



PS/MS 146 QUEENS

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 27Q146

ADDRESS: 98-01 159 AVENUE, HOWARD BEACH, NY 11414

TELEPHONE: 718-843-4880

FAX: 718-641-0901

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 146Q **SCHOOL NAME:** The Howard Beach School

SCHOOL ADDRESS: 98-01 159 Avenue, Howard Beach, NY 11414

SCHOOL TELEPHONE: 718-843-4880 **FAX:** 718-641-0901

SCHOOL CONTACT PERSON: James McKeon **EMAIL ADDRESS:** JMcKeon4

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Bruno

PRINCIPAL: James McKeon

UFT CHAPTER LEADER: Veronica Klein

PARENTS' ASSOCIATION PRESIDENT: Julianna Stelloh

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 27 **SSO NAME:** Knowledge Network

SSO NETWORK LEADER: Mrs. Joanne Brucella

SUPERINTENDENT: Mrs. Michele Lloyd-Bey

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
JAMES MCKEON	*Principal or Designee	
VERONICA KLEIN	*UFT Chapter Chairperson or Designee	
JULIANNA STELLOH	*PA/PTA President or Designated Co-President	
LINDA BRUNO	Teacher/SLT Chairperson	
MITCHELL KATCHER	Member/Ass't. Principal	
ANNE CURLEY	Member/Paraprofessional	
KATHLEEN KILLE	Member/Teacher	
ALLISON PETROSILLO	Member/Teacher	
SUSANNE ANNINO	Member/ Parent	
CONNIE D'ANDREA	Member/ Parent	
CARLA DOHERTY	Member/ Parent	
ANABELLE ENGLUND	Member/ Parent	
PAM GARCIA	Member/ Parent	
CARMEN LOPEZ	Member/ Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

At PS/MS 146 we envision our school as an active learning community that values respect, commitment, integrity, cooperation, team work, trust and initiative. Staff and parents are focused on teaching, learning and experiences that empower all students with the academic skills and rich social and civic experiences that will enable them to further their educational goals and become active, responsible, and positive contributing members of society.

The mission of PS/MS 146 is to encourage a desire for learning, academic excellence and respect for one another.

PS/MS 146 is a member of the Knowledge Network and we utilize the Social Studies Core Knowledge curriculum as a supplement to the New York City Scope and Sequence and New York State Social Studies standards in all grades.

PS/MS 146 has an enrollment of approximately 700 students, 24% of which have an individualized education program. We house classes ranging from PreK through Grade 8 with an integrated co-teaching class on every grade K through 8.

One very positive element of PS/MS 146 is the active partnership we have built with our parents and our strong and supportive Parent's Association. We can always count on our parents to be active volunteers in pursuit of our educational and social goals. Workshops are offered weekly for parents on a variety of topics such as the home-school connection, Literacy and Mathematics support, English Language Learners programs, ARIS and student progress and achievement.

Over the past 5 years, our ELA and Mathematics scores have continued to rise and we have a high level of students scoring at Levels 3 and 4 on the New York State Assessment for Grades 3 through 8. Recent NYCDOE Learning Environment Survey Data shows that parents are pleased with the level of instruction provided to our students and that PS/MS 146 is a safe school.

We offer an after-school Virtual Y (YMCA) Program 5 days a week from the 2nd week of school to the end of the school year. Additionally, we offer after-school music/band instruction and an after school sports program for middle school students.

The Howard Beach School has a dedicated staff committed to student progress and development. Teachers on each grade have a common preparation period weekly and all teaching staff are members of a Teacher Team. During this time teachers work together to analyze student data and plan instruction that meets the individual needs of their students. There is a rigorous professional development program that supports teachers in improving their instructional practice. Our professional and dedicated staff members are committed to working diligently to ensure the school's continued success in increasing student achievement and progress.

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 Howard Beach School			
District:	27	DBN #:	27Q146	School BEDS Code #: 342700010146

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	35	37		93.7	94.2	TBD		
Kindergarten	66	93	68						
Grade 1	75	67	98	Student Stability: % of Enrollment					
Grade 2	78	77	79	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	63	67	83		94.4	96.2	TBD		
Grade 4	63	67	83						
Grade 5	70	68	71	Poverty Rate: % of Enrollment					
Grade 6	70	45	53	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	69	36		36.6	39.0	33.4		
Grade 8	0	0	65						
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2006-07	2007-08	2008-09		
Grade 11					0	2	TBD		
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	521	604	673		0	2	2		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes	29	21	20						
No. in Collaborative Team Teaching (CTT) Classes	51	76	80	Principal Suspensions	5	10	TBD		
Number all others	41	41	51	Superintendent Suspensions	1	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number			
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	26	30	26	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	4	0	4	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	40	48	59
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	6	10	10
(As of October 31)	2006-07	2007-08	2008-09	Number of Educational Paraprofessionals	n/a	16	16
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.2	0.0	0.3	Percent more than two years teaching in this school	92.5	81.3	69.6
Black or African American	504	4.1	3.0	Percent more than five years teaching anywhere	87.5	72.9	67.9
Hispanic or Latino	25.5	25.3	26.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.6	3.8	3.4	Percent Masters Degree or higher	95.0	85.0	82.0
White	65.3	66.7	67.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	95.7
Multi-racial							
Male	55.3	55.6	54.8				
Female	44.7	44.4	45.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input checked="" type="checkbox"/>	In Good Standing	<input type="checkbox"/>	Improvement – Year 1
<input type="checkbox"/>	Corrective Action – Year 1	<input type="checkbox"/>	Corrective Action – Year 2
		<input type="checkbox"/>	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:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	X	X	X			
Ethnicity						
American Indian or Alaska Native						
Black or African American	--	--				
Hispanic or Latino	X	X	--			
Asian or Native Hawaiian/Other Pacific Islander	--	--	--			
White	X	X	X			
Multiracial						
Other Groups						
Students with Disabilities	X	X	--			
Limited English Proficient	--	--	--			
Economically Disadvantaged	X	X	X			
Student groups making AYP in each subject	5	5	3	0	0	0

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	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	TBD
Category Scores:	TBD	Quality Statement 1: Gather Data	TBD
School Environment (Comprises 15% of the Overall Score)	TBD	Quality Statement 2: Plan and Set Goals	TBD
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD

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?

Performance trends of our tested students have steadily increased in the past five years in both ELA and Mathematics. In ELA, 50.2% of students scored at Levels 3 and 4 in 2003-04. In 2008-2009, 76.6% of students scored at Levels 3 and 4, a 26.4% increase. In Mathematics, the increase was from 62.1% to 94.6% during the same time period, an increase of 32.5%.

Current Progress Report data is that the school median ELA score is 3.22 and Mathematics is 3.69. Regarding the percentage of students in our lowest one-third, 87.9% made 1 year of progress in ELA and 83.0% made 1 year of progress in Mathematics. The average change in student proficiency for Level 1 and Level 2 students was 0.38 in ELA and 0.42 in Mathematics. The current Progress Report grade is "A" with an increase of 18.2 points.

There has been a corresponding decrease in the number and percentage of students scoring at Level 1 in both ELA and Math. We attribute this rise in student performance to several factors. First, our teachers have increased experience with the Balanced Literacy prototype with its emphasis on small group, differentiated instruction. In addition, the increased professional development opportunities for teachers, by the hiring of an additional Literacy Coach, have also impacted positively on the performance and progress of all our students. Our AIS and staff target struggling students for intervention during push-in, pull-out, or extended day activities. Cluster teachers and related service providers articulate with classroom teachers in order to support literacy instruction in all areas. This combined effort by all staff members has been a major factor in our students' progress.

A major accomplishment for our school has been the steady increase in test scores and continued progress of our students, as measured by the NYS assessments. A contributing factor has been our attention to the needs of our early childhood students. Through purposeful budgeting and staffing, we have been able to identify children in need of extra academic, emotional, or behavioral support early in their school careers. Another factor is our low teacher turnover rate, increased focus on informal mentoring of teachers, Inquiry work, teacher teams and common planning, targeted professional development via the NYCDOE and our LSO and increased use of technology in classrooms. Another accomplishment is ensuring that our school is a safe and nurturing learning environment. Our annual Learning Environment Surveys inform us that parents, students and teachers recognize PS/MS 146 as a safe school that has high expectations for student achievement and a positive learning environment.

In review of our school data from sources such as School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, Inquiry Team findings, Learning Environment Survey, teacher feedback, direct parental input and supervisory observations we have identified the following needs:

- ***Improvement in student data analysis by individual teachers***

- *Improvement in the use of ARIS connect and communities*
- *Consistent benchmarking to improve strategic planning for raising achievement of all students*
- *Building teacher teams*
- *Extension of inquiry to all teachers*
- *Differentiation strategies*
- *More guided reading*
- *More student independent reading*
- *Targeted special education strategies*
- *Cross-content reading and writing strategies*
- *Editing Strategies*
- *Multiple choice strategies tied to formative and summative assessments*
- *ELL strategies across content areas*
- *Teacher Goals (University of California, Santa Clara Teaching Standards)*
- *Student Goals*
- *Communication with parents on what is being learned each month in each grade*
- *An increase in parent response to training required such as ARIS Parent Link*
- *More technology applications*
- *An increase in student engagement in classrooms*
- *An emphasis on the Principles of Learning and Accountable Talk in particular*
- *Professional Development within the building*
- *Inter-Visitations within the building and to peer and LSO schools*
- *Targeted AIS supports in ELA and Math*
- *More efficient use of the extended day instructional session*
- *More hands on science and observation skills*
- *DBQ analysis and essay writing in social studies*
- *More analysis of ACUITY assessments*
- *Increased use of the ACUITY Instructional Resources for post-test differentiation*
- *School developed assessments for inventory and unit assessments based on past NYSED assessments and the ACUITY Test Bank*
- *Monitor and Revision strategies*
- *A sharp and consistent focus on our 2009-2010 CEP Goals*
- *A more relevant Youth Development Plan*
- *Service Plan*
- *An Art Teacher/Art Program*

The most significant aids to continuous improvement are the professionalism and dedication of the entire staff and the partnerships built between students, parent and teachers. Additionally, a commitment to high expectations, attention to the needs of individual students, the application of technologically sound instructional practices, the use of data to make instructional decisions and goal setting for students and student sub-groups have been factors in our continuous improvement. We have also increased our commitment to attendance at NYCDOE and LSO PD sessions. A sharp focus on the development of teacher teams and goals and the implementation of our 3 major CEP Goals should also contribute to an improvement in school-wide practices. For the current year, we have modified our extended day instructional program to 3 days times 50 minutes per day. We believe that this will allow for more time on task for our students.

The most significant barriers to continuous improvement are lack of time for Professional Development and funding. For example, for this academic year we had to cut 2 AIS positions and place teachers back into common branch classrooms. This has severely impacted our ability to provide the range of AIS supports that we want to offer to our students. Funding impacts our ability to provide before and after school programs for intervention and enrichment. As a result of funding constraints, we can only offer music/band to approximately one-half of our students and we do not have an art teacher on staff. We do not receive Title III (ESL) funds as we only have twenty four English Language Learners (ELLs) at the current time (October 2009). Various NYCDOE requirements related to administrative and compliance matters impact on the time that supervisors are able to spend in classrooms working and supporting teachers. In several cases, we have identified students in Level 1 or Level 2 for extended day supports, but parents have “opted out.”

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.

Goal 1. By June 2010, 90% of teachers will participate in Inquiry Teams and grade level teams to gather and analyze data on student learning outcomes to identify trends, strengths and areas of need at the team and classroom level and to plan and differentiate instruction.

Goal 2. By June 2010, 80% of informal and formal observed classroom instruction will show evidence of students' critical thinking skills and teacher developed higher order Learning Objectives, academic rigor, accountable talk, student interaction and engagement.

Goal 3. By June 2010, 80% of all students will have read at least 25 books, on their reading level, based on choice.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Inquiry/Teacher Teams

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 90% of teachers will participate in Inquiry Teams and grade level teams to gather and analyze data on student learning outcomes to identify trends, strengths and areas of need at the team and classroom level and to plan and differentiate instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom teachers will:</p> <ul style="list-style-type: none"> • Meet 3 xs per month during common preparation periods as part of their teacher collaboration, team building and inquiry work. • Focus on data analysis to determine student progress and set individual student goals as well as group goals. • Conduct 1 inter-visitation per quarter for each teacher either within the school or outside at a peer group school to observe and share best practices in planning for differentiated instruction. • Selected staff members will attend monthly LSO PD to reinforce the implementation of this goal. • Use ARIS Connect to share best practices. <p>The PD Committee will:</p> <ul style="list-style-type: none"> • Incorporate differentiated instructional planning as a major focus of the PD Committee and the PD Plan. • Collaborate with staff on using data analysis to work on teachers' lesson planning. • Develop a school Differentiation Handbook. • Use quarterly interim measures to monitor and revise the PD Action Plan as needed. • Conduct 1 after school per session PD every six months. <p>Coaches and Supervisors will:</p> <ul style="list-style-type: none"> • Support teachers via feedback based on daily snapshots, walkthroughs and observations. • Provide training in data analysis, goals setting and differentiated instruction. • Provide training in ARIS Connect. • Conduct PD, Study Groups and weekly teacher meetings in support of this goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teachers are programmed for 4 common planning periods per month. The 1st and 2nd Periods will be for analysis of student data, Inquiry and lesson planning for differentiated instruction. One period per month will be dedicated for inter-visitations. Title I ARRA SWP per session funds will be provided for after school professional development sessions as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Agendas from PD Committee meetings; Professional Development handouts; Differentiated displays showing different tasks and products for the same topic; Coaching support and feedback; Teacher self-reflection; student portfolios; Supervisory observations.</p>

Subject/Area (where relevant):

Instructional Practices

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of informal and formal observed classroom instruction will show evidence of students’ critical thinking skills and teacher developed higher order learning objectives, academic rigor, accountable talk, student interaction and engagement.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom teachers will:</p> <ul style="list-style-type: none"> • Develop lessons that address student critical thinking skills. • Develop lessons that have high order learning objectives. • Develop strategies that include high order questioning to foster student to student interaction and accountable talk. • Develop rigorous lessons. • Attend NYCDOE and LSO PD sessions and conduct inter-visitations. • Collaborate and plan with other teachers. • Use ARIS Connect as a collaboration tool. <p>The PD Committee will:</p> <ul style="list-style-type: none"> • Plan for and present PD that addresses critical thinking skills and the development of high order Learning Objectives. • Incorporate the Principles of Learning into the school PD plan. • Use quarterly interim measures to monitor and revise the Action Plan as needed. • In addition to PD during the school day, conduct 1 after school per session every six months. <p>Coaches and Supervisors will:</p> <ul style="list-style-type: none"> • Support teachers via feedback based on daily snapshots, walkthroughs and observations. • Provide training in developing student critical thinking skills and high order learning objectives. • Assist teachers in developing rigorous lessons and strategies to ensure a high level of student engagement via accountable talk. • Provide training in ARIS Connect. • Conduct PD, Study Groups and weekly teacher meetings in support of this goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Teachers are programmed for 4 common planning periods per month. The 3rd Period per month will be dedicated to lesson planning to support this goal.</p> <p>One period per month will be dedicated for inter-visitations.</p> <p>Title I ARRA SWP per session funds will be provided for after school professional development sessions as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Daily Snapshots; Supervisor Walkthroughs with feedback and formal pre-observations, observations and post-observations; Coaching support and feedback; Teacher self-reflection on informal and formal observations.</p>

Subject/Area (where relevant):

Independent Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, 80% of all students will have read at least 25 books on their reading level, based on choice.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Classroom teachers will:</p> <ul style="list-style-type: none"> • Determine each student’s reading level based on Rigby Reading Assessments. • Conduct reading assessments at least twice per year. • Ensure all classroom libraries are leveled and contain a full range of books appropriate for the grade which cover appropriate reading levels and a range of genres and interests. • Conduct teacher to student conferences to set reading goals. • Actively monitor student reading and achievement of goals. • Allow students choice in selecting “just right” books. • Conduct read-aloud and shared and guiding reading to support student achievement and progress. • Build a strong parent connection to support this effort. • Use interest inventories to identify differences in gender choices and interests. • Employ strategies to target “reluctant readers” particularly at the middle school level. • Encourage students to always have a book or reading material accessible. • Chart student progress in all classrooms. • Set up book clubs. <p>Literacy Coaches and Supervisors will:</p> <ul style="list-style-type: none"> • Offer workshops for parents to teach skills to read to children at home and support reading efforts. • Provide dual language books to English Language Learners. • Provide supports for special needs students. • Make more use of the school library. • Work with the school Parents’ Association to establish a rewards program during the school year and summer months. • Ensure content area reading material (non-fiction) is available. • Conduct PD, Study Groups and weekly teacher meetings in support of this goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Literacy coaches will “push-in” to classes to provide support to teachers. • One period per month will be dedicated for inter-visitations. • Request Parent Association funding support for a reading incentive program. • Title I ARRA SWP per session funds will be provided for after school professional development sessions as needed.
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student Reading Journals and Reading Charts • Teacher conference records • Individual goal setting by students • Classroom libraries are leveled, accessible and possess a variety of genres • Observations of teachers conducting read-aloud and shared and guided reading. • Students read a minimum of 25 books by the end of the school year.

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				
K	13	13	N/A	N/A	1	0	0	2
1	18	18	N/A	N/A	3	0	0	2
2	19	19	N/A	N/A	1	0	1	1
3	12	12	N/A	N/A	1	0	0	5
4	24	3	0	0	2	0	3	3
5	25	8	0	0	0	0	0	2
6	11	3	1	4	0	0	0	5
7	5	4	0	0	0	0	0	1
8	11	0	0	0	0	0	1	1
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.).
<p>ELA: Voyager Passport Reading Intervention Program</p> <p>Fundations</p> <p>Wilson Reading System</p> <p>Read 180</p> <p>Literacy Intervention</p> <p>SETSS</p>	<p>During the extended day sessions, targeted students work in small groups with the classroom teacher to increase skill development that follows a scope and sequence of instruction.</p> <p>During the extended day sessions, the classroom teacher provides small group instruction to struggling readers in the areas of phonological/phonemic awareness, phonics and spelling.</p> <p>During the extended day sessions, targeted students work with highly trained staff members on a one-to-one basis on this research-based reading and writing program. Wilson teaches students fluency decoding/encoding and phonemic segmentation skills.</p> <p>During the regular school day, small groups of targeted students work with a trained staff member on this computer based reading program.</p> <p>During the regular school day, targeted groups of students work in small groups with the trained literacy coach to improve reading skills.</p> <p>During the regular school day, struggling students work in small groups with the trained SETSS teacher on phonics, phonemic awareness, fluency, expressiveness, vocabulary and comprehension.</p>
<p>Mathematics:</p>	<p>During the regular school day and extended time sessions, small groups of Level 1 and Level 2 students work with the classroom teachers and Math Coach to provide students with additional instruction in their identified area(s) of weakness.</p> <p>During the regular school day, classroom teachers provide students with individualized remediation during lunch periods. Peer tutors are also available to assist struggling students.</p> <p>During the regular school day, the SETSS teacher provides remediation to small groups of identified, struggling students.</p>
<p>Science:</p>	<p>During the extended day session, small groups of eighth grade students are provided additional guidance and assistance in completing the Science Exit Project.</p> <p>During the extended day session, small groups of struggling 4th and 8th grade students are provided with additional, small group instruction by Science teachers in order to develop skills to demonstrate understanding of Science process and procedures.</p>

<p>Social Studies:</p>	<p>During the extended day sessions, small groups of students are provided with additional instruction by the classroom teachers to increase their understanding of history and their ability to understand primary sources and DBQ's.</p> <p>During the extended day sessions, small groups of students are provided with additional guidance and instruction in order to complete the Social Studies Exit Project.</p> <p>During the extended day sessions, small groups of targeted students are provided with additional instruction by the teachers in order to succeed on the NYS Social Studies Assessment. During the extended day session, small groups of eighth grade students are provided additional guidance and assistance in completing the Social Studies Exit Project.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>During the regular school day and extended day sessions, the guidance counselors provide support services to meet the needs of individuals or groups of students, coordinate and plan for prevention and intervention programs and refer students for services as needed.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>During the regular school day and extended day sessions, the school psychologist provides support and crisis intervention for students in need on an individual and group basis.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>During the regular school day and extended day sessions, the Social Worker provides support and crisis intervention for students in need on an individual and group basis.</p>
<p>At-risk Health-related Services:</p>	<p>During the regular school day, the school nurse provides assistance to students with medical conditions, such as diabetes, asthma, medicines, as needed.</p>

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.

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-8 Number of Students to be Served: 24 LEP Non-LEP

Number of Teachers 1 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.

Currently (October 2009), there are 24 ELLs enrolled (10 beginners, 6 intermediate, 8 advanced students). The most prominent language is Spanish. The ESL program utilizes a pull-out model and complies with NYSED regulations regarding mandates as to the amount of instructional time required for each student based on the student's level. The ESL component serves to aid in developing skills in listening, speaking, reading and writing in English to meet the NYS Standards and meets the needs of regular and special education students. QTEL strategies read-aloud and guided reading and guided writing supports are provided. In addition, we are stressing independent reading for all students for this academic year. Students are exposed to a multi-sensory approach that promotes literacy through integrated, instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum, teaching students' techniques and skills needed to assist in improving their reading and language skills. Various materials are specialized for the English Language Learner. Pending funding, a Saturday "ELL Program" is offered in the spring of the academic year.

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.

Our ESL teacher attends NYCDOE PD and monthly Knowledge Network PD sessions and shares information with other staff as necessary. This year we will begin a quarterly inter-visitation program with our peer schools. In addition, we request PD as needed via our LSO ELL representative.

Form TIII – A (1) (b)

School: PS/MS 146Q BEDS Code: 342700010146

Title III LEP Program

Not Applicable (less than 30 students)

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.

All families are required to complete a Home Language Identification Survey and a Parent Ethnic Survey. Using this information and an analysis of data contained in NYSTART and ATS, and personal outreach to parents, we determine our translation and oral interpretation needs.

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.

Currently, we translate written documents for 1 Spanish family and 1 Polish family. For all documents that are produced by the NYCDOE or by the school, translated versions are provided to these families. This includes all notices "back-packed" home regardless of the subject or school source.

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.

For all in-house produced documents, we make 2-sided copies with side 1 in English and side 2 in the translated document. We use the translate tool in Microsoft Word for this purpose. If a document needs to be translated on the spot, a staff member assists.

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.

Our oral interpretation is provided by school staff.

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 inform parents in writing at the beginning of the school year and upon registration. We have all required forms and posters as per CR A-663 available on display in the school lobby or in the Main Office.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	N/A	\$267,316	\$267,316
2. Enter the anticipated 1% set-aside for Parent Involvement:	N/A		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$2,673	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$13,366	
6. Enter the anticipated 10% set-aside for Professional Development:	N/A		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$26,732	

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.

PARENT INVOLVEMENT POLICY:

Mission

PS/MS 146 is fortunate to have caring and dedicated parents who are actively involved in their children’s education, support the school’s mission and are “active partners” in forming a viable and effective school community.

PS/MS 146 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that is required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA).

I. General Expectations

PS/MS 146 agrees to implement the following statutory requirements:

- ***The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.***
- ***The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.***
- ***The school will incorporate this parental involvement policy into its school improvement plan.***
- ***In carrying out the Title I, Part A parental involvement requirements, to the extent possible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand.***
- ***The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.***
- ***The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:***

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

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **PS/MS 146 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by November 15 of each year in order to adopt this policy.**
2. **PS/MS 146 will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.**
 - **The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.**
 - **The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).**
 - **The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.**
 - **The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.**
 - **The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.**
 - **This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.**
 - **The school will incorporate this parental involvement policy into its school improvement plan.**
 - **We will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent possible, in a language parents understand. We will utilize the "Learning Leaders" Program for parent volunteer training.**
 - **PS/MS 146 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies of Universal PreK, through the following activities:**

- *With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, workshops, Parents' Association (PA), Parent Volunteer programs and School Leadership Teams (SLT), etc.)*
- *The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.*
- *The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:*
 - *the State's academic content standards*
 - *the State's student academic achievement standards*
 - *the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:*
Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
 - *Through the efforts of the Parent Coordinator and PA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.*
- *Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I, Part A programs and explain the requirements and their right to be involved by December 1, 2009.*
- *School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.*
- *The school calendar will be disseminated each month to all parents.*
- *English as a Second Language (ESL) workshop will be held for parents.*
- *At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.*
- *Parent workshops will focus on basic educational concerns.*

School Visitations

Parents with children attending PS/MS 146 are encouraged to visit their child's school as often as possible. Parents can visit their child's school at the following conveniently scheduled meetings and events by checking with their Parent Coordinator for the dates and time:

- **"Meet the Teacher Night" (held on 9/24/2009)**
- **Parent teacher conferences (fall and spring)**
- **Open School Week (November 15-21, 2009)**
- **PA and SLT meetings (monthly)**
- **Assemblies at the end of each marking period**
- **Culminating celebrations marking their child's success at the school**
- **Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)**

Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observe classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development:

PS/MS 146 will help parents become equal partners with educators in improving their children's academic achievement. Parents will have the opportunity to participate in professional development sessions that focus on NY State academic content standards, State and local academic assessments, curriculum, monitoring their child's progress, understanding performance data, and health and social issues for families.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

Funding

One percent (1%) of Title I Funds have been set aside for parent involvement and outreach.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 12/1/2009.

IV. Annual evaluation of the Parent Involvement Policy

At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PA/PTA/PAC and the school's parent coordinator and administration

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

SCHOOL-PARENT COMPACT

School Responsibilities

PS/MS 146Q will provide high-quality instruction by providing the staff with professional development and support.

Parent-Conferences will be on November 10, 2009 and March 16, 2010.

Elementary level parents will receive report cards 4 times per year and Middle School parents will receive Report Cards 4 times per year and Progress Reports 3 times per year. On the first Friday of each month, we will hold a "Goals Day" and every parent/guardian will receive a copy of the student's goals for the coming month and information regarding what the student will learn that month. Parents will receive results of classroom assessments and ACUITY data, access to and training in ARIS. Teachers will call parents when students are falling behind in their subjects.

Staff will be available for consultation with parents as follows: Parents can make an appointment with teachers during their daily "Preparation Period". Parents can also come up to the school and meet with guidance counselor or Parent Coordinator who can update them on their child's progress.

Parents will be able to participate in class celebrations, performances in the auditorium and student group presentation.

Parent Responsibilities

Parent responsibilities are detailed in the NYCDOE "Parent Bill of Rights." An excerpt is provided to all parents.

We will meet the mandate to:

- 1. Provide an annual meeting for parents of participating students.***
- 2. Provide parents an organized on-going and timely way to become involved in the planning, review and improvement of Title I programs by engaging them in the School Leadership Team process and meeting regularly with them to share information and plan collaboratively.***
- 3. Provide parents with timely information about NYCDOE and school programs and activities.***
- 4. Provide for a jointly developed school-parent compact by working collaboratively with the Parent Association to create, revise and disseminate the compact.***

The name of our school's representative to the District 27 Title I Parent Advisory Committee is Julianna Stelloh, PA President.

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. **See Needs Assessment – Section IV, Pgs. 9-10**

2. **School wide reform strategies that:**

- *Emphasis on “researched based instruction” to ensure that all students are exposed to grade-appropriate standards-based curricula, using sound instructional strategies.*
- *Use of all available data, including disaggregated State assessments in grades 3-8 to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.*
- *The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.*
- *The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.*
- *The use of culturally balanced instructional programs and materials.*
- *The use of Read 180 to support struggling readers.*
- *Effective use of technology to support instruction and student learning.*
- *Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.*

3. **Instruction by highly qualified staff.**

All of our teachers are “highly qualified” as defined in NCLB and are teaching in their respective license area.

4. **Professional development for teachers, principals, and paraprofessionals (and, where appropriate other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.**

We will work to ensure we maximize PD and other opportunities to maintain the highest level of professional expertise for our entire staff through NYCDOE PD, LSO PD, in-house PD, inter-visitations within the school and at peer schools and through an in-house mentoring program. Our PD Committee will plan for and monitor this program.

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

We have a rigorous selection process in place to attract highly qualified teachers.

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

Please see Appendix 4, Pgs. 24-28

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.**

Not Applicable

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.**

We are forming teacher teams on every grade to include teachers in decision making. Each team is lead by a “Grade Leader.”

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.**

Please see Appendix I, Pgs. 17-18

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.**

We do community outreach regarding local services and programs and our Youth Development Program addresses student needs.

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.

NOT APPLICABLE

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

All SURR schools must complete this appendix.

NOT APPLICABLE

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ 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

¹ 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.

We have developed curriculum maps in all grades in ELA and have determined that we are providing standards based ELA instruction and few gaps in the written curriculum. In addition, we believe that we have sufficient ELA materials on hand in the form of classroom libraries to meet the needs of all students to include students with disabilities, ELLs and struggling learners.

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

Applicable Not Applicable

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

Daily lesson snapshots, walkthroughs and formal observations and discussions with teachers and coaches, and the analysis of student data for NYSED assessments validate this belief as we have seen a steady increase in the percentage of students scoring at L3 and L4 on NYSED assessments.

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

1B. Mathematics

Background

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

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

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

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

We have reviewed the components with our Math teachers and Math coach and have determined that in many cases there is a lack of depth in what is being taught in the mathematics classroom.

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

Applicable Not Applicable

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

We are not fully aligning to the New York State process strands of Problem Solving, Reasoning and Proof, Communication, Connections and Representation. We base this on supervisory observations and teacher input. We are not observing learning at the depth and detail needed for all students to reach goals and learning targets.

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.

Overall, we have addressed the need for our teachers to plan instruction that goes deeper into subject matter and spends more time on specific skills and process strands and to give meaning to mathematics and to help students to see mathematics as a discipline rather than as a set of isolated skills. One of our CEP goals for this year is to improve our lesson planning by emphasizing high order learning objectives, rigor and accountable talk in all classrooms and to extend mathematics into the science classroom.

We believe we have the resources on-hand to address this concern. As a result, we do not need additional support from central to address this issue.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on

self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

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

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

Although direction instruction and individual seatwork are not the instructional strategies used by our teachers, our teachers do indicate a need for continued support in differentiating instruction for all learners.

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

Applicable Not Applicable

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

All teachers in all subjects follow the workshop model for instruction where explicit modeling of strategies is evidenced followed by the application of skills by students which comprise the bulk of classroom instructional time and learning. Grouping and peer to peer interaction are evidenced throughout the school.

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 (SOM²)* and SEC results also shed light on some of the instructional practices in the

² 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

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.

Math teachers are evaluated on a daily basis by supervisors and monthly via formal observations.

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

Applicable Not Applicable

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

Formal and informal observations provide evidence that teachers are following the mandates to deliver math instruction incorporating the Workshop Model, math manipulatives and hands-on and center activities for all students. Technology use is incorporated into lessons through the use of classroom Smart boards on an interactive basis with student demonstration of skills and problem solving.

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.

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:

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.

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.

Based on BEDS and NYSED certification data and school organization, our teacher turnover rate is extremely low.

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

Applicable Not Applicable

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

NYSED certification data and school organization (payroll) support this finding.

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.

Our ELL teacher attends monthly LSO PD which she utilizes for classroom instruction.

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

Applicable Not Applicable

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

Monthly PD opportunities are provided and we actively participate.

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

ELL student data is not reported to all teachers involved in instructing ELLs.

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

Applicable Not Applicable

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

NYSESLAT data is compiled via NYSTART and ATS via the RLAT Report. This data is not disaggregated by proficiency level (for example, Beginner, Intermediate, Advanced or Proficient) or component (reading, writing, listening, speaking) and is not provided to all teachers instructing ELLs.

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

We will provide student data on ELLs to all teachers who instruct ELLs via monthly grade meetings, Inquiry Team work and collaborative planning. In addition, we will ensure that teachers are discussing student performance and looking at formative student data such as writing samples and portfolios.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

We provide multiple opportunities for General Education and Special Education teachers to attend NYCDOE and LSO Professional Development.

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

Applicable Not Applicable

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

We provide copies of student IEP to all teachers and paraprofessionals who work with and instruct Special Education Students. All teachers are also aware of student need, modifications, accommodations and student behavioral support plans. We recently have held in-house PD sessions regarding how to align goals with student performance.

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.

Assistant Principals, by careful review of IEPs, ensure that modifications for the classroom environment are included in the IEP and that the goals match the present performance. Professional development for both general and special education teachers focus on differentiation of instruction for all students, which includes content and assessments. Modifications and accommodations are provided to students on class assessments as well as State exams.

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

Applicable Not Applicable

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

Students with IEPs consistently receive both instructional and testing modifications and accommodations as evidenced by the decreasing percentage of special education students scoring at Level 1 or 2 on NYS assessments.

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.)

Currently, no students are in Temporary Housing.

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

In accordance with CRA-780, PS/MS146 provides equal access to students in temporary housing as provided to all children permanently housed in the local community to include enrollment support, medical support, free school meals, transportation via DOE provided school buses or Metro Cards, attendance tracking and support, guidance support and before and after-school programs in the same manner as provided to all students. Our Family Assistant provides family related support, community outreach and referrals and services as families move or transition into permanent housing. Our Parent Coordinator provides McKinney-Vento Act Guides and Residency Questionnaires in accordance with Attachment #2 of CRA-780.

Part B: FOR NON-TITLE I SCHOOLS

NOT APPLICABLE