



**ARTHUR TAPPAN SCHOOL, PS 46**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: (05/MANHATTAN/ 05M046)**  
**ADDRESS: 2987 8<sup>TH</sup> AVENUE, N.Y., N.Y. 10039**  
**TELEPHONE: (212) 690-5911**  
**FAX: (212) 690-5913**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 05M046      **SCHOOL NAME:** ARTHUR TAPPAN SCHOOL

**SCHOOL ADDRESS:** 2987 8<sup>th</sup> Ave. New York, NY 10039

**SCHOOL TELEPHONE:** (212) 690-5911      **FAX:** (212) 690-5913

**SCHOOL CONTACT PERSON:** George Young      **EMAIL ADDRESS:** gyoung@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CO-CHAIRS:** Sharon Goodman/ Nancy Phillips

**PRINCIPAL:** George Young

**UFT CHAPTER LEADER:** Nancy Phillips

**PARENTS' ASSOCIATION PRESIDENT:** Rita McClinton

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* N/A

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 05      **SSO NAME:** 7

**SSO NETWORK LEADER:** Varleton McDonald

**SUPERINTENDENT:** Gales Reeves

## **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.*

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

\* 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.

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### **School Vision :**

Our vision is to create intelligent lifelong learners who possess character, respect for others and to become productive citizens in our society. We will enhance our school-wide strategies that provide opportunities for each child to meet the state's proficient and advance levels of academic achievement. We will continue to use effective instructional methods and strategies that are evidenced research-based in order to help meet the educational needs of all our children in the school. We will provide all students the opportunity to meet the No Child Left Behind Act (NCLB). Henceforth, we have committed ourselves towards setting high expectations and meeting at or above standards by establishing measurable goals and will continue to improve individual outcomes and promote a professional learning community.

### **School Mission:**

At the Arthur Tappan School, **our mission** is to "*Strive For Excellence.*" We are dedicated to the promise that every child can and will succeed. Our staff, parents and the community have high expectations and are committed to the personal, academic, social and developmental growth of all our children. Our students are thoroughly immersed in nurturing, child-centered environments that encourage and support intelligent life-long learners. This is achieved through a rigorous academic foundation and enhanced by rich artistic arts programs. Our collaborations emphasize exposure and experiences to the most culturally elite institutions throughout the city. Some of these institutions such as the New York City Ballet, Young Audiences, Julliard School of Music and Studio in the School. The supportive culture of our school is quite evident in the extraordinary relationship among administrators, teachers, staff, parents and children alike. PS 46 can be described as a close knit community that works together for the benefit of all our children.

### **Contextual Information About the School's Community and its Unique/Important Characteristics**

Our school community is comprised of 60% African American and approximately 40% Hispanic and other. This has remained stable for the past three years. One of the most distinctive features of PS 46 is our commitment and dedication to infusing the Arts into our school program. The Principal has been very successful in attracting and maintaining the most prestigious Art Programs. This gives our students a unique educational experience. Additionally, we have an outstanding School Band and Chorus. Also, our students have proudly performed at Carnegie Hall and Turtle Bay Music School. Furthermore, since 2009-2010, we have been granted the opportunity to partnership with the 21<sup>st</sup> Century Learning Centers for three (3) consecutive years. This new initiative involves four components: Young Audiences-Performance Arts Musical Theatre (grades 5 & 6), Urban Arts-Modern/African/Caribbean dance (grades 3 &4), Academic Intervention-ELA & Math (grades 3 & 4)

and ENACT- Parental Component.

P.S. 46 administrators, staff and parents work cooperatively and collectively to create a nurturing, safe caring environment. Students are provided with opportunities to join track, volleyball, basketball and cheerleading teams. The many opportunities provided to our students in the areas of Music, Art and Athletics help us to work toward our goal of developing the child. PS 46's thriving Pre-K Annex uses computer technology in their classrooms. Their engaging curriculum, Breakthrough to Literacy, is used with our youngest students. This reading readiness curriculum and the entire Pre-K program exposes our youngsters to the academic and social skills they need to succeed in Kindergarten. One of our school's special pride and joy and a welcome sanctuary for reading, is our beautifully renovated "Robin Hood" Library. Over the past few years, our school has added to the generous initial grant of 10,000 new books. Our library is also equipped with five computers for student research and is also accessible to parents in the community.

## **Summary of School Performance Trends**

Our expectation is that all students will become successful, contributors to society. Students are immersed into child-centered, balanced literacy classrooms where leveled libraries supports differentiated instruction, the Readers/ Writers Workshop Model and the Story Town /Trophies reading curriculums are being implemented on a daily basis during the 120 minutes literacy block. A rigorous Everyday Math/Impact Math curriculum and Math Advantage along with theme based Social Studies and Science Units, aligned to Common Core Standards are taught daily. Students visit the school computer lab on a regular basis and classroom computers are integrated into all disciplines. Collaborative teacher planning occurs weekly on every grade level during common preps .Our varied, challenging and enriching curriculum helps our school work toward closing the achievement gap as we continue to strive for excellence.

## **Comprehensive Program/Performance Trends**

Our School's Comprehensive Educational Program (CEP) reflects the most current quantitative and qualitative data available from our School Progress Reports, Quality Review, ARIS Reports, as well as results from the Inquiry Team's action research. In 2008-2009, P.S. 46M earned an overall Report Card score of an A, a Quality Review score of "Well Developed" and "In Good Standing" on our State Accountability Status. In 2009-2010, PS 46M earned an overall Report Card score of a C and "In Good Standing" on our State Accountability Status.

In the School Environment subcategory our calculated score for 2008-2009 our score was a 10.4. However, in the School Environment subcategory our calculated score in 2009-2010 was a 6.6. In the subcategory of Student Performance our score was in 2008-09 an 18.0. However, in 2009-2010 our Student Performance score was a 5.8 Our Student Progress score was a 44.5 in 2008-2009 and in 2009-2010 our Student Progress fell to a 19.1. In 2008-2009 our attendance rose to 91% and continues to remain steady for the year 2009-2010. Our ELL (English Language Learners) continued to make exemplary proficient gains and earned us an additional +0.75 credit.

Student performance in the area of English Language Arts was a specific area where P.S. 46M made the most significant gain for the year 2008-2009. The percentage of students reading at a proficiency level of 3 and 4 rose from a 49.2 in 2007-2008 to an impressive 64.4 in 2008-2009. As a result of meeting our AYP in year 2008-2009 our school is no longer classified as a SINI school. In 2008-2009 on the ELA exam, our ELL students made exemplary proficiency gains of 26.1%. Also, the ELL students made gains in Mathematics of 25.0%. In the 2009-2010 school year, the ELA score report reveals that twenty-four ELL students met with success and passed both the ELA and Math NYS exams. As a collaborative staff, we feel our successes in the past with our ELL population will help to guide us in addressing the ongoing needs of our ELLs with Disabilities.

However, in 2009-2010 the percentage of students reading at a proficiency level of 3 and 4 decreased to 31%. Our students with disabilities did not make enough growth we had 47% of the students with IEP's received a level 2 or above on the ELA exam in 2009-2010, while 53% of students with IEP's

scored a level 1 on the ELA. Students with Disabilities, ELLs with Disabilities will become our main subgroup that we are targeting for the 2010-2011 school year.

## **Review of Programs**

Story Town, Trophies and The Language of Literature reading curriculums are being implemented during our literacy block, along with Writers Workshop. They consist of a daily read alouds, enriched vocabulary, word study skills, phonics, decoding and encoding, fluency, spelling activities, guided reading lessons, the writing workshop and various engaging extension activities which are focused around a common theme. These rigorous, research-based reading, writing and applying the common core curriculum standards help our students evolve more and become more rigorous readers and writers. The consistent use of the Fountas and Pinnell system with leveled/labeled libraries in every classroom K-7 as well as flexible differentiated learning groups will ensure that all students are working and learning at or above their academic level. We use many supplemental programs to help support students with IEP's they include; Wilson Reading, Great Leaps, Explode the Code, Recipe for Reading, and Spell-Read.

The Everyday Mathematics program for grades K-5 and Impact Math program for grades 6 and 7 are geared towards moving students to develop problem-solving skills. Students use inductive/ deductive reasoning, communicate mathematically and incorporate writing skills to communicate their findings after conducting mathematical investigations that align to the NYS learning standards. We use supplemental programs to support the Everyday Math and Impact math, which includes Math Advantage, Math Steps, Recipe for Math, Scott Foresman Mathematics Diagnosis and Intervention System and Great Leaps for Math.

In addition, P.S. 46 works to encourage the physical, intellectual, emotional, and social development of each child in order to maximize each student's full potential in becoming life-long thinkers and learners. It is our goal as well to ensure that our students are prepared to compete and become contributing members of society.

Programs such as Music, Art, Gym, Dance, and a host of other extra-curricular activities, work in conjunction with our goals to raise our students' levels of self-esteem and self-worth. Our varied, enriching and challenging curriculum helps our Pre-K -7 students meet the many challenges and rigorous standards that are set before them.

**Section !!!.**

**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**

<b>School Name:</b>	P.S 046 Arthur Tappan		
<b>District:</b>	5	<b>DBN #:</b>	05M046
<b>School BEDS Code:</b>	310500010046		

**DEMOGRAPHICS**

<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	54	54	49		90.2	91.8	90.3		
Kindergarten	81	69	107						
Grade 1	116	89	88	<b>Student Stability: % of Enrollment</b>					
Grade 2	106	101	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	116	98	104		91.6	91.2	91		
Grade 4	114	107	94						
Grade 5	113	102	104	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	101	87	77	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		97.9	92.6	89.3		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		16	51	6		
Grade 12	0	0	0						
Ungraded	5	3	5	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	806	710	715		5	1	4		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	38	42	36						
No. in Collaborative Team Teaching (CTT) Classes	16	9	17	Principal Suspensions	0	6	N/A		
Number all others	44	45	43	Superintendent Suspensions	5	6	N/A		
<i>These students are included in the enrollment information above.</i>									

**DEMOGRAPHICS**

<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	NA	NA	NA
# in Trans. Bilingual Classes	13	22	19	Early College HS Participants	NA	NA	NA
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	73	52	57	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	3	13	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	63	63	61
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	14	14	15
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	7	8
	1	1	1				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	98.4	98.8
American Indian or Alaska Native	0.1	0.3	0.4	Percent more than two years teaching in this school	73.0	68.3	69
Black or African American	60.3	57.2	55.9	Percent more than five years teaching anywhere	61.9	65.1	66.2
Hispanic or Latino	38.7	40.7	41.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.1	0.1	0.1	Percent Masters Degree or higher	81.0	84.0	84.0
White	0.7	1.3	1.1	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	86.5	100.0	100.00
Multi-racial							
<b>Male</b>	52.2	50.8	52.2				
<b>Female</b>	47.8	49.2	47.8				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
Differentiated Accountability Phase (Check <input checked="" type="checkbox"/> )	Category (Check <input checked="" type="checkbox"/> )		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	√		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	√	ELA:	
	Math:	√	Math:	
	Science:	√	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**	Progress Target
All Students	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	–	–					
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	–	–	–				
White	–	–	–				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	x	√	–				
Limited English Proficient	–	–	–				
Economically Disadvantaged	√	√					

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Student groups making AYP in each subject</b>	4	5	1				
<b>Key: AYP Status</b>							
√	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				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**<a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a></p>							

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2009-2010</b>		<b>Quality Review Results – 2009-2010</b>	
<b>Overall Letter Grade</b>	C	<b>Overall Evaluation:</b>	NA
<b>Overall Score</b>	32.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	6.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	5.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	19.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0.8	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

## **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?
- 

## **SECTION IV: NEEDS ASSESSMENT**

The wide range of data available has proven to be an important school assessment tool, which helped us to see where our barriers are, identifies our school performance trends as well as identify our school's greatest accomplishments over the last 3 years.

Our school is known for its strong standard based curriculum, which offers both concrete and abstract learning opportunities. P.S. 46 has maintained consistent improvement in the NYS Math Assessment. In addition, students at P.S. 46 can be described as proficient in math investigative tasks. This data was gathered and analyzed by the school based Inquiry Team to depict the areas of strengths and weaknesses in student progress during the 2009-2010 school year.

As a school, we've participated in numerous professional development (PD) sessions on the use of data, the workshop informed teachers about the ARIS and Acuity Database system and ways to access periodic assessments and itemized analysis documents on their individual students. Through this in-depth look at the data collected, teachers were able to identify and target the needs of their level one and low-level two students focusing in on students with Disabilities. This data is used to group students where instruction can be effectively utilized, using differentiated instructional strategies. We aim to extend these efforts further into all the core subject areas including Science and Social Studies. We also plan to continue our PD sessions on accessing and analyzing data and to incorporate Howard Gardener's study of multiple intelligences, the study of gender differences in learning, Blooms Taxonomy, learning styles in the effort to better meet the needs of our at risk students.

In 2009-2010 the School Accountability report for ELA shows that the subgroup Students with Disabilities did not meet the Annual Yearly Progress (AYP). They needed to receive an effective Annual Measurable Objective (AMO) of 143 and the subgroup received 111. Therefore, they will be our target group for the school year 2010-2011.

Our school's Inquiry Team consists of the school administration, lead teachers, a title I reading teacher, a math coach, a reading teacher, school counselor, an ELL teacher, an AIS teacher, and a special

education teacher. They meet regularly to devise plans and develop the skills of our targeted subgroup Students with disabilities, level 1 students and low level 2 students. The team communicates their concerns to the parents of these students in the form of letters and calls , workshops and parent meetings in the effort to address the students' specific concerns. The Inquiry team accessed all available data on each Student with Disabilities, level 1 and low-level 2 students by using the ARIS system and the Acuity database, and Special Education Information System (SEIS). This data includes the Periodic Predictive Assessments and the Instructional Targeted Assessment (ITA), Diagnostic Assessments in both ELA and Math. The team also refers to the students' profile and maintains a running dialogue on each student's on-going progress. We have an Extended- Day Morning Program, in addition an After-School Program and Saturday Academy targeting these students. Our school guidance department will follow up with social and emotional support.

Monthly faculty meetings inform all teachers and staff as to the goals for our targeted subgroup of Students with Disabilities, level 1 and low-level 2 students. In the past, our determination and concerted efforts produced significant gains with our ELL group and this was reflected in our school meeting its Adequate Yearly Progress (AYP) for the 2008-2009. Our ongoing goal is to extend these successful efforts to include all teachers, and to implement the new Special Education Reform. Teachers will target a subgroup of 5 students in their respective classrooms, utilizing differentiating instruction , in addition to using the, Foundations, Wilson Reading Program, Explode the Code, Great Leaps, and Recipe for Reading in order to further the development of skills.

#### Summary:

A continued and on-going review, constant analysis and continuous reflection as well as collaboration among staff members will undoubtedly help P.S. 46 to break down its barriers for improvement and meet the academic challenges that lie ahead in the twenty-first century.

All our efforts programs and personnel will focus on the subgroup, Students with Disabilities. As a school we must ensure that they meet their Annual Yearly Progress goal for 2010-2011. This goal is to receive a 155 in the performance index score. All our efforts will be on students who do not have IEP's but who are performing in level 1 and low level 2's. We must also move our students who are 2's to 3's and 3's to 4's.

We must, as a school make sure that we reach our annual yearly goals. According to our most recent Instructionally Targeted Assessment (ITA), we determined that our school had a large number of level 1 students with IEPs in grades 3-7. As result our goal is to provide intervention services to all level 1 students with IEPs .

As a school we are aware that students have diverse needs and we must address these needs and make sure that all teachers respond to the learner's needs. The school will focus on teachers learning how to differentiate instruction based on content, process and product based on the student's readiness, interests and learning profile. Parent involvement has increased over the years, however we would like to increase our parents attending the Parent Association meetings and workshops. Research shows that when parents are involved in their child's school their child will have higher grades, higher test scores, better attendance, and fewer instances of behavior. Our ELL target population has made significant gains over the years, as a school careful monitoring of these students will ensure that they maintain those goals. ELLs with Disabilities will be using the Spellread program and Wilson reading system to increase their scores. Students with Disabilities will use the Wilson Reading System, Foundations, Recipe for Reading, Explode the Code, Great Leaps and Spellread.

After analyzing the New York City School Environmental Survey Report 2009-201, we were proud that our school has made improvements in regards to Academic Expectations, Communication, Engagement, Safety and Respect.

However we want to make sure that open communication continues to occur between staff and students and students to students. We want to reinforce the sense of being a community, where students, staff and parents continue to help each other, communicate effectively and respect one another. Some activities that we will participate in this school year include; literature circles for teachers where they will read the following books *How to Talk So Kids Will Listen and Listen So Kids Will Talk* and *How to Talk So Teens Will Listen and Listen So Teens Will Talk* by Adele Faber and Elaine Mazlish. We will also create different activities throughout the school year where students will work together to solve pre-teen issues. We will implement peer facilitator groups, create an advisory board of students, and a student-mentoring program.

In observing the teacher report we will continue to provide our school with additional materials that include audio, visual and technological equipment to keep up with the 21st century. We will continue to write grants to support our projects, as well as continue to work collaboratively with organizations for support.

In observing the parent response we want to continue to effectively inform parents. We are creating a monthly newsletter where the school community will be able to be informed of all the great things that are occurring in our school. The survey felt that the school needed more ways to communicate information to the parents. We will also continue to provide parents a schedule of when important workshops and meetings will be taking place. We will make sure that parents take the survey during the school year 2010-2011, by developing an incentive program and allowing time for parents to complete the survey in our computer lab.

This year we are continuing to encourage our students with disabilities to become more involved in our Chorus, Band, Track, Dance and Arts programs that are offered in our school. We will continue to support the needs of students with disabilities and include them in our day-to-day programs in our school. We will host more workshops for those parents who have students with disabilities.

Lastly, we must continue to improve our attendance. Students in order to make progress must be here everyday and be here on time. We have an attendance committee that meets monthly to discuss how to continue to improve our attendance. We also have created an attendance board in the school and many other incentives to improve attendance. We have sent home a letter to parents in order to have them help us support this issue.

## **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, Goals should presumably be aligned to the school's annual goals described in this section.

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### **INSTRUCTIONAL GOALS**

#### **Goal 1: Students with Disabilities**

By June 2011, our goal is to decrease the number of level 1 and low level 2 students with Disabilities by 50% in reading scores. School leaders and 100 % of teachers in grades 3-7, will use the ARIS Report System and Acuity database, and Individualized Education Plans to access student data, review the students with Disabilities, and their IEP's in order to drive instruction.

#### **Goal 2: Differentiated Instruction**

By June 2011, 100% % of teachers will use differentiated instruction with all common core subject areas. 100% of teachers will continue to receive professional development on using differentiated instruction in their classrooms.

#### **Goal 3: Parental Involvement**

By June 2011, there will be an overall 50% increase of parents attending monthly Parent meetings, and workshops held by the school, We will target parents of students who are level 1 and low level 2 students with disabilities by having additional workshops to help them assist their child's needs.

#### **Goal 4: Student Progress**

By June 2011, there will be at least a 75% increase in Student Progress reported on the School Report Card for all Students, showing that they made at least a year progress in both English Language Arts and Math.

#### **Goal 5: English Language Learners**

By June 2011, 50% of the English Language Learners (ELL) with Disabilities will increase their level and/or scale score. By June 2011, 50% of English Language Learners (ELL) will increase their level and/or scale score.

**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):** Student with Disabilities

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, our goal is to decrease the number of level 1 and low level 2 students with Disabilities by 50% in reading scores.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Our level 1 and low level 2 students with IEP’s will be included in the extended day program This program will be provided by general education teachers and special education teachers.</li> <li>• Students with IEP’s will receive AIS intervention during the school day by our AIS teacher using the Kaplan Spellread Program</li> <li>• Title I staff will provide push in and pull out services to our students with IEP’s during the school day</li> <li>• Students in self-contained classes will be provided time in to participate in general education classrooms.</li> <li>• Special education providers will attend grade meeting and provide services both as push in and pull out</li> <li>• Students with Disabilities will participate in Afterschool and Saturday Academy</li> <li>• We will continue to provide professional development for all staff provided for all staff on differentiated instruction and teaching students with disabilities</li> <li>• Workshops will be held for parents for students who have disabilities in order to comprehend common core curriculum and IEP’s</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence Allocations</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Periodic assessments</li> <li>• Predictive assessments</li> <li>• Instructional Targeted Assessments (ITA)</li> <li>• Teacher generated test</li> <li>• ARIS</li> <li>• E-CLASS</li> <li>• E-Pal</li> <li>• Class work/ portfolios</li> </ul>

***ACTION PLAN***

**TARGETING INSTRUCTION FOR THE SUBGROUP “SPECIAL EDUCATION STUDENTS” TO IMPROVE PERFORMANCE TO MEET THE AYP TARGETS ON THE 2011 ELA STATE ASSESSMENT**

### **SPECIAL EDUCATION DEMOGRAPHICS:**

During the school year 2009-2010 our students with IEP's did not meet the criterion on the Performance Index, therefore as a school we did not meet our Annual Yearly Progress in ELA. This is an action plan that will be a part of our CEP for the school year 2010-2011, in order to make sure that we make our Annual Yearly Progress (AYP) for the Subgroup Students with Disabilities.

The Arthur Tappan school services students with IEP's from grades Prek-7<sup>th</sup>. This school year the projected registrar for students with IEP's is 135. There are 89 students with IEP's who will be given the ELA and Math State Assessment during the 2010-2011 school year. Our goal is to meet criterion based on the performance index, in order to make our Annual Yearly Progress (AYP) of the Subgroup Students with Disabilities.

### **SPECIAL EDUCATION PROGRAMMING:**

As a Phase One school, we use flexible programming with our students and are consistently providing students with services that are the Least Restrictive Environment (LRE).

The services that we provide are as follows:

4 Self-Contained Classrooms

3 Integrated Co-Teaching Classrooms

2 Special Education Support Service Providers

1 full time Speech and Language Provider and 1 part time Speech and Language Provider

1 part time Occupational Therapists

2 part time Counselors

1 full time School-Psychologist

1 full time AIS provider (who works part time with IEP students)

1 full time ELL provider (who works part time with ELL students with IEP's)

Our Special Education students attend morning sessions as well as our school program. Our inquiry team will focus on our IEP students during the 2010-2011 school year.

#### **INSTRUCTIONAL MATERIALS AND SUPPLEMENTAL PROGRAMS:**

Administrators, teachers, staff and parents of the PS 46M community understand that students learn differently and have various learning styles.

Thus, special education instructional strategies utilized at 4our school are flexible and guided by the needs of the Special Education students.

The programs are designed to be flexible and looked at as services and not placements for students who have IEP's. We are learning as a school how to use the model of the Inclusive Classroom Project, based on Teachers College; one of our Special Education teachers attends workshops monthly in regards to this initiative. We follow a push-in and push-out model in regards to services provided for Special Education Students.

The components of language: Listening, Speaking, Reading, Writing and Thinking, are interconnected when introducing any teaching/learning methodology at 46. Thus, rigorous habits and higher thinking order skills are emphasized in our curriculum and academic tasks are embedded in our programs across the grades. Teaching practices are aligned to the Common Core Curriculum State Standards

Below are some sample strategies that we use to teach students with Disabilities:

- Reading Aloud
- Shared Reading
- Guided Reading
- Independent Reading
- Vocabulary Development
- Phonemic awareness
- Group discussion and interaction
- Differentiated instruction
- Visual Cues
- Technology
- Fluency
- Positive Reinforcement

Below is a sample of some materials that we use to teach students with IEP's

Story-Town

- Susan Radley Reading and Writing workshop
- Wilson Reading Program
- Foundations
- Words Their Way
- Recipe for Reading
- Great-Leaps
- Explode the Code

**Professional Development:**

The PS 46 administration and staff understands that we are all part of a diverse community and share the same vision; to educate students, help them to achieve and to maximize their potentials. Therefore, to ensure that we meet the needs of all students, our staff and teachers are regularly being trained PD or instructional planning during common grade preps. The following sessions will take place during the 2010-2011 school year:

- School Phase I initiative
- Differential Instruction

- Using data to drive instruction
- Flexible Scheduling
- Common Core Standards
- Response to Intervention
- PRIM (pre-referral intervention manual)
- Wilson/Foundations/Explode the Code
- Behavioral Management
- Creating Assessments
- Using Portfolio tasks
- Creating IEP's
- Grouping

**Parental Involvement:**

Recognizing the importance of parental involvement in the overall development and academic progress success of our students is one of PS 46 strategy for its continued success. Just as curriculum and teachers, parents/guardians undoubtedly represent an essential part of student's everyday learning. With an open door policy, continued articulation and parental support PS/IS 46 will meet the demands of our Special Education Students instructional plan. The school's policy is that the school's Parent Association and Parent Coordinator are always informed of Special Education State/City guidelines and regulations. We host many workshops throughout the school year for parents who have students with IEP's.

**Committees:**

The following committees have teachers who represent students with Disabilities; School Leadership Team, Phase One, AIS and the Pupil Personnel Committee (PPC). Also, our Special Education teachers provide support with the General Education teachers.

**SECTION VI:**  
**ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Differentiated Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 100% of teachers will use differentiated instruction with all common core subject areas. 100% of teachers will continue to receive Professional Development (PD) in applying differentiated instruction in their classrooms</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Professional development for all staff which will include; practical applications using differentiated instruction , use of data to create lessons, critical thinking or students , Bloom’s taxonomy, teacher roles when using differentiated instruction, modify testing, Howard Garners multiple intelligence, SESIS, using tiered lessons with all common core curriculum aligned with State Standards</li> <li>• Common prep planning time for general education teachers, special education teachers, paras, Title 1 and supportive staff</li> <li>• Teacher literature circles with a focus differentiated instruction</li> <li>• Develop “tool boxes” to support best practices in teaching all students</li> <li>• Create Pre-referral intervention strategies</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contracts for Excellence Allocations</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Administrative observations, walk through and feedback</li> <li>• Data Binder/Data Wall</li> <li>• Bulletin boards</li> <li>• Lesson Plans</li> <li>• Teachers generated assignments, tests and assessments</li> </ul>

**SECTION VI: ACTION PLAN**

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<b>Subject/Area (where relevant):</b>	<b>Parental Involvement</b>
<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be an overall 50% increase of parents attending monthly Parent meetings, and workshops held by the school, We will target parents of students who are level 1 and low level 2 students with disabilities by having additional workshops to help them assist their child’s needs.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parents will participate in regular workshops on student performance throughout the year, on ELA, Math, homework help, ARIS, Science/Social Studies, the Common Core Standards, IEPs and Phase One</p> <ul style="list-style-type: none"> <li>• We will follow the National Standards for Parent/Family Involvement which includes; communicating, parenting, student learning, volunteering, school decision making and collaboration</li> <li>• Teachers will sponsor two parents from their class to attend meetings</li> <li>• Incentives for parents who attend the meetings, raffle drawing, refreshments</li> <li>• Class incentives for classrooms who have the most attendance at meetings</li> <li>• Workshops for parents who have students with Disabilities that include; phase one, ELA and Math support, understanding your child’s IEP and childhood development</li> <li>• Parents will show increased participation in their children’s grade assembly programs, special events monthly holiday extravaganzas, annual spelling bees, musical concerts and choral programs, book fairs, end of the year culminating activities, such as graduations and stepping up ceremonies for all grades.</li> <li>• Orientation and parent teacher- conferences twice a year, back to school night.</li> <li>• Parents will attend social events, outings and Social Events; in and out of school especially designed for parents, students and teachers to meet and socialize together, hence building upon the home school relationship in a fun, enjoyable way.</li> <li>• Community Connection parents will engage in and become more informed about the various voting practices of the PA organization.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Attendance at meetings</li> <li>• Student achievement scores</li> <li>• Feedback form the parent survey, needs survey and Environmental Survey</li> <li>• Parents</li> </ul>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Student Progress

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be at least a 75% increase in Student Progress reported on the School Report Card for all Students, showing that they made at least a year progress in both English Language Arts and Math.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Administrators, teachers and staff will periodically review and analyze the ARIS System Reports/data and access student profile to drive instruction. They will be able to help develop skills in one or more core subjects. Through use of various assessments—teachers will continue differentiated instruction, flexible/guided groups, and gender, which will occur in order to meet the needs of each student.</li> <li>• The inquiry team will expand and continue to track students' progress and expand into the classroom. Whereby, teachers will begin to target their own group within the program. The teacher will meet with their group periodically and help give them the extra support within the comprehensive program.</li> <li>• Increase in the amount of students who are attending morning sessions, and after school</li> <li>• Staff will use the Pre-Referral Intervention Manual to help support students who are struggling</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to use Professional Development and Grade Planning meetings to enhance our curriculum using research based models</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contract for Excellence Allocations</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Periodic assessments</li> <li>• Predictive assessments</li> <li>• Instructional Targeted Assessments (ITA)</li> <li>• Teacher generated test</li> <li>• ARIS</li> <li>• E-CLASS</li> <li>• E-Pal</li> </ul> <p>Class work/ portfolios</p>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Learners

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50% of English Language Learners (ELL) will increase their level and/or scale score. . By June 2011, 50% of the English Language Learners (ELL) with Disabilities will increase their level and/or scale score.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Even though we met our goal by improving the Academic Yearly Progress (AYP) for most of the ELL’s in 2010-2011, we will continue to support our ELL students with and without Disabilities and monitor the target group to ensure that they maintain the progress made.</p> <ul style="list-style-type: none"> <li>• The Inquiry Team to continue to track the student’s progress by progress by observing and analyzing the scores of ARIS System Report-ELA, Math, Predictive Assessment and use the New York State English as a Second language Assessment Test (NYSESLAT). The ELL target population will continue to be administered a pre-post test Reading Assessment System (RAS).</li> <li>• The After-School program will include all level 1 ELLs with IEP’s and will continue to be in effect until 6/11.</li> <li>• The Kaplan Program (Spell Read) for ELLs with and without Disabilities will remain in effect until 6/11.</li> <li>• The ELLs with and without Disabilities will continue to participate in the extended day program and school counselors will monitor their progress and provide any social, emotional intervention or needs.</li> <li>• Our parent outreach system will continue to be in place to support ELL students, with and without Disabilities.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts for Excellence Allocations</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Indicators of interim-</b></p> <ul style="list-style-type: none"> <li>• The inquiry team will now include the entire school population by requesting that each classroom teacher will be responsible for a small group of 5 students within their own class. They will support and monitor this group on a monthly basis in their specific areas of need.</li> <li>• We will continue to make sure ELL's regularly attend the extended day program as well as attending the After-School Program.</li> <li>• The Guidance Counselor's Parent Outreach Program will remain in place to monitor students' continued growth and development in English as well as monitoring student overall attendance.</li> <li>• Administration, Inquiry Team, Coaches, Title 1, Guidance Counselors, Parent Coordinator, IEP Team, and teachers will continue to support the ELL students.</li> <li>• The ELL Academic Intervention Teacher will continue to implement the Kaplan SpellRead Program, which is a scripted intervention program that focuses on meeting the needs of our ELL population.</li> </ul>

## **REQUIRED APPENDICES TO THE CEP 2010-2011**

**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: TITLE I, PART A SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011– SED REQUIREMENT FOR ALL**

**C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**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				
<b>K</b>	25	4			12	2	3	3
<b>1</b>	20	4			15	3	5	2
<b>2</b>	15	5			25	2	2	2
<b>3</b>	34	16			30	4	3	9
<b>4</b>	23	18	<b>23</b>	<b>23</b>	25	6	4	5
<b>5</b>	28	20	<b>20</b>	<b>20</b>	97	4	8	2
<b>6</b>	38	22	22	22	81	5	1	1
<b>7</b>	14	14	14	14	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>10</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>11</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>12</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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: ALL OF OUR AIS SERVICES ARE PROVIDED FOR BOTH STUDENTS WHO HAVE IEPs and WHO DO NOT**

**As a school we are continually enhancing our programs to incorporate strategies to use in order to have less students in need of Special Education Services. We will use the Pre-Referral Invention Manual (PRIM), to help guide us with this process.**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<p>(1-4 Students)            Small Groups: Pull Out/ Push In- duration 12 Weeks or longer if needed</p> <p>Phonics: Words their way- reading poems/ decodable text, flashcards/letter tiles (small groups push in or pull out)            Reading Fluency/Accuracy— Program Great Leaps, Comprehension, vocabulary, main idea, fact and opinion, making inferences and drawing conclusions. ( pull out)            Collections Series/QRI Assessments- reading assessments given initially for placement/ running records            Sight Words: Dolch List            Kaplan Spell Read program            AIS services are provided for Level 1 and low level two students with and without IEPs            -During the school day, morning school, after school and Saturday</p>
<b>Mathematics:</b>	<p>Small Group (1-5 students) Pull Out/ Push In : duration 12 weeks or longer if needed            Math Steps and Everyday Math/Impact/ manipulatives-hands on materials            Mathematic Diagnostic Assessment Intervention System            Peer Tutoring: 5<sup>th</sup> and 6<sup>th</sup> Grade students work with K-2 students who are struggling during the day            AIS services are provided for Level 1 and low level two students with and without IEPs            Time: Before/During school day, after school and Saturday</p>

<b>Science:</b>	Science cluster teacher takes a small group during the extended day program.
<b>Social Studies:</b>	Social Studies cluster teacher takes a small group during the extended day program.
<b>At-risk Services Provided by the Guidance Counselor:</b>	School Counselors manage the counseling program to ensure effective strategies are employed to meet stated student success and achievement. The school counselor provides proactive leadership that engages all stakeholders in the delivery of activities and services to help students achieve success in school. School counselors provide direct services to every student.
<b>At-risk Services Provided by the School Psychologist:</b>	Work with children and parents prior to their evaluation; recommend medical evaluations for ADHD, counsel children who are in crisis (not Special Ed). <b>-School Based</b>
<b>At-risk Services Provided by the Social Worker:</b>	The Social worker provides individual conferences with students and/or parents to address emotional and social issues.
<b>At-risk Health-related Services:</b>	Provide medications, medical treatment, and medical education/ACUTE. In emergency situations, immediate services are provided. <b>-Columbia University Hospital</b>

**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 (2010-2011) LAP narrative to this CEP. (See email attachment following CEP) TITLED LAP NARRATIVE AND WORKSHEET**

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011  
Form TIII – A (1)(a)**

Grade Level(s) k-7th \_\_\_\_\_ Number of Students to be Served: 77 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers one Other Staff (Specify) Two Bilingual Teachers \_\_\_\_\_

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

### **Title III, Part A LEP Program**

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

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Our school, P.S.46M is located in Upper Manhattan area of northern Harlem area with a population of about 744 students. Approximately 12% of our students are English Language Learners (ELL's) with Spanish and/ other as the dominant language. Presently, we will continue to put forth much effort and support of our English Language Learners (ELL), English as a Second Language (ESL) and the Bilingual Populated Programs in order to help our students meet and succeed the State Standards. In order to support this targeted student population, we have created two self-contained transitional Spanish Bilingual classes in the 1<sup>st</sup> and 2<sup>nd</sup> grades. The ELL students not participating in the school's transitional Bilingual Program are provided the mandated ESL instruction and a State licensed ESL teacher.

This school year 2010-11, independent of Part 154 mandates, our allocation of the Title III funds will be utilized preferably to enhance our school's instructional program, professional development (PD) and parental involvement. We will continue to purchase materials, and create new instructional programs to help advance the skills, learning techniques and varied differentiated instructional evaluations and/or assessments of our Bilingual, ELL and ESL community. Our classroom teachers, clusters, Title I, AIS will provide the ongoing academic instructional planned programs to make certain this targeted group meets the ESL, English Language Arts (ELA) as well as Math State and city standards for academic success.

#### **After-school Programs:** (Provided Budget Allocation)

**Rationale:** The instruction of our After-school program will concentrate on various learning modalities: kinesthetic, auditory/visual and tactile.

**Target Population:** The After-school program will be available to all Bilingual, ELL, ESL students with and without IEP's. Our Academic Intervention will keep on concentrating on students who will be testing and grade level 3-7 and students who did not demonstrate the necessary ESL mandated gains on the NYSESLAT. The purpose of the program is to increase ELL students' exposure to the English language and to develop their academic skills and language performance on the State Exams. The class will be taught by a certified ESL teacher with at least 15 or less students. Test-taking strategies and instruction, as well as ESL methodologies will be the concentrated areas. Materials will include ELA readers, ESL and Math test-taking strategies, materials from the Harcourt publishing company and NYSESLAT strategic guides. The After-school program will meet promptly at 3:30-5:00pm from Tuesday through Thursday for approximately 30 weeks.

**Saturday Academy:**

Saturday Academy is for all Bilingual and ESL students and disability students in testing grades. The Academy will provide additional opportunities for academic intervention. Each class will have up to 15 students. Student in monolingual classes will receive intensive instruction in ESL with a focus on literacy and mathematics. The ELL's from Bilingual Education programs will get additional support in ESL and in their native language instruction, particularly in reading and math.

**Date/Frequency:**

The program is scheduled to begin in October 2010 and continue through May 2011 when students are administered the last standardized exam for this academic school year. The Saturday Academy will from 8:30-12:30 pm. Facilitator: 1 certified ESL teacher.

**Materials/Supplies and Events:**

All Bilingual and ESL students enrolled in either the After-school and/or the Saturday Academy program will enjoy further academic and cultural development through the purchase of added supplies and materials with Title III allocated funds. Museums visits, Harcourt and Attanassio Associates libraries and test preparation materials, classroom supplies, Rosetta Stone language learning software and computers will contribute to help the functional levels and expand ELL's cultural awareness and language development.

All expenses made with the 2010-2011 Title III funds will follow state and city guidelines. All materials purchased will be used to help develop and improve the students' academic and cultural understanding. The material will remain labeled appropriately for inventory purposes.

**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.

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The P.S. 46M administration and staff understands that we are all part of a diverse community and share the same vision: To educate all students, help them to achieve and to maximize their potentials in various areas. Therefore, to ensure that we meet the needs of all students, out staff and teachers must be trained. Our school administration, ESL staff and teachers, in conjunction with the district/division staff, consult to ensure that training time and personnel is provided to a minimum of 7.5hrs of ESL/bilingual training for our staff to be in state compliance. Also, when necessary, the PD workshops are held for teachers, parents and caregivers throughout the school year. Administration, Bilingual and ESL teachers will attend monthly PD provided by the region and vendor consultants who are hired and paid with School’s Title III budget. Five 45 minutes PD sessions will be devoted to Bilingual/ESL services. All PD will help train teachers in becoming more sensitive to the cultural and educational needs of ELL and bilingual students. Strategies discussed will help teachers develop their student’s academic and language performance. Following are the staff developments sessions that will be held this school year:

September 2010	“Assessment, Evaluation and Placement of ELLs”
October 2010	“Understanding and Implementing the NYSESLAT”
November 2010	“Implementing ESL Strategies During the Literacy Block”
January 2011	“Using TRP, Hands On Approaches with ESL Students”
February 2011	“Prior Knowledge, Music and Multiculturalism for ELLs”

The professional development (PD) component of the PS 46M Title III program will continue to build the capacity of our school personnel to provide effective ESL, NLA and content area instruction to all its second language learners. Our PD focus will be on innovative and effective ESL instruction for the various levels of ESL and specific targeted sub-groups such as students with interrupted formal education and non-English speakers in self-contained monolingual class.

**Materials:** We will use a research-based book such as “Scaffolding Language, Scaffolding Learning” by Pauline Gibbons. The teachers will read and discuss the chapters and then lesson plan, Incorporating the ELL strategies they are learning.

We will assess the effectiveness of the PD by observing improved classroom practices and student scores of in-house and state assessments.

**Form TIII – A (1)(b)**

School: PS 46 BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> <ul style="list-style-type: none"> <li>- Per session</li> <li>- Per diem</li> </ul>	\$0.00	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> <ul style="list-style-type: none"> <li>- High quality staff and curriculum development contracts.</li> </ul>	\$0.00	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	\$2500.00	Student and Teachers supplies for ESL and Bilingual class: Libraries, computers, test pre-p materials, classroom supplies
<b>Educational Software (Object Code 199)</b>	\$500.00	<b>Rosetta Stone language development software packages and Reading software.</b>
<b>Travel</b>	\$0.00	
<b>Other</b>	\$0.00	
<b>TOTAL</b>	\$3000.00	

### **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**

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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.

P.S. 46M recognize the fact that we need parents/caregivers/guardians and anyone in the community who cares for our children, that we must work collaboratively and collectively as a family community. It is mentioned: "It takes a village to raise a child" We embrace the importance of parental involvement in the overall development and academic progress and continued success of our students. Parents represent an essential part of a child's every day learning, therefore, as an open door policy, on-going articulation and parental support, PS 46M will meet the upcoming demands of our Bilingual, ESL instructional plans.

Henceforth, translation of all school documents and translators to Non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school's Parent Association and Parent Coordinator is always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to the Federal Law *No Child Left Behind Act*. Most importantly, we are available to answer questions and concerns that our parents may have.

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

After reviewing PS 46M demographics and its relevant data, the Language Allocation Policy team is aware of the community needs for document translation. Ten percent of the 726 students enrolled in the school are ELL students. All except five are of Spanish Speaking descendant. This information was presented to the parents at the first school wide parents' meeting early in the month of October 2011.

## **Part B: Strategies and Activities**

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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.

P.S. 46 is proud to report that we have historically faired among the top of our district. As a result, most of our students continue to score among the top three elementary schools in our region in the Mathematics and Reading tests. According region 10 elementary school's score analysis, PS 46 scored among the top three. We are no longer a School in Need of Improvement (SINI) school, but a school in "Good Standing."

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 ELL students are part of our success. Administration and staff are aware that the ELLs' are an integral part of our school's community. Such success is achieved with direct communication with students' parents and guardians. All Department of Education documents, formal and/or informal, are translated and provided to parents. Staff members are always available to translate documents, answer questions and provide oral translation and interpretation during school meetings and parent/teacher meetings.

**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 2010-2011:	<b>73,871.00</b>		<b>73,871.00</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>7,387.19</b>		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>36,935.95</b>		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:	10,248.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year:  
    98%    

9. If the percentage of high quality teachers during 2010-2011 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.

**We will provide teachers with Professional Development, UFT workshops, college information courses, peer mentoring and lead teacher programs.**

## 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 2010-2011 Title I Parent Involvement Guidelines available on the NYCDOE website. (Parent compact will be distributed January 12<sup>th</sup> 2011)

#### **I. General Expectations**

P.S. 46 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 practicable, 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 practicable, 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 ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education 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.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 46 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA by representation on the School Leadership Team.
2. PS 46 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA by representation on the School Leadership Team and our Parent Coordinator.
3. PS 46 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance, by providing workshops and time on using ARIS, completing the school survey in our computer lab.
4. PS 46 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs, using the model Parents are Partners
5. PS 46 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies, by creating meetings where parents will have to opportunity to participate in school wide surveys
6. PS 46 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. 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 . We will hold monthly parent meetings which will address the current needs of our school with a focus on the Common Core Standards and the NCLB act. We will work closely with staff and administration who will provide support during our workshops.
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. 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
  - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by having workshops and fairs that focus in on Literacy Night, Math Game Night, a Science Fair and a Health Fair.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by hosting monthly meetings in our Pre-k building which will support our Prek parents and students.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by having a parent bulletin board, sending our monthly newsletters and updating our school portal website.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training, this will be done through parent membership on our School Leadership Team.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training, we will host a Literacy Night for parents, students and staff.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, we will host most of our workshops at PS 46 where child can attend the workshops.
- Training parents to enhance the involvement of other parents, we will create and incentive programs where parents bring new parents into our meetings.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, we will host workshops both during the school day and early evening hours
- Adopting and implementing model approaches to improving parental involvement, we will use the website PTA to help with ideas on how to get more parents involved.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities, we will work closely with the community organizations that already support our school.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request, we will be open to all suggestions made by parents of the PS46 community.

## **IV. 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, as evidenced by SLT meetings and school report card. This policy was adopted by the Tappan School on 6/14/10 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/5/10.

### **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS 46, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

PS 46 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held
3. Provide parents with frequent reports on their children's progress
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows and how parents
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**SIGNATURES:**

\_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

**(Please note that signatures are not require**

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  - Continuous implementation of the literacy and math workshops
  - Encourage academic rigor and cross curricular learning throughout the content areas: Science and Social Studies
  - To expand our After school and Saturday School Program and to service to all grade levels
  - To incorporate the use of data to incorporate differentiated instruction
  - Expand professional development in the area of data, differentiated instruction and the use of technology
  - Increase our use of technological devices as a learning tool.
  - Sustain supportive services for the ELL students
  - Improve attendance and lateness
  - Increase parent participation
  - Support students who are disabled by providing them with extra support services by our AIS provider and by attending our afterschool, Saturday program and morning session
  
2. School wide reform strategies that:
  - (A) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
    - Differentiated instruction
    - State aligned curriculum
    - Student support services for at-risk students during the extended day program from 8:00 am – 8:37 1/2 minutes and pull out services during the regular school day.
    - Talented and Gifted program provides enrichment advanced students
    - Students with disabilities using flexible programs and schedules; such as push in programs, inclusive classrooms and mainstreaming

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

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Our school provides a 37 ½ minutes during our extended day program for four days a week. Third and Fourth grade student benefit from our all year around After- school and Saturday school program. The annual summer program provides for low achieving students and enrichment for the ELL's students.
- Help provide an enriched and accelerated curriculum.
- Teachers Instruction is based on differentiated instruction which addresses the needs of all students. All content areas are enhances through visual arts and authentic learning.
- Meet the educational needs of students with Disabilities by using Wilson Reading, Explode the Code, Recipe for Reading and Great Leaps
- Our Ell's students receive academic intervention with the use of the Kaplan Spell Read Program. Also the pullout students are serviced during extended day, after school and Saturday school program.
  
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. The at risk students receive assistance based on a holistic point of view. They receive pupil, academic intervention and counseling services. During extended day they receive small group instruction. Throughout all content areas the low academic achieving students receive support through differentiated and individual instruction.
- Are consistent with and are designed to implement State and local improvement, if any.
  
- Grades K-3: Balanced Literacy program with the implementation of the 120-minute literacy block includes the following components: Trophies, Reading/Writing Workshop, Phonics, Leveled Libraries, Mini Lessons, Independent reading, and Guided Groups.
  
- Grades 4-6: Balanced Literacy program with the implementation of the 120-minute literacy block includes the following components: StoryTown, Trophies, Reading/Writing Workshop, Leveled Libraries, Mini Lessons, Independent reading, and Guided Groups. Supplemented by Foundations, Wilson, Recipe for Reading, Great Leaps and Spellread.

- Grades K-5: Implementation of the Everyday Mathematics supplemented by Math Steps and the 75-minute math block.
- Grade 6: Impact Mathematics supplemented by Hot Words, Hot Topics and the 60-minute math block

3. Instruction by highly qualified staff.

Our school is staffed with 98.4% fully licensed and permanently assigned teacher; our goal is to increase it by 2% for the 2010-2011 school year.

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

PS/IS 46 is dedicated to providing students with the best and qualified teachers to ensure their academic growth. Our goals are to continue hiring fully certified teachers or teachers underway to completing their State certification. In addition, continuous professional support will be made available to all teachers by way of our Resource Room (Room 103); Mentoring; Team teaching; Professional Study Groups and observations,

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

- In-house mentoring program
- Collaborative Team Teaching
- Unlimited access to our newly created Resource Room to facilitate their planning
- Continuous professional development in all content areas, specifically focus on literacy and math
- Assistance with building their professional portfolios as a way to monitor their professional growth
- Observation

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

The Parent Association at PS 46 is a very strong organization that assists in every aspect of the school community. The Parent Association's goals are:

- Establish a bookmaking and Reader's club for parents in alignment with the school's literacy program
- Provide a math workshop with the purpose of providing an in-depth look at their children's math program and what they are expected to learn throughout the school year through emersion and hands-on activities.
- Empowering and informing parents about the NYS educational policies and standards
- Empowering and informing parents in matters that will help them improve pupil performance
- Working in conjunction with the staff developers, Parent Coordinator in formulating relevant, interesting and engaging parent workshops and

- Increase parent volunteers through the Learning Leaders project.
  - Provide 4 workshops for parents who have students with Disabilities
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.
    - Meetings with parents
    - Transition time students from Pre-K visit kindergarten classrooms
    - Pre-K students in June eat lunch in the lunchroom
  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.
    - Grade meetings
    - Inquiry Team
    - ARIS
    - Professional Development
    - Professional Periods
    - Workshops offered through the Network
  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.

Through the aid of the Academic Intervention services provided at PS 46, students who fall under this category will indeed receive extensive academic assistance to master necessary skills and achieve. In addition, Title I teachers (Title I Reading and Math as well as Coaches) will provide push-in services for those students who are not meeting the State learning standards.

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

PS 46 currently has a school counselor who continuously assist students in conflict resolution and peer mediation  
 We also have after school programs, Saturday Academy, Holiday Academy, Extended Day  
 We've put together an Academic Intervention Team who will continuously monitor targeted students' academic growth.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (Not Applicable)

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

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

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2011.*

**NCLB/SED Status:** SGS **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

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

N/A

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

N/A

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

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

N/A

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

N/A

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

N/A

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix. (NOT APPLICABLE)*

**SURR Area(s) of Identification:**   N/A  

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **APPENDIX 7: 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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

#### **PS 46 has 6 students currently in Temporary Housing.**

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

In our school, we presently have identified six (6) Students in Temporary Housing (STH) in which they range from grade levels Pre-k- 6<sup>th</sup>. As we state in our mission statement, we ensure that every child is nurtured and has an opportunity to an equal education no matter what their social, emotional or ethnic backgrounds are in our diverse community. We will continue to support our students and have high expectations for this group as well as the Special Education (SE), English Language Learners (ELL), English as a Second Language (ESL) and Bilingual (BL) students. As we noticed, one of the STH students has an Individual Educational Plan (IEP) and he is getting the necessary requirements required and also participates in the other services Most of the other 10 students participate in.

The services we provide for our (STH) students in 2010-2011 will be the following continuation of the various programs listed below. The STH students are encouraged to attend the Extended-Day Program daily if they are reading on a level 2, which is below standard for their grade.

- Extended Day Program (8:00-8:30) M-TH

- Academic Intervention Services (AIS) throughout the year.
- Guidance Counseling sessions of individual and/or group sessions if necessary
- Speech, Occupational, Hearing or Physical services if needed.
- Participation in extra-curricular activities and other enrichment programs such as our Performing Arts programs with outside partnerships (NY Ballet, Young Audiences, etc...) and participate in our in house Band and Music programs.
- After-school programs for reinforcement of skills in varied core-curriculum areas

**Part B: FOR NON-TITLE I SCHOOLS (NOT APPLICABLE)**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 046 Arthur Tappan					
<b>District:</b>	5	<b>DBN:</b>	05M046	<b>School</b>		310500010046

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	54	49	54		90.2	91.8	90.3
Kindergarten	69	107	91				
Grade 1	89	88	109	<b>Student Stability - % of Enrollment:</b>			
Grade 2	101	87	88	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	98	104	81		91.6	91.2	90.5
Grade 4	107	94	95				
Grade 5	102	104	83	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	87	86	87	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	54		97.9	89.3	89.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	51	71
Grade 12	0	0	0				
Ungraded	3	5	2	<b>Recent Immigrants - Total Number:</b>			
Total	710	724	744	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	1	4

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	42	36	44	Principal Suspensions	0	6	10
# in Collaborative Team Teaching (CTT) Classes	9	17	23	Superintendent Suspensions	5	6	17
Number all others	45	43	62				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	22	19	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	52	57	TBD
# ELLs with IEPs	3	13	TBD
Number of Teachers	63	63	59
Number of Administrators and Other Professionals	14	14	11
Number of Educational Paraprofessionals	9	7	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	1	5	% fully licensed & permanently assigned to this school	100.0	98.4	100.0
				% more than 2 years teaching in this school	73.0	68.3	86.4
				% more than 5 years teaching anywhere	61.9	65.1	79.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	81.0	84.0	93.2
American Indian or Alaska Native	0.3	0.4	0.4	% core classes taught by "highly qualified" teachers	86.5	100.0	97.0
Black or African American	57.2	55.9	51.3				
Hispanic or Latino	40.7	41.6	45.0				
Asian or Native Hawaiian/Other Pacific	0.1	0.1	1.2				
White	1.3	1.1	1.3				
<b>Male</b>	50.8	52.2	52.3				
<b>Female</b>	49.2	47.8	47.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	32.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	19.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## **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 2010-2011 Title I Parent Involvement Guidelines available on the NYCDOE website. (Parent compact will be distributed January 12<sup>th</sup> 2011)

#### **I. General Expectations**

P.S. 46 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 practicable, 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 practicable, 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 ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education 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.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 46 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA by representation on the School Leadership Team.
2. PS 46 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA by representation on the School Leadership Team and our Parent Coordinator.
3. PS 46 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance, by providing workshops and time on using ARIS, completing the school survey in our computer lab.
4. PS 46 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs, using the model Parents are Partners
5. PS 46 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies, by creating meetings where parents will have to opportunity to participate in school wide surveys
6. PS 46 will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. 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 . We will hold monthly parent meetings which will address the current needs of our school with a focus on the Common Core Standards and the NCLB act. We will work closely with staff and administration who will provide support during our workshops.
    - i. the State’s academic content standards
    - ii. the State’s student academic achievement standards
    - iii. 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
  - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by having workshops and fairs that focus in on Literacy Night, Math Game Night, a Science Fair and a Health Fair.

- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by hosting monthly meetings in our Pre-k building which will support our Prek parents and students.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand, by having a parent bulletin board, sending our monthly newsletters and updating our school portal website.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training, this will be done through parent membership on our School Leadership Team.
- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training, we will host a Literacy Night for parents, students and staff.
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, we will host most of our workshops at PS 46 where child can attend the workshops.
- Training parents to enhance the involvement of other parents, we will create and incentive programs where parents bring new parents into our meetings.
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, we will host workshops both during the school day and early evening hours
- Adopting and implementing model approaches to improving parental involvement, we will use the website PTA to help with ideas on how to get more parents involved.
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities, we will work closely with the community organizations that already support our school.
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request, we will be open to all suggestions made by parents of the PS46 community.

#### **IV. 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, as evidenced by SLT meetings and school report card. This policy was adopted by the Tappan School on 6/14/10 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before 9/5/10.

#### **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS 46, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-11.

#### **Required School-Parent Compact Provisions**

##### School Responsibilities

PS 46 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held
3. Provide parents with frequent reports on their children's progress
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows and how parents

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**SIGNATURES:**

\_\_\_\_\_  
**SCHOOL**

\_\_\_\_\_  
**PARENT(S)**

\_\_\_\_\_  
**STUDENT**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

**(Please note that signatures are not require**

**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 (2010-2011) LAP narrative to this CEP. (See email attachment following CEP) TITLED LAP NARRATIVE AND WORKSHEET**

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011  
Form TIII – A (1)(a)**

Grade Level(s) k-7th \_\_\_\_\_ Number of Students to be Served: 77 LEP     
\_\_\_\_\_ Non-LEP

Number of Teachers one Other Staff (Specify) Two Bilingual Teachers  
\_\_\_\_\_

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

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way

Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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Our school, P.S.46M is located in Upper Manhattan area of northern Harlem area with a population of about 744 students. Approximately 12% of our students are English Language Learners (ELL's) with Spanish and/ other as the dominant language. Presently, we will continue to put forth much effort and support of our English Language Learners (ELL), English as a Second Language (ESL) and the Bilingual Populated Programs in order to help our students meet and succeed the State Standards. In order to support this targeted student population, we have created two self-contained transitional Spanish Bilingual classes in the 1<sup>st</sup> and 2<sup>nd</sup> grades. The ELL students not participating in the school's transitional Bilingual Program are provided the mandated ESL instruction and a State licensed ESL teacher.

This school year 2010-11, independent of Part 154 mandates, our allocation of the Title III funds will be utilized preferably to enhance our school's instructional program, professional development (PD) and parental involvement. We will continue to purchase materials, and create new instructional programs to help advance the skills, learning techniques and varied differentiated instructional evaluations and/or assessments of our Bilingual, ELL and ESL community. Our classroom teachers, clusters, Title I, AIS will provide the ongoing academic instructional planned programs to make certain this targeted group meets the ESL, English Language Arts (ELA) as well as Math State and city standards for academic success.

**After-school Programs:** (Provided Budget Allocation)

**Rationale:** The instruction of our After-school program will concentrate on various learning modalities: kinesthetic, auditory/visual and tactile.

**Target Population:** The After-school program will be available to all Bilingual, ELL, ESL students with and without IEP's. Our Academic Intervention will keep on concentrating on students who will be testing and grade level 3-7 and students who did not demonstrate the necessary ESL mandated gains on the NYSESLAT. The purpose of the program is to increase ELL students' exposure to the English language and to develop their academic skills and language performance on the State Exams. The class will be taught by a certified ESL teacher with at least 15 or less students. Test-taking strategies and instruction, as well as ESL methodologies will be the concentrated areas. Materials will include ELA readers, ESL and Math test-taking strategies, materials from the Harcourt publishing company and NYSESLAT strategic guides. The After-school program will meet promptly at 3:30-5:00pm from Tuesday through Thursday for approximately 30 weeks.

**Saturday Academy:**

Saturday Academy is for all Bilingual and ESL students and disability students in testing grades. The Academy will provide additional opportunities for academic intervention. Each class will have up to 15 students. Student in monolingual classes will receive intensive instruction in ESL

with a focus on literacy and mathematics. The ELL's from Bilingual Education programs will get additional support in ESL and in their native language instruction, particularly in reading and math.

**Date/Frequency:**

The program is scheduled to begin in October 2010 and continue through May 2011 when students are administered the last standardized exam for this academic school year. The Saturday Academy will from 8:30-12:30 pm. Facilitator: 1 certified ESL teacher.

**Materials/Supplies and Events:**

All Bilingual and ESL students enrolled in either the After-school and/or the Saturday Academy program will enjoy further academic and cultural development through the purchase of added supplies and materials with Title III allocated funds. Museums visits, Harcourt and Attanassio Associates libraries and test preparation materials, classroom supplies, Rosetta Stone language learning software and computers will contribute to help the functional levels and expand ELL's cultural awareness and language development.

All expenses made with the 2010-2011 Title III funds will follow state and city guidelines. All materials purchased will be used to help develop and improve the students' academic and cultural understanding. The material will remain labeled appropriately for inventory purposes.

**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.

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The P.S. 46M administration and staff understands that we are all part of a diverse community and share the same vision: To educate all students, help them to achieve and to maximize their potentials in various areas. Therefore, to ensure that we meet the needs of all students, our staff and teachers must be trained. Our school administration, ESL staff and teachers, in conjunction with the district/division staff, consult to ensure that training time and personnel is provided to a minimum of 7.5hrs of ESL/bilingual training for our staff to be in state compliance. Also, when necessary, the PD workshops are held for teachers, parents and caregivers throughout the school year. Administration, Bilingual and ESL teachers will attend monthly PD provided by the region and vendor consultants who are hired and paid with School’s Title III budget. Five 45 minutes PD sessions will be devoted to Bilingual/ESL services. All PD will help train teachers in becoming more sensitive to the cultural and educational needs of ELL and bilingual students. Strategies discussed will help teachers develop their student’s academic and language performance. Following are the staff developments sessions that will be held this school year:

September 2010	“Assessment, Evaluation and Placement of ELLs”
October 2010	“Understanding and Implementing the NYSESLAT”
November 2010	“Implementing ESL Strategies During the Literacy Block”
January 2011	“Using TRP, Hands On Approaches with ESL Students”
February 2011	“Prior Knowledge, Music and Multiculturalism for ELLs”

The professional development (PD) component of the PS 46M Title III program will continue to build the capacity of our school personnel to provide effective ESL, NLA and content area instruction to all its second language learners. Our PD focus will be on innovative and effective ESL instruction for the various levels of ESL and specific targeted sub-groups such as students with interrupted formal education and non-English speakers in self-contained monolingual class.

**Materials:** We will use a research-based book such as “Scaffolding Language, Scaffolding Learning” by Pauline Gibbons. The teachers will read and discuss the chapters and then lesson plan, Incorporating the ELL strategies they are learning.

We will assess the effectiveness of the PD by observing improved classroom practices and student scores of in-house and state assessments.

School: PS 46 BEDS Code: \_\_\_\_\_

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$0.00	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$0.00	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$2500.00	Student and Teachers supplies for ESL and Bilingual class: Libraries, computers, test prep materials, classroom supplies
<b>Educational Software (Object Code 199)</b>	\$500.00	<b>Rosetta Stone language development software packages and Reading software.</b>
<b>Travel</b>	\$0.00	
<b>Other</b>	\$0.00	
<b>TOTAL</b>	<b>\$3000.00</b>	

**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**

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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.

P.S. 46M recognize the fact that we need parents/caregivers/guardians and anyone in the community who cares for our children, that we must work collaboratively and collectively as a family community. It is mentioned: "It takes a village to raise a child" We embrace the importance of parental involvement in the overall development and academic progress and continued success of our students. Parents represent an essential part of a child's every day learning, therefore, as an open door policy, on-going articulation and parental support, PS 46M will meet the upcoming demands of our Bilingual, ESL instructional plans.

Henceforth, translation of all school documents and translators to Non-English speaking parents are always available to facilitate communication between school staff and community. The Tappan school policy is that the school's Parent Association and Parent Coordinator is always informed of Bilingual and ESL State/City guidelines and regulations. The Bilingual/ESL coordinator hosts Parent Workshops in the Fall and Spring to answer questions about state examinations, Bilingual/ESL program requirements, state and school expectations, and instructional standards. We explain to parents their rights in accordance to the Federal Law *No Child Left Behind Act*. Most importantly, we are available to answer questions and concerns that our parents may have.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.  
After reviewing PS 46M demographics and its relevant data, the Language Allocation Policy team is aware of the community needs for document translation. Ten percent of the 726 students enrolled in the school are ELL students. All except five are of Spanish Speaking descendant. This information was presented to the parents at the first school wide parents' meeting early in the month of October 2011.

## **Part B: Strategies and Activities**

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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.

P.S. 46 is proud to report that we have historically faired among the top of our district. As a result, most of our students continue to score among the top three elementary schools in our region in the Mathematics and Reading tests. According region 10 elementary school's score

analysis, PS 46 scored among the top three. We are no longer a School in Need of Improvement (SINI) school, but a school in “Good Standing.”

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 ELL students are part of our success. Administration and staff are aware that the ELLs’ are an integral part of our school’s community. Such success is achieved with direct communication with students’ parents and guardians. All Department of Education documents, formal and/or informal, are translated and provided to parents. Staff members are always available to translate documents, answer questions and provide oral translation and interpretation during school meetings and parent/teacher meetings.