***Directions:*** *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6.* ***Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.***

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

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

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

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

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

## APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|---|---|---|---|---|---|---|---|---|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 0 | 0 | N/A | N/A | 1 | 0 | 1 | 1 |
| 1 | 33 | 6 | N/A | N/A | 4 | 0 | 0 | 4 |
| 2 | 25 | 4 | N/A | N/A | 4 | 0 | 0 | 2 |
| 3 | 8 | 0 | N/A | N/A | 7 | 1 | 3 | 1 |
| 4 | 3 | 2 | 0 | 1 | 2 | 1 | 4 | 3 |
| 5 | 5 | 0 | 5 | 1 | 2 | 0 | 1 | 3 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

**Part B. Description of Academic Intervention Services**

| Name of Academic Intervention Services (AIS) | **Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|---|---|
| **ELA:** | Children identified receiving AIS services through discreet AIS periods, at risk SETSS, push in and pull out services, and reading interventions. We have bridged phonics and literacy with Fundations (K-2), Head Sprout (1st grade), and Wilson Reading Systems (1-5). |
| **Mathematics:** | Children identified in need of intervention with mathematics skills, computation, and/or problem solving are supported with strategy material, and manipulatives. Children receive AIS services through discreet AIS periods, at-risk SETSS, push in and pull out services to concentrate on key math strands-mathematical reasoning, operations, measurement, patterns, computations, etc. through the use of multiple choice and extended responses. |
| **Science:** | Children identified in need of intervention with scientific knowledge and reasoning were given small group and 1:1 intervention during both class and the extended day time. |
| **Social Studies:** | Children identified in need of intervention with writing DBQs were given small group and 1:1 intervention services during AIS periods. |
| **At-risk Services Provided by the Guidance Counselor:** | Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services re given both individually and in small group settings. |
| **At-risk Services Provided by the School Psychologist:** | Children are identified through AIS team meetings and at PPT meetings and in consultation with team members. At risk services are given individually and in small groups. |
| **At-risk Services Provided by the Social Worker:** | Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given individually and in small groups. |
| **At-risk Health-related Services:** | Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given individually and in small groups. |

## 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.

I. Language Allocation Policy Team Composition

PS 46Q, The Alley Pond School is a district 26 school located in Bayside Queens, New York. The LAP Team includes Marsha Goldberg, Principal; Stamo Karalazarides, Assistant Principal; Donna Kodjapashis, Parent Coordinator; Leonard Galit and Phyllis Gruber, Zipora Cysner ESL teachers; Jamie Sussman ,General Education teacher and Amy Gruttadaro, Special Education teacher; Nicole Meyers, guidance counselor; and Marilyn Seidenfeld, AIS teacher.

II. Teacher Qualifications

At PS 46Q, we have one full time ESL licensed teacher, one part time certified ESL teacher, one F-status AIS teacher with a New York State and New York City ESL License, and one Special Education CTT teacher who has a New York State and New York City ESL certification. We do not have a bilingual ESL program, however there are a number of teachers and paraprofessionals who are bilingual and assist with translations.

III. ELL Demographics

As of October 30, 2009 there were 467 students on register, with 45 English Language Learners. About 10% of PS 46's population consists of ELLs. The free standing ESL program, includes of 8 kindergarteners, 11 first graders, 8 second graders, 6 third graders, 7 fourth graders, and 6 fifth graders. 35 of our English Language Learners are newcomers and we have 0 SIFE students.

18 of the 46 ELLs are special education students; 17 are special education students with less than 3 years of identification; 1 is a Special Education student with 4-6 years of identification; and there are no Special Education students that are long term ELLs with more than 6 years of identification.

At PS 46, we have English Language Learners who speak Spanish, Chinese, Urdu, Korean, and Punjabi. We have 5 students who speak Spanish – 1 in kindergarten, 1 in the first grade, 2 in the third grade, and 1 in the fourth grade. We have 26 students who speak Chinese – 6 in kindergarten, 7 in first grade, 5 in second grade, 1 in third grade, 3 in fourth grade, and 4 in the fifth grade. We have 3 students who speak Urdu – 1 in the first grade, 1 in the second grade, and 1 in the fourth grade. We have 10 students who speak Korean – 1 in kindergarten, 2 in the second grade, 3 in the third grade, 2 in the fourth grade, and 2 in the fifth grade. We have 1 student who speaks Punjabi in the first grade.

## IV Parent Program Choice: Review the Parent Surveys and Program

ELL parent orientations were held at the beginning of the year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teachers, with the assistance of the parent coordinator, and bilingual paraprofessionals to translate. The parents sign in and are welcomed by the Principal, Mrs. Goldberg. They receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language if available), view the parent orientation video in their native language, and have an opportunity to ask questions.

Parents of English Language Learners are given entitlement letters and Parent Survey and Program Selection forms. Bilingual paraprofessionals are available to translate and all necessary materials are given to parents in their native languages whenever possible. All materials are returned to the ESL teachers in a timely and organized manner. Parents are contacted and further assisted when needed. After reviewing the Parent Survey/Program Selection forms for the past few years, we see that all parents have requested that their children receive instruction in the English as a Second Language (ESL) program.

ESL, the program offered at PS 46, has been the request of 100% of the parents of English Language Learners.

During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as other scheduled times to evaluate their needs. Bilingual paraprofessionals are available to translate during the meetings.

## V Assessment Analysis

Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview in English and the LAB-R to determine ESL eligibility. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. As per the 2009 NYSESLAT and LAB-R results, we have 14 beginner students- 6 kindergarteners, 5 first graders, 1 second grader, 1 third grader, and 1 fifth grader. We have 11 Intermediate students- 3 first graders, 3 second graders, 1 third grader, 2 fourth graders, and 2 fifth graders. We have 21 advanced ESL students- 2 kindergarteners, 3 first graders, 4 second graders, 4 third graders, 5 fourth graders, and 3 fifth graders. Our total number of English Language Learners is 46 students. Instructional decisions are made based on students' NYSESLAT and LAB-R results. Both hours and instructional skills are determined based on individual students' performance on the exams.

On the 2009 NYS ELA, none of our ELLs received a level 1. Nine of our ESL students received a level 2- three third graders, two fourth graders and four fifth graders. Five ESL students received a level 3- one third grader, one fourth grader and three fifth graders. None of our ESL students received a level 4 on the ELA.

On the 2009 NYS Math Test, none of our ESL students received a level 1 or 2. Twelve students received a level 3- four third graders, four fourth graders and four fifth graders. Eight students received a level 4- one third grader, two fourth graders and five fifth graders.

On the 2009 NYS Science Test, two fourth graders received a level 2, one fourth grader received a level 3 and one fourth grader received a level 4.

On the 2008 NYS Social Studies test, six fifth graders received a level 3 and two fifth graders received a level 4.

The 2008/2009 NYS testing results show a greater proficiency in Math, Science and Social Studies than in English Language Arts. The Math, Science and Social Studies exams are given in the students' native language which is a great support for ELLs. The ELA must be taken in English only. Our Interim Assessment results also show a greater proficiency in subject areas other that ELA. We believe that ELLs have more difficulty mastering the English language than they do applying their knowledge of other subject areas to tests given in their native languages. In order to support our ELLs in all subject areas, we give them bilingual dictionaries and glossaries to use when they are working both independently and in small groups.

## VI Planning for ELLs

Two teachers, both licensed and state certified in ESL, provide our ELLs with all instruction in English. Students are grouped by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction is also implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL instruction weekly.

Each child's schedule is checked to make sure that there are no conflicts with other providers. The schedule is also discussed with the classroom teachers to insure that no essential or mandated subjects are being taught at that time. Attendance is kept daily by the ESL teacher. The ESL teachers schedule is given to the administration and both the Principal and Assistant Principal observe the classes on an ongoing basis. The PS46Q Administration continually assesses ESL schedules in order to ensure that each English Language Learner is given their necessary instructional ESL time.

The following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- we have no long term ELLs this year): journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making,

reader's theater, cooking and puppetry. Using the workshop model, reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. Scaffolding techniques are always used to facilitate and enhance learning. Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). Among our more formal assessments are the TCRWP (K-5), Acuity (3, 4, and 5), and Performance Series (3, 4, and 5). ESL students also take the ELL Periodic Assessments. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Fundations (K-2), Headsprout (1st grade), At Risk SETSS and summer school.

For students who are in transition having reached proficiency on the NYSESLAT, we have a bridge program, where we continue to support their needs in English Language Arts. We also invite those students to participate in our Title III after-school program. Their classroom teachers continue to monitor and discuss their progress with the ESL teachers.

## VII Resources and Support

The following materials are used to support the learning of ELLs – computer software including Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.

Both of our State certified and City licensed ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. An ESL workshop is administered during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Further staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development through our Learning Support Organization. They attend training in ESL methodologies as well as continuously being updated regarding NYSESLAT and LABR training and policies.

Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing, and translation. When incoming ELLs arrive from other countries, we try to team them up with students

who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves.

As our ELLs transition from elementary to middle school, they are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise.

## VII Program Descriptions

At PS 46Q, we support our ELLs needs, through a freestanding pullout ESL program. Students are grouped according to their English level of proficiency as well as grade level. Individual students' LABR and NYSESLAT scores are taken into consideration when grouping them. We believe in flexible grouping. Therefore, if a student shows little progression or progresses quickly, we do change their group in order to match their needs accordingly. Our ESL teachers meet with our classroom teachers on a regular basis during grade and faculty conferences as well as individually in order to discuss children's progress, and cooperatively monitor and align instruction. Our teachers also meet with parents on an as needed basis in addition to Parent Teacher Conferences ensuring that there is open communication and collaborative support for our ELLs.

**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) K-5** **Number of Students to be Served: 35 LEP 10 Non-LEP**

**Number of Teachers 2** **Other Staff (Specify)** _____

**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

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

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The PS 46 Title III program will be open to all ELLs in order to help them meet the New York State and City Standards for English as a Second Language and English Language Arts. Identified students in grades K-5 will be eligible to participate in an after school program that will be dependent upon factors such as the number of students opting to participate and the academic needs of the students. The program will be held two afternoons per week, for one hour each day, using English as the only language of instruction. The program will begin on October 28th and run until the end of May. Since there is no other afterschool program with a paid supervising administrator, a supervisor will be assigned to the Title III program. Students will be grouped according to proficiency and grade levels to maximize the effectiveness of instruction. Students will be instructed by licensed ESL teachers using scaffolding techniques such as modeling, bridging, contextualization, schema building, metacognitive development and text representation. The teachers will also use additional strategies in order to facilitate language acquisition such as predictable and consistent classroom routines, aided by diagrams, lists, and easy to read schedules. There will be an emphasis on vocabulary development by identifying and clarifying difficult words and passages within texts to facilitate comprehension. Students will also be given extra practice in reading words, sentences and stories in order to build fluency. In addition, cooperative learning strategies are very useful in helping English Language Learners improve skills in speaking, listening, reading and writing. They include brainstrorming, and think pair share. All lessons and skills will target both content and English Language objectives.

**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 who are providing extended day instruction will participate in planning sessions that detail the specific objectives for each student and outline the activities for each teaching session. These planning sessions will take place on the following dates: 10/28, 11/18, 1/14, and 3/10. This will involve a thorough review and analysis of student work including writing samples, classroom assessments and an item analysis of student work including writing samples, classroom assessments and an item analysis of formal assessments (TCRWP, standardized tests, interim assessments, NYStart, etc). Teachers will also evaluate and document student achievement and identify ongoing needs that can be addressed during the after-school program. Our classroom teachers will meet and plan with our ESL Title III teachers throughout the school year on an informal basis during their preparation times. More formally, our ESL teachers will provide professional development to classroom teachers and paraprofessionals during the week of January 11th. This meeting will take place during a faculty conference and will give our educators a thorough understanding of their ELLs needs in an effective and timely manner. During this time, ESL teachers will explain and model skills and strategies they use to support their students in mastering the English language as well as the NY State and City curriculum. They will review ESL methodologies used during both the Title III program and our ESL program.

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09 A-2**

**School District:** _____**26**_____ **Type of Program:** ESL __X__ Bilingual ____ Both ____
(Check one only)

**School Building** __**PS 46 The Alley Pond School**__

**(Complete this form for each school building with LEP students in grades K-6 during 2007-08)**

| Language | K | | | Grade 1 | | | Grade 2 | | | Grade 3 | | | Grade 4 | | | Grade 5 | | | Grade 6 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Identified | Served | | Identified | Served | | Identified | Served | | Identified | Served | | Identified | Served | | Identified | Served | | Identified | Served | |
| | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL |
| Arabic (ARB) | | | | | | | | | | | | | | | | | | | | | |
| Bengali (BEN) | | | | | | | | | | | | | | | | | | | | | |
| Bosnian (BOS) | | | | | | | | | | | | | | | | | | | | | |
| Chinese (CMN) | 4 | | 4 | 6 | | 6 | 3 | | 2 | 1 | | 1 | 3 | | 3 | 2 | | 2 | | | |
| French (FRA) | | | | | | | | | | | | | | | | | | | | | |
| H. Creole (HAT) | | | | | | | | | | | | | | | | | | | | | |
| Hindi (HIN) | | | | | | | | | | | | | | | | | | | | | |
| Japanese (JPN) | | | | | | | | | | | | | | | | | | | | | |
| Korean (KOR) | 1 | | 1 | | | | 2 | | 2 | | | | 1 | | 1 | 2 | | 2 | | | |
| Polish (POL) | | | | | | | | | | | | | | | | | | | | | |
| Portuguese (POR) | | | | | | | | | | | | | | | | | | | | | |
| Russian (RUS) | | | | | | | | | | | | | | | | | | | | | |
| Spanish (SPA) | | | | | | | | | | | | | | | | | | | | | |
| Vietnamese (VIE) | | | | | | | | | | | | | | | | | | | | | |
| Urdu | | | | 1 | | 1 | 1 | | 1 | | | | 1 | | 1 | | | | | | |
| Punjabi | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| SUB TOTALS ⇨ | 5 | | 5 | 7 | | 7 | 6 | | 6 | 1 | | 1 | 5 | | 5 | 4 | | 4 | | | |

**Attach additional sheets if necessary.**

Total Number of LEP students in grades K-6 **Identified** in the Building in **2007-08** 28

l Number of LEP students in grades K-6 **Served** Building in **2007-08** 0 28

**Number of LEP Students Identified and Served in Each School Building by Type of Program in 2008-09** **A-2(a)**

**School District:** _____**26**_____

**School Building** _____PS 46Q The Alley Pond School___

| Language | Grade 7 | | | Grade 8 | | | Grade 9 | | | Grade 10 | | | Grade 11 | | | Grade 12 | | | Special Education(K-12) | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Identified | Served | | Identified | Served | | Identified | Served | | Identified | Served | | Identi Fied | Served | | Identified | Served | | Identified | Served | |
| | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL | | Bil | ESL |
| Arabic (ARB) | | | | | | | | | | | | | | | | | | | | | |
| Bengali (BEN) | | | | | | | | | | | | | | | | | | | | | |
| Bosnian (BOS) | | | | | | | | | | | | | | | | | | | | | |
| Chinese (CMN) | | | | | | | | | | | | | | | | | | | K-2<br>1-1<br>2-2<br>5-2 | | 7 |
| French (FRA) | | | | | | | | | | | | | | | | | | | | | |
| H. Creole (HAT) | | | | | | | | | | | | | | | | | | | | | |
| Hindi (HIN) | | | | | | | | | | | | | | | | | | | | | |
| Japanese (JPN) | | | | | | | | | | | | | | | | | | | | | |
| Korean (KOR) | | | | | | | | | | | | | | | | | | | 3-3<br>4-1 | | 4 |
| Polish (POL) | | | | | | | | | | | | | | | | | | | | | |
| Portuguese (POR) | | | | | | | | | | | | | | | | | | | | | |
| Russian (RUS) | | | | | | | | | | | | | | | | | | | | | |
| Spanish (SPA) | | | | | | | | | | | | | | | | | | | K-1<br>1-1<br>3-2<br>4-1 | | 5 |
| Vietnamese (VIE) | | | | | | | | | | | | | | | | | | | | | |
| Urdu | | | | | | | | | | | | | | | | | | | 1-1 | | 1 |
| Punjabi | | | | | | | | | | | | | | | | | | | 1-1 | | 1 |
| SUB TOTALS ⇨ | | | | | | | | | | | | | | | | | | | | | |

Total Number of LEP students **Identified** in the Building in 2007-08 18

Total Number of LEP students **Served** in the Building in 2007-08 0 18

**Form TIII – A (1)(b)**

**School: 26Q046** **BEDS Code: 342600010046**

**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)**<br>- Per session<br>- Per diem | $9114.40 | **1 Supervisor @ $52.21 60 hours = $3132.60**<br>**2 Teachers @ $49.89 120 hours = $5986.80** |
| **Purchased services**<br>- High quality staff and curriculum development contracts. | $0 | **N/A** |
| **Supplies and materials**<br>- Must be supplemental.<br>- Additional curricula, instructional materials.<br>- Must be clearly listed. | $5885.60 | **Dual language books: Korean/English, Chinese/English, Urdu/English, Spanish/English – Barnes and Noble**<br><br>**Notebooks, pens, pencils, crayons, markers, construction paper, picture books, dictionaries, oak tag, chart paper, folders, etc…**<br>**-Staples** |
| **Educational Software (Object Code 199)** | $0 | |
| **Travel** | | |
| **Other** | | |
| **TOTAL** | $15,000 | |

## APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

*Requirement under Chancellor's Regulations – for all schools*

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

### Part A: Needs Assessment Findings

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

We review Language Information Surveys, receive referrals from both teachers and the Parent Coordinator. Our Parent Coordinator also surveys parents before and after school and informs them about our written/oral translation services. ATS reports are generated and reviewed for accuracy. Our major languages are Korean, Chinese, and Spanish.

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

We have 260 families that speak other languages. Most of our parents speak Mandarin, Cantonese, and Korean. A few of our parents speak Urdu and Spanish. Many of our parents have indicated that they have family members who can translate information when necessary. They do prefer, having information translated in their own languages. Based on conversations with our P.T.A, members of the School Leadership Team and teachers, we have determined that our school-wide notices must be translated. We have determined that oral and written interpretation would increase parental involvement and attendance at workshops/conferences. We translate every notice we send out to these parents. If a notice requires immediate release and there is insufficient time for translation, we stamp the notice stating that it is important and must be translated. During Parent Teacher Conferences, we either hire interpreters or have our bilingual paraprofessionals translate. Our paraprofessionals translate for meetings throughout the school year. They provide both oral and written translation for us on an as needed basis.

### 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.

While we are unable to translate into every language spoken at our school, we can translate into our most frequently used languages. We will contact the DOE Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual paraprofessionals. We plan to have notices regarding parent workshops, PTA meetings and Parent-Teacher Conferences, open school invitations, special event/activity announcements, and important Central notices translated. On notices we cannot translate, we will stamp a line stating that this is an important document and it needs to be translated using a custom made stamp written in four languages (English, Spanish, Korean, and Chinese).

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.

We will contract with LIS Translations to provide Korean/Spanish/Chinese translators at Parent-Teacher Conferences and at various Parent Workshops; this will enable our parents to achieve a greater comfort level and a better understanding of the material being presented. We will also hire some of our bilingual paraprofessionals to work per session for other language needs on an as needed basis. We plan to provide oral translations during the regular school day using our bilingual guidance counselors and our bilingual paraprofessionals.

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.

We will contact the Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual paraprofessionals. We plan to have school notices regarding parent workshops, PTA meetings and Parent-Teacher Conference notice translated. We also utilize the DOE translation unit to translate many of our written notices. We plan to provide oral translations during the regular school day using our bilingual guidance counselors and our bilingual paraprofessionals.

## 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: | 0 | 159,286.00 | 159,286.00 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | | | |
| 3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language): | | 1593.00 | 1593.00 |
| 4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | | | |
| 5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language): | | 7964.30 | 7964.30 |
| 6. Enter the anticipated 10% set-aside for Professional Development: | | | |
| 7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language): | | 15928.60 | 15928.60 |

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%

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.

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

### 1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

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

### Part I – General Expectations

The parents and guardians of PS 46Q are an integral part of our community. It is well documented that parental support in education provides children a stronger foundation from which to grow and continue learning. At PS 46Q, the parents are the backbone of our school. They are involved in crucial areas such as but not limited to:

- School Leadership Team
- PTA Membership Drive and Fundraisers
- 5th Grade Committee
- Yearbook Committee
- School Pictures Committee
- Lunar New Year Committee
- Multicultural Celebration

The following statutory requirements will be implemented:

- PS 46Q will implement programs, activities and procedures for parental involvement consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be implemented in collaboration with the parents/guardians of participating students.
- PS 46Q will ensure that parental/guardian involvement is consistent with the requirements of the section 1118(b) of the ESEA, and includes a school-parent/guardian compact consistent with section 1118(d) of the ESEA.
- In conjunction with the Title I, Part A parental involvement requirements, PS 46 will provide parents with full opportunities for all parents/guardians including those with limited English proficiency, parents with disabilities, and parents of migratory children by providing reports and information in an understandable and uniform format which includes alternative formats upon request and translated versions in languages parents understand as required under section 1111 of the ESEA..

- PS 46Q will provide parents/guardians information and involve parents with how the 1 percent of the Title I funds are allocated for parental involvement.
- The following statutory definition of parental involvement will govern programs, activities and procedures in conjunction with parents/guardians:

  Parental involvement is the participation of parents/guardians in regular and ongoing communication involving students' academics, and other school activities ensuring that parents/guardians play an integral role in their children's education. Parents/guardians will be included, as appropriate in decision making and on advisory committees to assist in the education of their children, and the carrying out of school activities as 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**

PS 46Q will take the following actions to involve parents in the joint development of the school's parental involvement plan under section 1112 of the ESEA:

- Discuss the Parental Involvement Plan with the SLT.
- Discuss the Comprehensive Educational Plan regarding parental involvement with parents/guardians and staff.

PS 46Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Describe for parents/guardians our Title I status at PTA meetings
- Provide opportunities to hear about the monthly status of the school's instructional and management goals via the principal's report at all PTA meetings.
- Review the School Progress Report with staff and parents/guardians to see trends in academic performance.
- Conduct a meeting with parents/guardians to use technology to evaluate the school's progress in content areas.

PS 46Q will provide the following necessary supports to build the parents/guardian's capacity for strong parental involvement in order to ensure an effective partnership among the school, parents and the entire PS 46Q community:

- Provide parents with practical learning opportunities such as parent workshops.
- Workshops will be led by staff to assist parents in helping their children achieve in school.
- Encourage parents to use the school website and ARIS as relevant sources of information and communication tools.

PS 46Q will take the following actions to evaluate the effectiveness of this parental involvement policy in improving school quality:

- Our School Leadership Team will evaluate the effectiveness of our parent involvement programs.
- We will analyze attendance at workshops, evening performances and daytime programs.

PS 46Q will implement the following to parents/guardians to ensure the understanding of NYS and NYC academic expectations in order to best support their children's academic needs:

- Workshops will be led by staff on the NYS Tests (ELA, Math, Science, Social Studies).
- Information on the PS 46 Homework Policy
- The Parent Coordinator will be available to work with and/or assist parents with the understanding of PS 46Q academic goals.
- Technology training will be provided in order to support parents in the use of relative NYC and NYS informational tools such as ARIS.

PS 46Q will take the following steps to ensure that information related to parent programs, meetings, and other activities are sent home in an understandable and uniform format, including alternative formats upon request and in a language that parents understand by:

- Translating important notices and information to parents/guardians in their native language.
- Providing in-house translators to parents with limited or no English proficiency.

**Part 111 – Adoption**

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in the Title I, Part A programs for the 2009-2010 school year.

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

***Explanation:*** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

**PS 46Q School Parent Compact:**

PS 46Q and the parents/guardians participating in activities, services, and program funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improving student academic achievement through the development of a strong parental support system that will help children meet and exceed the New York State and New York City Standards in education. This school parent compact is in effect during the 2009-2010 school year.

School Responsibilities:

- Provide high quality curriculum and instruction in a supportive and nurturing learning environment enabling students in meeting and exceeding the New York State and City standards in education.
- Teachers will attend staff development workshops to continue to provide high quality instruction to all students.
- Teachers will communicate with parents/guardians about their children's education and achievement on an ongoing basis throughout the school year.
- Provide parents with reasonable access to staff through messages (phone, email and letters) and appointments.
- Involve parents in the planning, review and improvement of the school's Parental Involvement Plan during SLT meetings.
- Disseminate information regarding Title I status and activities as well as the Parental Involvement Plan at PTA meetings.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request to parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide parents with reports about their children's performance on the New York State Tests.

Parent Responsibilities:

- Monitoring their children's attendance
- Making sure that homework is completed.
- Participating as appropriate in decisions relating to their children's education.
- Promoting positive use of their children's extracurricular time.
- Staying informed about their children's education and communicating with the school by reading all notices in a timely manner and responding when necessary.
- Communicating any and all problems/issues which may arise and effect the student both emotionally and/or academically.

**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.

We have conducted a comprehensive needs assessment of the school as addressed in the Section IV 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.
    b) Use effective methods and instructional strategies that are based on scientifically-based research that:
        - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
        - Help provide an enriched and accelerated curriculum.
        - Meet the educational needs of historically underserved populations.
        - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
        - Are consistent with and are designed to implement State and local improvement, if any.

See the narrative description of the school – Section 111 and Action Plan Section.

3. Instruction by highly qualified staff.

We will provide our teachers with ongoing professional development. Teachers will attend workshops and lesson study programs ensuring the continuation of high quality instruction for all students.

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.

In addition to attending professional development opportunities, our staff will meet during common prep times (once a week) and collaborate on lesson plans, unit studies and assessments ensuring that all students' individual needs and goals are met.

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

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

We will offer parent workshop opportunities in areas such as technology, the NYS tests. We have staff members who speak other languages and are able to assist parents and make them feel comfortable in our community. We also provide parents with the opportunity to meet with other parents who speak their language and share relative school information with them.

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. N/A

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 discuss both formal and informal assessments and address individual student needs during common prep times.
    - Teachers work with the administration and literacy coach to address their students' data and its use toward effective teaching practices.
    - Teachers use DOE assessment websites such as the TCRWP Assessment Pro and Acuity to analyze student data and plan efficient individual and group 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.

    - Students in need of further remediation are given the opportunity to work in a smaller group environment through ongoing differentiation of instruction and Academic Intervention Services (AIS) when necessary.
    - The PS 46Q Pupil Personnel Team meets once a month to review students that are recommended for additional support services as well as students already receiving AIS services.
    - Students at risk participate in the Extended Day program in reading and math.

- At-risk SETTS, Wilson, Headsprout and HUGS (Hope, Understanding, Growth, Success) are among the services provided to students who experience difficulties mastering the curriculum.

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.

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS** N/A

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
    a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
    b. Help provide an accelerated, high –quality curriculum, including applied learning; and
    c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

## APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

**Part A: For All Schools Identified for Improvement**

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

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

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

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

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

[1] School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** _____

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

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

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

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

*All schools must complete this appendix.*

**Background**

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

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

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### 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 shows 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

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

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

- **English Language Learners**
  Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

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

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

- Hold weekly grade level meetings with principal, assistant principal, grade level staff, literacy coach, all support staff (ELA, ELL, Resource, Art, Music, Physical Education, Computer, Science, Readers Theater, SETSS, IEP /Wilson Reading).
- Evaluate student writing using standard based rubrics to assess the range of topics and depth of understanding expected.
- Develop yearly curriculum maps so that all staff is able to see the progression of topics and skills to be taught from grade to grade.
- Address monthly curriculum plans in reading and writing for each grade level to assess whether or not teachers understand what level of knowledge students should be able to master in each of the designated areas.
- Discuss number of writing, and oral presentations, and how they were assessed using the standards.
- Examination of surveys sent to classroom teachers where they indicated literature needed for all students, materials for ELL learners and literature appropriate for culturally diverse population.
- During monthly congruence meetings, ELL teachers will meet with classroom teachers to discuss student progress and continuity between the ESL program and the students' assigned class. The ELL teachers will also meet with individual grades monthly during grade meetings ensuring continuity throughout the school.
- During monthly congruence meetings, SETSS teachers will meet with classroom teachers to discuss student progress and continuity between the SETSS program and the students' assigned class. The SETSS teachers will also meet with individual grades monthly during grade meetings ensuring continuity throughout the school.

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

☐ Applicable X Not Applicable

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

- Discussion at grade level meetings has enabled all support staff to coordinate with classroom teachers (e.g. new vocabulary program-Elements of Reading) ways in which support staff can continue and expand on what is taught in the classroom. Observation of student discussion has supported this practice.
- Grade level *On Demand* writing (during the first 3 days of school)compared to the standards enabled teachers to use this as a tool to understand the levels of writing the children were exhibiting and what was needed to raise these levels. Examples of low, average and proficient writing examples were used as models. This practice continues throughout the year for each grade level with emphasis placed on the standards and student achievement.
- Evaluation of yearly curriculum maps led to changes across grades that teachers felt would deepen the understanding of literature read and pieces of writing in specific genres.
- Further evaluation of monthly plans by each grade level resulted in further changes that would also foster a greater depth of learning and alignment to the standards.
- Materials prepared for teachers to use on overheads or with SMART Boards that focused on fluency in reading have proven (through reading assessments) to increase understanding.
- Read alouds (planned in advance) with sharing, questioning, and written focus questions have challenged children to think critically with importance placed on inference in texts. (Evidence in reading notebooks supports this.)
- Feedback from classroom teachers indicated that class libraries sufficiently met the needs of all students with the idea that this practice of updating class libraries will continue if funding is sufficient.
- Constant discussion with ELL and SETSS teachers and staff so that education for all students is aligned with best practices has been observed in evaluating the progression of these students.

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.

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### *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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.

- During grade level conferences and faculty conferences all of the mathematical standards are discussed, both content and process.
- The Macmillan Math textbook series was analyzed along with the NYS standards in order to determine how and where each standard would be addressed in the curriculum.
- The *Exemplars* Math program will provide enrichment and support mathematical thinking and reasoning.
- ELL teachers report to entire staff on all areas of ELL education and how that is aligned to the standards. Discuss these findings with entire staff and then individual grade meetings ensuring continuity throughout the school.
- Remedial/enrichment, and SETSS teachers meet monthly with individual classes to observe students math knowledge and retention time.

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

☐ Applicable X Not Applicable

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

- During grade level conferences teachers review the NYS standard document which indicates standards to be taught and assessed both pre-March and post –March. Special attention is paid to the post –March standards of the previous grade since those content and process standards are assessed in both the NY State test and Acuity as well.
- Curricular calendar is prepared to insure that all standards are addressed throughout the year.
- Student work examined at grade conferences against standard based rubrics with results indicating progress is being achieved by students at all levels.
- Lessons are developed and/or changed based on teacher's assessments of student progress.

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.

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**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.
Practices in effect for all grades

- Review of testing procedures to insure that all students are placed on their own independent reading level.
- Observation of the number of pull out classes for AIS students and Enrichment classes in reading with instruction differentiated for each group and each grade
- Writing process rubrics reviewed so they meet address all levels of ELL students.
- After school groups for AIS formed based on review of available data and with a focus on differentiation of work.
- Partnerships and book clubs formed to encourage student engagement
- Partnerships in writing based on needs of students and ability of students to work together
- Administrative assessment of lessons taught to ensure that student involvement, educational relevance, and variety of instructional techniques are being incorporated into lessons.

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

☐ Applicable X 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?

- Revamping the chosen literature pieces that students are tested with has better enabled teachers to place all students on their independent reading level. Conferencing with students has shown that this approach to differentiation of instruction is extremely beneficial to students and teacher ability to focus on particular strategies.
- Sample assessments for both AIS and Enrichment classes during and after school support student growth.
- Conferencing and student created rubrics have lifted the level of writing samples in all grades and better aligned them to the standards.
- Small group conversations, planning, reading notebooks and book talk practices have raised the level of questioning practices by both students and teachers. Evidence in notebooks of student thinking and questioning about read aloud books and then independent reading literature has given staff a greater insight into the levels of comprehension achieved by all students.

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

***2B – Mathematics Instruction***

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM[3]) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

- Ongoing assessment of student work.
- Interclass observations to insure Best Practices
- There will be continuous discussion with administration and teachers during weekly grade conferences to plan and implement the effective use of assessment both formal and informal.
-

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

☐ Applicable X Not Applicable

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

- Weekly grade conferences to plan lessons.
- Use of SMART Board technology when applicable for math lessons.
- Use of *Exemplars* in grades K-5 to develop problem solving skills using a variety of methods.
- Sample assessments for both AIS and Enrichment classes during and after school supports student growth.
- After school groups for AIS formed based on review of available data and with a focus on differentiation of work.

[3] To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

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

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**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.
A review with the school secretary and principal on teacher turnover during the past 4 years

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

☐ Applicable X Not Applicable

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

Over the past 4 years 9 staff members have left the school

- 6 staff members have retired
- 2 staff members have moved out of state
- 1 staff member is currently on child care leave

Overall results show that except for retirements there is almost no staff movement.

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

**KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**
Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.
At PS 46Q, excerpts from the *Teachers Weekly* and *Principals' Weekly* are forwarded to ESL teachers and to regular classroom teachers who have ELLs in their classes. These excerpts include opportunities for professional development, including QTEL training. So our instructional staff are made aware of professional development programs available to them to help foster improved instruction for ELLs. In addition, many of our teachers have attended training programs which are pertinent to ESL instruction.

- Evaluation of weekly meetings with staff focusing on discussion of Professional Development opportunities available for classroom teachers.
- Discussion with classroom teachers regarding the impact of the Language Allocation Policy on student progress.
- Discussion of how Professional Development activities have impacted teachers' differentiated instruction with ELL students.
- ELL teachers report to entire staff on all areas of ELL education and how that is aligned to the standards. Discuss these findings with entire staff and then individual grade meetings ensuring continuity throughout the school.

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

☐ Applicable X Not Applicable

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

Key findings 4 is not applicable based upon the fact that our teachers have been informed of all professional opportunities for ESL and for general programs that are applicable to instruction for ELLs.

- Ell teachers will meet with classroom teachers once a month during grade conferences. Evaluation of these continuous congruence meetings have indicated that through this process, there is a better understanding by teachers on how to implement ELL strategies to benefit ELL and all learners in the class is happening.

- Congruence meetings are held several times a year with individual classroom teachers and ELL teachers. During this meeting the teachers discuss individual student needs and plan differentiated instruction in all subject areas to support the ELLs.

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

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**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.

- All results of assessments related to ELLs are noted during Inquiry Team meetings, during Pupil Personnel meetings and in also in consultation with ELL teachers. Programs are developed with principal and ELLs based on the results of the tests. Students are grouped according to grade, level and proficiency.
- At PS 46Q, ATS reports reflecting student progress are analyzed by supervisory and relevant pedagogical staff, including ESL teachers. Individual student's NYSESLAT scores are checked to see for which modality, listening, speaking, reading or writing, does the student need more instruction. In addition, interim assessments are used to check student progress so to drive ESL instruction according to NYS and NYC standards.

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

☐ Applicable X Not Applicable

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

- All NYSESSLAT and LAB scores are reported to teachers. The levels; advanced, intermediate and beginner are explained to the teachers. All students are in ESL at PS 46. That is the only program offered.
- All other assessments of ELLs are analyzed along with the assessments of all of the students re: NYS tests, Acuity assessment; Predictive and ITA tests.

- Students who have deficiencies in listening, speaking, reading or writing have been provided instruction to help them overcome these difficulties, and many have shown significant progress to help them become proficient in English and no longer require ESL services.

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.

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**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.

At PS 46Q, general education teachers, special education teachers and administration have received and continue to receive professional development in all subject areas and through various means of instruction including: balanced literacy, the use of manipulatives, and small group instruction such as strategy and guided groups. General education teachers and special education teachers receive copies of their students IEPs. They meet regularly with their students' service providers both formally through schoolwide scheduled congruence meetings, and informally on an as needed basis. All teachers are very aware of students' IEP goals, accommodations, and modifications. The PS 46 teachers implement whole class and individualized instruction based on the students' IEPs as well as the New York State and City Standards.

- Special Education coordinator meets with principal several times weekly at beginning of school year.
- Pupil personnel committee meets monthly to focus on a plan for all students.
- State assessments, Performance Series, TCRWP and Acuity tests are analyzed and examined next to goals and objectives of IEPs
- All possible supports available at PS 46 are discussed regarding how each child can benefit and how to organize pull –out services in order to have the least negative impact on the child.
- Special education coordinator meets with each teacher periodically to discuss needs of students.

- LRE (Less Restrictive Environment Committee) and Mainstreaming Committee will support student in academic, social and emotional growth.
- HUGS (Hope, Understanding, Growth, Success) supports teachers, students and parents with educational strategies, social skill strategies and behaviors for students who are on the spectrum.

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

☐ Applicable X Not Applicable

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

We have implemented a schoolwide portfolio system for each student in every subject area. Students' work is collected in the portfolios and moves up with the children from year to year. The Standards are written on the front cover of each of the portfolios. Each year, the classroom teacher checks off all of the standards the individual students have met. IEP goals, accommodations and modifications are taken into account if applicable. Each classroom teacher has a copy of her students' IEPs. Copies of the IEPs are placed in a secure location in the building providing access to all staff and service providers who work with students who have IEPs. During each marking period, congruence meetings are scheduled between classroom teachers and service providers to discuss their IEP students' needs and assure continuity throughout all areas of instruction.

- SETSS teacher has congruence meetings with individual classroom teachers and/or cluster teachers to discuss special education strategies and their implementation and connection to the standards.
- SETSS teacher attends grade level conferences to assist teachers as they plan units of study to insure that the students with special needs are addressed.
- Principal holds grade conferences to explore web site Intervention Central to explore a variety of strategies to use, to develop behavioral plans and to differentiate instruction based on need.
- IEPs are distributed to, and discussed with, all pedagogues who work with the children.
- IEPs are accessible to, and discussed with, all paraprofessionals who work with the children.

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 monthly Pupil Personnel Committee meetings where we discuss all issues related to students with IEPs including but not limited to their testing accommodations and/or modifications, classroom environment accommodations and behavioral plans. The personnel on the PPC works directly with the classroom teachers of the students with IEPs to implement all of the goals and objectives on the students' IEPs while assuring consistency and adherence throughout all subject areas and in all classroom locations (assigned class, SETSS, etc…).

- IEPs are reviewed by principal and special education coordinator to determine appropriateness of goals and objectives
- NYS assessments, TCRWP, Performance Series, and Acuity assessments are analyzed at the beginning of the year as well as throughout the year to determine if IEP goals are being met.

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

☐ Applicable X Not Applicable

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

At PS 46, classroom teachers and service providers collaborate on following all of the goals and objectives on the IEPs. When appropriate, behavioral plans are implemented in the assigned classroom environment as well as any other classes/classrooms the child frequents. During our monthly Pupil Personnel Committee meetings, we discuss the students' progress and needs on an individual basis. Individual students' IEPs are accessible to each teacher who works with them.

- IEPs contain appropriate and reachable goals
- Testing Accommodations are appropriate
- Modified promotional requirement are given only where appropriate

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

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

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

**Directions:**

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

**Supporting Students in Temporary Housing (STH)**

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

**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.)

   At this time there are no STH students at P.S. 46 Queens.

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

   Should such students enroll at PS 46, the pupil accounting secretary will give the names of the students in temporary housing to the social worker. The social worker will provide social and emotional support to these students through counseling sessions. She will also provide the families names of outside support agencies. We will also have various activities to assist the students in acclimating to our school. We will develop an educational program that will meet the children's academic, social, and emotional needs. We will also use a student profile history, records, and ARIS as well as utilize various assessments to assist us in identifying the needs of the STH students.

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

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).

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

2. 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.