



**P.S. 146 ANN M. SHORT**

**2010-11**

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

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

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE .....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot.....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS.....</b>	<b>11</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>12</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010 .....</b>	<b>13</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM .....</b>	<b>14</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs) .....</b>	<b>17</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>24</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS .....</b>	<b>26</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING .....</b>	<b>30</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....</b>	<b>32</b>
<b>APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>33</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 310400010146      **SCHOOL NAME:** P.S. 146 Ann M. Short

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

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

**SCHOOL CONTACT PERSON:** MONA SILFEN      **EMAIL ADDRESS:** msilfen@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Mona Silfen

**PRINCIPAL:** MONA SILFEN

**UFT CHAPTER LEADER:** Darrell Shoub

**PARENTS' ASSOCIATION PRESIDENT:** Elizabeth Mercado

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 4      **CHILDREN FIRST NETWORK (CFN):** Children First Network 203

**NETWORK LEADER:** DANIEL FEIGELSON

**SUPERINTENDENT:** LUZ CORTAZZO

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mona Silfen	Principal	
Darrell Shoub	UFT Chapter Leader	Comments: Unable to fix signature page on iplan.
Elizabeth Mercado	PA/PTA President or Designated Co-President	Comments: signature page not able to be corrected. tech support not able to fix.
Diana Alava	Parent Coordinator	Comments: Reviewed CEP and approved
Babana Medrano	Parent	Comments: CEP reviewed and approved
Sandra Toro	UFT Member	Comments: I reviewed the CEP Plan
Erin Browder	UFT Member	Comments: reviewed plan and approved.
Kisha Shoulders	UFT Member	Comments: I have read the CEP and approved it.
Sharon Curtis	UFT Member	Comments: Reviewed CEP Plan.
Margo Johnson	Parent	Comments: I have read plan and approve it.
Cynthia Grullon	Parent	Comments: CEP reviewed and approved
Karen Griffin	Parent	Comments: I have read the plan and approve.

\* Core (mandatory) SLT members.

### SECTION III: SCHOOL PROFILE

#### **Part A. Narrative Description**

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

P.S. 146 is one of the only barrier-free elementary schools in District 4 located in East Harlem. This enables students who are physically fragile or who have special needs the opportunity to attend a community school in their neighborhood. The community is culturally diverse with new immigrants from Mexico, China, Ecuador, Brazil, Yemen, Africa, the Dominican Republic, and Haiti. P.S. 146 is a safe place where students are engaged in learning and they appreciate the high level of support they receive for their personal and academic development. There is a great deal of P.S. 146 pride in our students as evidenced by the work displayed throughout the school building. We are a pre-k through grade 5 school offering an array of services and supports to our students and to our community. Our school is committed to meeting the individual needs of our students through the classroom experience as well as providing the level of support needed by each child. We provide many opportunities for our parents to be involved in their children's learning and monitor their progress through regular and open communication with the school staff and administrators.

P.S. 146 has had many successes over the past year. These successes have included work with our inquiry teams on each grade level. These inquiry teams meet and discuss the academic progress of the children in their grade and create smart goals based on assessment data. The inquiry teams meet on a regular basis (usually weekly) and teachers analyze data for each student to improve meeting their individual needs. Also, teachers have the opportunity to sign up for one on one coaching in the area of data. We have established coaching co-horts to establish differentiated professional development for our teachers and pedagogical staff. Some of the coaching cohorts include; collaborative team teaching, differentiated instruction, etc. We have established grade leader meetings this year. The grade leaders have been given their roles and responsibilities and these have been shared throughout the school so that all staff is made aware of their critical role in our school. The grade leaders meet two times a month for an hour and a half block to review the needs of their grades and to establish and disseminate important information on grade level matters.

We continue to maintain strong partnerships within the community to both support and enrich the families and students of PS 146. Our initiative for enrichment is evident through our partnerships with the 92<sup>nd</sup> St. Y, The Dept. of Health, SchoolFood, The My Own Book Program, Yorkville Athletics program, Common Cents: Penny Harvest, and our own Clubs offered during the extended day morning sessions for students who are meeting grade level proficiency in literacy and/or mathematics. We have received awards for our work in Wellness from the New York City Strategic Alliance for Health and Student Leadership from the Common Cents: Penny Harvest (2008,2009,2010). To additionally support families in the community we work with Fried, Frank Law Services, and the International Center for the Disabled.

SECTION III - Cont'd

**Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. 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. 146 Ann M. Short								
<b>District:</b>		4	<b>DBN #:</b>		04M146	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		29	25	29			91.7	92	TBD	
Kindergarten		71	61	78						
Grade 1		76	75	60	<b>Student Stability - % of Enrollment:</b>					
Grade 2		70	85	69	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		82	70	71			88	89.01	TBD	
Grade 4		54	77	62						
Grade 5		63	56	65	<b>Poverty Rate - % of Enrollment:</b>					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			96.4	94.5	93.3	
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			12	76	TBD	
Grade 12		0	0	0						
Ungraded		38	26	46	<b>Recent Immigrants - Total Number:</b>					
Total		483	475	480	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							7	2	8	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		102	107	114	Principal Suspensions		46	45	TBD	
# in Collaborative Team Teaching (CTT) Classes		38	57	73	Superintendent Suspensions		7	5	TBD	
Number all others		34	29	18						
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	22						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	87	82	86	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	7	61	Number of Teachers	57	56	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	33	34	TBD
				Number of Educational Paraprofessionals	15	16	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	98.2	TBD
				% more than 2 years teaching in this school	49.1	55.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	28.1	30.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	79	77	TBD
American Indian or Alaska Native	0	0.2	0.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	92.7	98.3	TBD
Black or African American	30.2	25.3	23.3				
Hispanic or Latino	65.4	69.7	71.7				
Asian or Native Hawaiian/Other Pacific Isl.	3.1	2.9	2.9				
White	1.2	1.9	1.5				
Multi-racial							
<b>Male</b>	51.1	56.6	56.3				
<b>Female</b>	48.9	43.4	43.8				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
<b>All Students</b>	√	√	√					
<b>Ethnicity</b>								
American Indian or Alaska Native								
Black or African American	√	√	-					
Hispanic or Latino	√	√						
Asian or Native Hawaiian/Other Pacific Islander	-	-	-					
White	-	-	-					
Multiracial								
Students with Disabilities	Ysh	√	-					
Limited English Proficient	-	-	-					
Economically Disadvantaged	√	√						
<b>Student groups making AYP in each subject</b>	5	5	1					
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>								
<b>Progress Report Results - 2008-09</b>				<b>Quality Review Results - 2008-09</b>				
<b>Overall Letter Grade</b>	A			<b>Overall Evaluation:</b>			√	
<b>Overall Score</b>	68.7			<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>				Quality Statement 1: Gather Data			√	
School Environment (Comprises 15% of the Overall Score)	8.2			Quality Statement 2: Plan and Set Goals			√	
School Performance (Comprises 25% of the Overall Score)	14.3			Quality Statement 3: Align Instructional Strategy to Goals			√	
Student Progress (Comprises 60% of the Overall Score)	42.4			Quality Statement 4: Align Capacity Building to Goals			√	
Additional Credit	3.8			Quality Statement 5: Monitor and Revise			√	
<b>Key: AYP Status</b>				<b>Key: Quality Review Score</b>				
√ = Made AYP				Δ = Underdeveloped				
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding				
* = 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.								
** <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>								

## 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/Teacher 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 your 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?

□

After a comprehensive review of both quantitative and qualitative data we have identified the following strengths, accomplishments and challenges to the school's continuous improvement:

### Strengths/Accomplishments

According to the New York City Learning Environment Survey parents are highly satisfied with their level of engagement in an active partnership with the school. They are also satisfied with the school's academic expectations, safety, and communication provided by the school about educational goals and feedback on their child's learning.

Teacher mobility has decreased from 17% in 2007-08 to 11% in 2009-10, including four resignations, which indicates an overall satisfaction with the quality of the school. In addition, the most recent data on teacher qualifications indicate that we continue to hire teachers: that are considered highly qualified through NCLB/SED (from 93% in 2007-08 to 98.% in 2008-09); with more than 5 years teaching experience (from 28% in 2007-08 to 30% in 2008-09); and have earned a Masters' Degree or higher (77% in 08-09).

Enrollment at the school has remained consistent within the last three years. However, we have seen a particular increase in Special Education Enrollment (from 33% in 08-09 to 38% in 09-10) and enrollment of English Language Learners (from 18% in 08-09 to 35% in 09-10). Due to these increases we have been able to open two additional self-contained classes (12:1:1 grade K/1 and 12:1:1 grade 3) as well as expand our bilingual classrooms from one self contained 12:1:1 and one ICT (CTT) bilingual classroom to a total of 2 ICT (CTT) bilingual classrooms and one 12:1:1 self-contained bilingual classroom. We expect that this program will continue to grow with the enrollment and parental choices in the community.

We continue to maintain strong partnerships within the community to both support and enrich the families and students of PS 146. Our initiative for enrichment is evident through our partnerships with the 92<sup>nd</sup> St. Y, The Dept. of Health, SchoolFood, The My Own Book Program, Yorkville Athletics program, Common Cents: Penny Harvest, and our own Clubs offered during the extended day morning sessions for students who are meeting grade level proficiency in literacy and/or mathematics. We have received awards for our work in Wellness from the New York City Strategic Alliance for Health and Student Leadership from the Common Cents: Penny Harvest (2008,2009,2010). To additionally support families in the community we work with Fried, Frank Law Services, and the International Center for the Disabled, PBIS, ENACT.

### Challenges

Although parents are satisfied with the school there are areas that we continually strive to improve for a partnership that promotes student learning. Specifically, parents need better communication of their child’s achievements; more frequent information about what their child is studying at school; and information on services that can help them support their child outside of school (i.e. tutoring, after school programs, workshop for parents). We are pleased with the participation of parents during Family Fridays. However, we need to provide additional opportunities to engage parents in their child’s academic progress. Some considerations we have made to accomplish this goal in this school year are: more frequent and better communication of workshops on ARIS Parent Link; Resources and Materials added to our school website based on students’ performance data; Curriculum maps that are available at the school and on our school website; project based learning activities in the classroom that include a culminating activity that parents are invited to participate in. A barrier we have experienced to achieve this goal has been the small representation of parents at workshops provided by the school. Also, parents having limited access and/or working knowledge of technology, which enables them to access the information provided by the school.

While we continue to strive for excellence in our hiring practices, we are still working with a largely inexperienced teaching population. Most staff members (70%) have less than 5 years teaching experience and only 55% of staff members have been at this school for more than 2 years. This requires a high level of differentiated professional development to meet the needs of a varied staff. We have been able to address using achievement data to plan instruction through our Inquiry Team grade level meetings. Additionally, we have engaged motivated and/or experienced teachers to be a grade leader representative. Grade leaders meet weekly with coaches and administrators to identify trends across the school, use the data to plan for strategies to improve teaching and learning, and share best practices across the school through the use of action based planning during Common Planning grade level periods.

Clear communication of expectations has been a challenge that we are addressing by increasing the frequency of administrative/coaching walkthroughs and providing individual written feedback. We are also differentiating Professional Development by implementing a “Coaching Cohort” model. In this model administration identified trends of instructional strategies that would improve teacher learning and student outcomes. Teachers were then asked to identify three choices from a list of ten professional development opportunities. Teachers have been grouped according to their preference, experience, and professional needs. Each cohort will meet twice a month beginning Dec. 1<sup>st</sup> to strengthen teachers’ professional knowledge and provide teaching strategies to better meet the needs of the students. In addition, administration encourages and seeks out professional development opportunities provided by the Department of Education and our Network. Some of the workshop series teachers are attending include: RAMAPO for Children (1:1 coaching to support Coordinated Early Intervention Strategies); Enact (co-teaching residency to support students active participation in behavior management); Self-Contained Seminar (provided by the Network for Differentiated Instruction and behavior management); Teachers’ College Series on the Common Core State Standards.

Student performance at grade level proficiency continues to be a challenge in all academic areas. While we have begun to see progress of students moving within benchmark performance levels, we still have a majority of students performing below grade level proficiency. One example of this trend is evident in our students’ proficiency in English Language Arts (ELA). According to the 2009-2010 NYS ELA assessment, 19% of students met grade level proficiency. However, the median growth percentile for the school’s lowest third in ELA was 65% compared to other schools in our Peer Horizon. Similarly, students’ Periodic Assessment (Rigby, as part of the DYO) results indicate students’ targeted by grade level Inquiry Teams to show progress as described below.

Grade Level	SMART goal	Results
Kindergarten	Increase the number of students on or above grade level by 5%	40% of students are reading on or above grade level
Grade 1	10% of students at level 1 will move to level C or above	43% of students at level 1 are reading at a level C or above

Grade 2	Move all students at least two reading levels	33% of students moved at least two reading levels
Grade 3	75% of students at level 1 will move two or more reading levels	59% of students at level 1 moved two or more reading levels
Grade 4	50% of students at levels I/J will move to level M	21% of students are reading at a level M or above
Grade 5	75% of students at level 1 will move at least one reading level	45% of students at level 1 moved one or more reading levels

A review of the data also identifies a need for improvement in oral and written expression. These skills contribute to the students' overall ability to express their thinking in a critical and analytical way across content areas. We are currently screening all students, using an oral language assessment, in Kindergarten to identify students who may be at risk for language development. We have also targeted students who have significant difficulties with oral and/or written expression, specifically English Language Learners and Students with Disabilities. We are targeting instruction by sub grouping these students during the AIS extended day morning program to support their unique needs for these skills while maintaining the grade level instructional focus determined based on assessments. In addition, the school-wide Inquiry Team has identified students in self-contained classes as the target population.

To address our progress towards meeting our goal for student performance we have made important changes to the curriculum. First, the administration and coaches reviewed assessment data in literacy and math, including an item skill analysis, to determine students' index for meeting proficiency in each learning strand. Next, the learning strands were prioritized, with strands closest to students meeting proficiency first. Learning strands were developed into units based on the Common Core State Standards (CCSS) and formatted into a pacing calendar for each grade. Timeframes for each unit is determined based on the number of skills represented through the item skill analysis. For example, Numeration and Operations in grade 3 will be approximately 3 months, while Probability and Statistics will be approximately 1 month. Then, grade leaders and coaches identified resources that will support the students learning for each unit. Currently, we have given baseline assessments in math at all grade levels and are in the process of gathering baseline assessments in literacy. Teachers will be working on determining SMART goals and action plans, including differentiated instruction of content, process, and product, based on the assessment results. Students will be re-assessed at a midpoint of the unit and an endline portfolio assessment will determine students' individual progress towards meeting the learning goals of the unit.

An obstacle that we continue to face is communicating learning expectations throughout the school community. We are working towards developing systems that will facilitate sharing information on student performance, curriculum and learning activities to all staff that work with the child. This is evident in the development of data binders in each classroom, graphs that identify trends that are shared with staff based on school-wide assessments, and progress reports given to parents for their child's individual progress of skills and understandings in all curricula areas. We are also exploring resources and materials to be shared through ARIS and/or our school website that supports student learning in each curricula area in each grade.

## 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 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> <p style="text-align: center;"><b><u>1. Student Performance: English Language Arts (ELA)</u></b></p> <p>By June 2011 we will develop rigorous and meaningful academic goals to improve student performance in English Language Arts as evidenced by:</p>	<input type="checkbox"/> <p>Student Performance: English Language Arts</p>
<input type="checkbox"/> <p>2. Student Performance: Mathematics</p> <p>By June 2011 we will develop rigorous and meaningful academic goals to improve student performance in Mathematics</p> <p style="text-align: center;">as evidenced by:</p>	<input type="checkbox"/> <p>Student Performance: Mathematics</p>
<input type="checkbox"/> <p>3. Communication: Parent Communication</p> <p>BY June 2011 we will increase parent engagement in their child’s academic performance and progress</p> <p style="text-align: center;">as evidenced by:</p> <p style="text-align: center;">At least a 15 point increase in parents’ response of monthly or more to “[During this school year how often have you] received information about what your child is studying in school” from 68% to at least 83% on the 2010-2011 Learning Environment Survey.</p>	<input type="checkbox"/> <p>Communication: Parents</p>
<input type="checkbox"/> <p>4. Building Capacity: Improving Student Outcomes</p> <p>By June 2011 we will differentiate professional development to engage teachers in an active partnership to promote student learning and attain professional goals as evidenced by:</p> <p style="margin-left: 40px;">a) At least a 5 point increase in teachers’ response of strongly agree/agree to “School leaders give me regular and helpful feedback about my teaching” from 69% to at least 74% on the 2010-2011 Learning Environment Survey</p>	<input type="checkbox"/> <p>Building Capacity: Improving Student Outcomes</p>

<ul style="list-style-type: none"> <li>b) At least a 5 point increase in teachers' response of strongly agree/agree to "This year I received helpful training on the use of students achievement data to improve teaching and learning" from 58% to at least 63% on the 2010-2011 Learning Environment Survey.</li> <li>c) At least a 5 point increase in teachers' response of strongly agree/agree to "The professional development I received this year provided me with teaching strategies to better meet the needs of my students" from 58% to at least 63% on the 2010-2011 Learning Environment Survey.</li> </ul>	
<p><input type="checkbox"/> 5. Building Capacity: Communication</p> <p>By June 2011 we will clearly communicate the school-wide vision and expectations across the school community as evidenced by:</p> <ul style="list-style-type: none"> <li>a) At least a 5 point increase in teachers' response of strongly agree/agree to "School leaders communicate a vision for this school" from 71% to at least 76% on the 2010-2011 Learning Environment Survey.</li> <li>b) At least a 5 point increase in teachers' response of strongly agree/agree to "Curriculum, instruction and assessment are aligned within and across grade levels at this school" from 77% to at least 82% on the 2010-2011 Learning Environment Survey.</li> <li>c) At least a 5 point increase in teachers' response of strongly agree/agree to "School leaders invite teachers to play a meaningful role in setting goals and making important decisions for the school" from 73% to at least 78% on the 2010-2011 Learning Environment Survey.</li> </ul>	<p><input type="checkbox"/> Building Capacity: Communication</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 2010-11 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, Corrective Action, Restructuring, SURR, PLA, 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**

**English Language Arts**

**(where relevant) :**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p style="text-align: center;"><input type="checkbox"/> <b><u>1. Student Performance: English Language Arts (ELA)</u></b></p> <p>By June 2011 we will develop rigorous and meaningful academic goals to improve student performance in English Language Arts as evidenced by:</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><input type="checkbox"/> See Attachment #1</p>			
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>				
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px;">Instrument of Measure Diagnostic Assessment: NYS English Language Arts Assessment</td> <td style="width: 33%; padding: 2px;">Interval/frequency of periodic review May 2009</td> <td style="width: 33%; padding: 2px;">Projected Gains (Baseline)</td> </tr> </table>	Instrument of Measure Diagnostic Assessment: NYS English Language Arts Assessment	Interval/frequency of periodic review May 2009	Projected Gains (Baseline)
Instrument of Measure Diagnostic Assessment: NYS English Language Arts Assessment	Interval/frequency of periodic review May 2009	Projected Gains (Baseline)		

	(grades 3-5: Baseline)		
	Periodic Assessment: Rigby Independent Reading Leveling Assessment (DYO: Grades K-2 baseline)	October 2010	Students improved at least one reading level
	Interim Assessment: Running Records (Grades K-5)	December 2011	Students improved at least one benchmark reading level
	Periodic Assessment: Rigby Independent Reading Leveling Assessment (DYO: Grades K-5 Midline)	February 2011	Students improved to grade level proficient/ maintained grade level proficient reading level
	Interim Assessment: Running Record (Grades K-5)	April 2011	Students improved to or exceeded grade level proficiency
	Diagnostic Assessment: NYS English Language Arts Assessment (Grades 3-5: Endline)	May 2011	Students' median growth percentile is at least a 10 point increase compared to our Peer Horizon from 47% to 57% at proficiency
	Periodic Assessment: Rigby Independent Reading Leveling Assessment (DYO: Grades K-2 Endline)	May 2011	Students improved to grade level proficient/ maintained grade level proficient reading level

**Subject Area**  
(where relevant) :

**Mathematics**

---

<b>Annual Goal</b> <i>Goals should be SMART –</i>	<input type="checkbox"/> 2. Student Performance: Mathematics
--	--

<p><i>Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 we will develop rigorous and meaningful academic goals to improve student performance in Mathematics</p> <p>as evidenced by:</p>																	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> See attachment #2</p>																	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>																		
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <table border="1" data-bbox="512 1081 2095 1432"> <thead> <tr> <th data-bbox="512 1081 1205 1149">Instrument of Measure</th> <th data-bbox="1211 1081 1583 1149">Interval/frequency of periodic review</th> <th data-bbox="1589 1081 2095 1149">Projected Gains</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 1154 1205 1222">Diagnostic Assessment: NYS Mathematics Assessment (grades 3-5: Baseline)</td> <td data-bbox="1211 1154 1583 1222">May 2009</td> <td data-bbox="1589 1154 2095 1222">(Baseline)</td> </tr> <tr> <td data-bbox="512 1227 1205 1321">Periodic Assessment: Everyday Mathematics End of Year Assessment (previous grade) Grades K-2: Baseline</td> <td data-bbox="1211 1227 1583 1321">May 2009</td> <td data-bbox="1589 1227 2095 1321">(Baseline)</td> </tr> <tr> <td data-bbox="512 1326 1205 1395">Periodic Assessment: Acuity ITA (Grades 3-5)</td> <td data-bbox="1211 1326 1583 1395">November 2010</td> <td data-bbox="1589 1326 2095 1395">Students improved to grade level proficiency maintained grade level proficiency</td> </tr> <tr> <td data-bbox="512 1399 1205 1432">Periodic Assessment: Everyday Mathematics End</td> <td data-bbox="1211 1399 1583 1432">November 2010</td> <td data-bbox="1589 1399 2095 1432">Students meet at least 30% of the indicators</td> </tr> </tbody> </table>			Instrument of Measure	Interval/frequency of periodic review	Projected Gains	Diagnostic Assessment: NYS Mathematics Assessment (grades 3-5: Baseline)	May 2009	(Baseline)	Periodic Assessment: Everyday Mathematics End of Year Assessment (previous grade) Grades K-2: Baseline	May 2009	(Baseline)	Periodic Assessment: Acuity ITA (Grades 3-5)	November 2010	Students improved to grade level proficiency maintained grade level proficiency	Periodic Assessment: Everyday Mathematics End	November 2010	Students meet at least 30% of the indicators
Instrument of Measure	Interval/frequency of periodic review	Projected Gains																
Diagnostic Assessment: NYS Mathematics Assessment (grades 3-5: Baseline)	May 2009	(Baseline)																
Periodic Assessment: Everyday Mathematics End of Year Assessment (previous grade) Grades K-2: Baseline	May 2009	(Baseline)																
Periodic Assessment: Acuity ITA (Grades 3-5)	November 2010	Students improved to grade level proficiency maintained grade level proficiency																
Periodic Assessment: Everyday Mathematics End	November 2010	Students meet at least 30% of the indicators																

	of Year Assessment (current grade) Grades K-2		demonstrate adequate progress toward level proficiency
	Interim Assessment: Acuity Customized Assessment (Grades 3-5)	December 2010	Students improved to grade level proficiency maintained grade level proficiency
	Interim Assessment: Everyday Mathematics Customized Assessment (Grades K-2)	December 2010	Students meet at least 40% of the indicators demonstrate adequate progress toward level proficiency
	Periodic Assessment: Acuity Predictive Assessment (Grades 3-5: Midline)	January 2011	Students improved to or exceeded grade level proficiency
	Periodic Assessment: Everyday Mathematics End of Year Assessment (current grade) Grades K-2: Midline	January 2011	Students meet at least 50% of the indicators demonstrate adequate progress toward level proficiency
	Periodic Assessment: Acuity ITA(Grades 3-5)	March 2011	Students improved to or exceeded grade level proficiency
	Interim Assessment: Everyday Mathematics Customized Assessment (Grades K-2)	March 2011	Students meet at least 70% of the indicators demonstrate adequate progress toward level proficiency
	Interim Assessment: Acuity Customized Assessment (Grades 3-5)	April 2011	Students improved to or exceeded grade level proficiency
	Diagnostic Assessment: NYS Mathematics Assessment (Grades 3-5: Endline)	May 2011	Students' median growth percentile is a point increase compared to our Peer H 6.2% to 26% at proficiency
	Periodic Assessment: Everyday Mathematics End of Year Assessment (current grade) Grades K-2: Endline	May 2011	Students meet at least 80% of the indicators demonstrate adequate progress toward level proficiency

**Subject Area**  
(where relevant) :

\_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> 3. Communication: Parent Communication BY June 2011 we will increase parent engagement in their child's academic performance and progress  as evidenced by:
---	---

	<p>At least a 15 point increase in parents' response of monthly or more to "[During this school year how often have you] received information about what your child is studying in school" from 68% to at least 83% on the 2010-2011 Learning Environment Survey.</p>																	
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> See attachment #3																	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>																		
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <table border="1" data-bbox="617 911 1944 1323"> <thead> <tr> <th data-bbox="617 911 1073 980">Measure of Progress</th> <th data-bbox="1073 911 1430 980">Interval of Periodic Review</th> <th data-bbox="1430 911 1944 980">Projected Gains</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 980 1073 1016">Learning Environment Survey</td> <td data-bbox="1073 980 1430 1016">September 2010</td> <td data-bbox="1430 980 1944 1016">(baseline)</td> </tr> <tr> <td data-bbox="617 1016 1073 1118">Interim Parent Satisfaction Survey</td> <td data-bbox="1073 1016 1430 1118">December 2010</td> <td data-bbox="1430 1016 1944 1118">Parents responses to the indicated statements increase to at least 84% strongly agree/agree</td> </tr> <tr> <td data-bbox="617 1118 1073 1221">Interim Parent Satisfaction Survey</td> <td data-bbox="1073 1118 1430 1221">February 2011</td> <td data-bbox="1430 1118 1944 1221">Parents responses to the indicated statements increase to at least 84% strongly agree/agree</td> </tr> <tr> <td data-bbox="617 1221 1073 1323">Learning Environment Survey</td> <td data-bbox="1073 1221 1430 1323">June 2011</td> <td data-bbox="1430 1221 1944 1323">Parents responses to the indicated statements increase to at least 84% strongly agree/agree (endline)</td> </tr> </tbody> </table>			Measure of Progress	Interval of Periodic Review	Projected Gains	Learning Environment Survey	September 2010	(baseline)	Interim Parent Satisfaction Survey	December 2010	Parents responses to the indicated statements increase to at least 84% strongly agree/agree	Interim Parent Satisfaction Survey	February 2011	Parents responses to the indicated statements increase to at least 84% strongly agree/agree	Learning Environment Survey	June 2011	Parents responses to the indicated statements increase to at least 84% strongly agree/agree (endline)
Measure of Progress	Interval of Periodic Review	Projected Gains																
Learning Environment Survey	September 2010	(baseline)																
Interim Parent Satisfaction Survey	December 2010	Parents responses to the indicated statements increase to at least 84% strongly agree/agree																
Interim Parent Satisfaction Survey	February 2011	Parents responses to the indicated statements increase to at least 84% strongly agree/agree																
Learning Environment Survey	June 2011	Parents responses to the indicated statements increase to at least 84% strongly agree/agree (endline)																

**Subject Area**  
(where relevant) : \_\_\_\_\_

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 4. Building Capacity: Improving Student Outcomes By June 2011 we will differentiate professional development to engage teachers in an active partnership to promote student learning and attain professional goals as evidenced by:</p> <ul style="list-style-type: none"> <li>a) At least a 5 point increase in teachers’ response of strongly agree/agree to “School leaders give me regular and helpful feedback about my teaching” from 69% to at least 74% on the 2010-2011 Learning Environment Survey</li> <li>b) At least a 5 point increase in teachers’ response of strongly agree/agree to “This year I received helpful training on the use of students achievement data to improve teaching and learning” from 58% to at least 63% on the 2010-2011 Learning Environment Survey.</li> <li>c) At least a 5 point increase in teachers’ response of strongly agree/agree to “The professional development I received this year provided me with teaching strategies to better meet the needs of my students” from 58% to at least 63% on the 2010-2011 Learning Environment Survey.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> See attachment #4</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY’11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	□		
	Measure of Progress	Interval of Periodic Review	Projected Gains
	Learning Environment Survey	September 2010	(baseline)
	Interim Teacher Satisfaction Survey	December 2010	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree
	Interim Teacher Satisfaction Survey	February 2011	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree
Learning Environment Survey	June 2011	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree (endline)	

**Subject Area**  
**(where relevant) :** \_\_\_\_\_

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	□
	<p>5. Building Capacity: Communication</p> <p>By June 2011 we will clearly communicate the school-wide vision and expectations across the school community as evidenced by:</p> <ul style="list-style-type: none"> <li>a) At least a 5 point increase in teachers’ response of strongly agree/agree to “School leaders communicate a vision for this school” from 71% to at least 76% on the 2010-2011 Learning Environment Survey.</li> <li>b) At least a 5 point increase in teachers’ response of strongly agree/agree to “Curriculum, instruction and assessment are aligned within and across grade levels at this school” from 77% to at least 82% on the 2010-2011 Learning Environment Survey.</li> <li>c) At least a 5 point increase in teachers’ response of strongly agree/agree to “School leaders invite teachers to play a meaningful role in setting goals and making important decisions for the school” from 73% to at least 78% on the 2010-2011 Learning Environment Survey.</li> </ul>

<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<input type="checkbox"/> See attachment #5																	
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>																		
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<input type="checkbox"/> <table border="1" data-bbox="617 727 1944 1143"> <thead> <tr> <th data-bbox="617 727 1073 797">Measure of Progress</th> <th data-bbox="1073 727 1430 797">Interval of Periodic Review</th> <th data-bbox="1430 727 1944 797">Projected Gains</th> </tr> </thead> <tbody> <tr> <td data-bbox="617 797 1073 834">Learning Environment Survey</td> <td data-bbox="1073 797 1430 834">September 2010</td> <td data-bbox="1430 797 1944 834">(baseline)</td> </tr> <tr> <td data-bbox="617 834 1073 935">Interim Teacher Satisfaction Survey</td> <td data-bbox="1073 834 1430 935">December 2010</td> <td data-bbox="1430 834 1944 935">Teachers responses to the indicated statements increase to at least 85% strongly agree/agree</td> </tr> <tr> <td data-bbox="617 935 1073 1040">Interim Teacher Satisfaction Survey</td> <td data-bbox="1073 935 1430 1040">February 2011</td> <td data-bbox="1430 935 1944 1040">Teachers responses to the indicated statements increase to at least 85% strongly agree/agree</td> </tr> <tr> <td data-bbox="617 1040 1073 1143">Learning Environment Survey</td> <td data-bbox="1073 1040 1430 1143">June 2011</td> <td data-bbox="1430 1040 1944 1143">Teachers responses to the indicated statements increase to at least 85% strongly agree/agree (endline)</td> </tr> </tbody> </table>			Measure of Progress	Interval of Periodic Review	Projected Gains	Learning Environment Survey	September 2010	(baseline)	Interim Teacher Satisfaction Survey	December 2010	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree	Interim Teacher Satisfaction Survey	February 2011	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree	Learning Environment Survey	June 2011	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree (endline)
Measure of Progress	Interval of Periodic Review	Projected Gains																
Learning Environment Survey	September 2010	(baseline)																
Interim Teacher Satisfaction Survey	December 2010	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree																
Interim Teacher Satisfaction Survey	February 2011	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree																
Learning Environment Survey	June 2011	Teachers responses to the indicated statements increase to at least 85% strongly agree/agree (endline)																

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

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. 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 Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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

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

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	123	75	N/A	N/A		66		
1	29	7	N/A	N/A		2	1	
2	30	40	N/A	N/A		7		
3	102	42	N/A	N/A		9	23	
4	24	27					1	
5	22	9	20			4	15	
6								
7								
8								
9								
10								
11								
12								

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

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

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

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>	<input type="checkbox"/> * Wilson: Decoding/Encoding Program, small. group, during the school day  *FUNDATIONS; Decoding/Encoding Program, small group, during the school day  * Scholastic READ 180: comprehension program, small group, during the school day  * Extended Day instruction (37 1/2 minute program): intervention in oral language, reading, math, small group
<b>Mathematics:</b>	* AIS providers provide targeted math instruction based on assessments: pull-out and push-in, small group, during the school day  * Extended Day instruction (37 1/2 minute program): intervention in oral language, reading, math, small group
<b>Science:</b>	<input type="checkbox"/> * Not applicable
<b>Social Studies:</b>	<input type="checkbox"/> * Not applicable
<b>At-risk Services Provided by the Guidance Counselor:</b>	<input type="checkbox"/> * Not applicable

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> * Parent workshops, emergency interventions, staff training, modeling appropriate behavior interventions for teachers (i.e. magic circle, etc), Art Club.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> * Counseling, parent workshops, emergency interventions, staff training, modeling appropriate behavior interventions for teachers (i.e. magic circle, etc), social groups of students, clubs (sewing club), Penny Harvest.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> * Asthma counseling, weight management counseling by medical personnel (i.e. registered nurses, etc)

## **APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy** - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

**3-5**

**Number of Students to be Served:**

**LEP 25**

**Non-LEP 0**

**Number of Teachers 3**

**Other Staff (Specify) Assistant Principal (Supervisor)**

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

### **Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program**

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

□

There will be an after school club targeting 25 LEP students in the third, fourth and fifth grades. The club will meet once a week on Thursdays for an hour and a half after school and will be led by a certified ESL teacher, certified Bilingual teacher, and supervised by an assistant principal. The principal requires a supervisor on site during all times in case of an emergency.

Supplemental instruction using technology will be delivered during the first thirty minutes. This instruction will be targeted to meet students' language needs. A variety of resources will be used including listening centers, the Rosetta Stone computer software and online educational resources. These centers are focused on developing the listening, reading and writing skills of English Language Learners through the use of technology. Bilingual materials will also be used to support comprehension when appropriate.

The remaining hour of the program will be focused on Reader's Theater. Program instruction will be in English, however the bilingual teacher will provide native language support when appropriate. Our school wide data shows that ELL students need improvement in English Language Arts. This club will provide an opportunity for English Language Learners to develop oral language and reading fluency. These skills will lead to higher achievement on the New York State ELA exam. Research shows that social interaction leads to higher levels of oral production and oral proficiency, in turn increasing gains on the NYSESLAT and New York State ELA exam. Through the club students will also have the opportunity to present their plays to classmates and parents. The after Reader's Theater club will enrich students by raising self-confidence and increasing student engagement.

Field trips will be planned to supplement the after school program. Students will attend theater productions.

#### **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.

□

P.S. 146 uses the book *Bringing Words to Life: Robust Vocabulary Instruction* by Beck, McKeown, and Kucan to support teachers' content knowledge of best practices in vocabulary instruction. In addition, teachers have received professional development from Mondo consultants in using the Oral Language Program from Mondo Publishing for the past 3 years. During the 2010-2011 school year, specific strategies for ELL students will be identified in the Grade Level Inquiry Team Meetings based on *Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners discover their World through Inquiry* by Buhrow and Upczak-Garcia.

The teachers delivering the Title III program will have monthly meetings after school. Teachers will meet on the first Tuesday of every month from 3:00 to 4:00. During these meetings teachers will discuss how best to support the language needs of the students. Teachers will create supplementary language lessons to tie into Reader's Theater in order to continuously support the language development of LEP students.

**Section III. Title III Budget**

School: P.S. 146  
 BEDS Code: 310400010146

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$11642	<input type="checkbox"/> After School Instruction: Teacher \$49.89 per session x 3 teachers x 1.5 hours per session x 30 sessions = \$6735.15 Supervisor \$52.21 per session x 1.5 hours per session x 30 sessions = \$2349.45  After School Planning Sessions: Teacher \$49.89 per session x 3 teachers x 1 hour x 7 sessions = \$1047.69  Parent workshops: Teacher \$49.89 per session x 3 teachers x 1 hour x 6 sessions = \$898.02 Supervisor \$52.21 per session x 1 hour x 6 sessions = \$313.26  Parent workshop planning sessions:

		Teacher \$49.89 per session x 2 teachers x 3 hours= \$299.34																
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$0.00	We currently do not have any curriculum development contracts.																
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	7117.58	<input type="checkbox"/>  <table border="1"> <tr> <td>\$821.18</td> <td>Listening Centers (CD players and headsets)</td> </tr> <tr> <td>\$550</td> <td>Audio Books</td> </tr> <tr> <td>\$350</td> <td>Bilingual Audio Books</td> </tr> <tr> <td>\$1599.78</td> <td><i>Reader's Theater Kits</i></td> </tr> <tr> <td>\$350.00</td> <td>Parent Materials</td> </tr> <tr> <td>\$450.00</td> <td>Professional Development books: \$25.00 x 18 = 450</td> </tr> <tr> <td>2196.62</td> <td>Educational Software</td> </tr> <tr> <td>\$800</td> <td>Field Trips</td> </tr> </table>	\$821.18	Listening Centers (CD players and headsets)	\$550	Audio Books	\$350	Bilingual Audio Books	\$1599.78	<i>Reader's Theater Kits</i>	\$350.00	Parent Materials	\$450.00	Professional Development books: \$25.00 x 18 = 450	2196.62	Educational Software	\$800	Field Trips
\$821.18	Listening Centers (CD players and headsets)																	
\$550	Audio Books																	
\$350	Bilingual Audio Books																	
\$1599.78	<i>Reader's Theater Kits</i>																	
\$350.00	Parent Materials																	
\$450.00	Professional Development books: \$25.00 x 18 = 450																	
2196.62	Educational Software																	
\$800	Field Trips																	
<b>Educational Software (Object Code 199)</b>	2196.62	Rosetta Stone language software packages for after school use to support LEP language development.																
<b>Travel</b>	\$0.00	We currently do not have funds allocated for travel.																
<b>Other</b>	\$159.51	<input type="checkbox"/> Field Trips to support after school program and supplement classroom instruction: \$500  Refreshments for Parent Workshops: \$100																

<b>TOTAL</b>	<b>9314.2</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**

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.

The OTELE code signifies the language spoken at home. Also, on the HLIS form, parents indicate the language they would like receive written and oral communication from the school. This information is used to determine the language in which school letters and documents are sent to parents.

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

Identified needs for oral interpretations services are for parent/teacher conferences, curriculum night, scheduled meetings before and after school to discuss an individual child's academic issues, parent workshops and IEP meetings. Written translation is requested for school letters, notices and report cards. In addition, the parent coordinator also communicates language needs of parents to school administrators.

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

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

City wide documents in the native language are retrieved from the Department of Education's website. School wide documents are translated through the Department of Education's Translation Service. Sufficient notice is allotted for use of this service. Letters, notices and other forms of communication from teachers are translated in-house by staff members. The number of translations issued is based upon collected data.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

□

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

□

Since over ten percent of the school's parent population speaks Spanish, the school ensures that school signs and report cards are bilingual. Translation and interpreter service signs are clearly posted in the main office.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$479,560	\$57,997	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,295		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$23,978	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$47,956	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
99%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Professional development will be implemented to insure that we will have 100% of highly qualified teachers by the 2010-2011 school year as follows:

- differentiated professional development to allow teachers to set measurable goals for their own growth.
- coaches providing regularly and timely feedback about instruction.

- mentor partnership planning sessions.
- sharing best practices with teachers through professional development.
- off-site professional development (i.e. intervisitations to other schools with varying programs).
- intervisitation to other classes within the school.
- one-on-one planning time with coaches.
- one-on-one planning time with mentors as needed.
- walkthroughs of classes targeting needs for professional development. Also, providing teachers with written feedback from these walkthroughs.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND 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.

□

#### **Part I - GENERAL EXPECTATIONS**

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

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

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

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

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

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

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

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

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

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

4. P.S. 146 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement in improving the quality of its Title I, Part A program. The evaluation will include indentifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, limited English proficiency, or have limited literacy, or who are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policy. We will hold discussions with parents through the P.A., survey parents regarding the effectiveness of our parent involvement program. The survey will be conducted in conjunction with the Parent Coordinator and the School Leadership Team (SLT). Parents will take an active role in creating, distributing, and analyzing surveys and organizing focus groups for discussion.

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

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

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

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

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

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

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

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

**Explanation :** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic

achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

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

## SCHOOL RESPONSIBILITIES

P.S. 146 will:

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

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

- Hold Parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice a year, November and March. Conferences for parents of all students, with additional meetings as needed when concerns arise over a child's progress.
- Provide parents with frequent reports on their child's progress. Specifically, the school will provide parents with detailed report cards presented at twice yearly Parent-Teacher conferences, end of year report cards, and results of periodic assessments.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents. At any time, parents can request a meeting with their child's teacher by requesting an appointment for a conference directly with the teacher, through the school office staff, or through the Parent Coordinator.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows: Parents will be given the opportunity to volunteer in many areas at the school. Parents assist in the lunchroom, the yard, the school library

media center, and also help distribute information. Parents will be given training provided by Learning Leaders Academy. Parents volunteer to help on school trips, observe class performances. In the fall, parents are invited to meet their child's teacher and learn about the curriculum and expectations for the year.

## PARENT RESPONSIBILITIES

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

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

## STUDENT RESPONSIBILITIES

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

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

Distribution of parent involvement policy to Title I was completed on 12/15/10.

The date of the required annual review was conducted on 12/15/10.

## PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

## Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

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

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□ All students are given differentiated instruction through Tier 1, Tier 2 and Tier 3 intervention based on needs assessment.

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

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

□

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

o Help provide an enriched and accelerated curriculum.

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

o Meet the educational needs of historically underserved populations.

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

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

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□

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

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

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

### 3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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

- Literacy Program for Parents
- Math and Literacy Nights for Parents
- Open Curriculum Night

- ESL Program for Parents
- Library Media Center extended hours
- ARIS Parent Link Training for Parents
- Family Friday

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

□

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

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

□

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

□

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

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.  
Not Applicable

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

## Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning

outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

<sup>1</sup>**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup>**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

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

N/A

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

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

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

N/A

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

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

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

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

## **APPENDIX 7: 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>

---

### **Part A:**

#### **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.)  
38 as of 10/27/10
2. Please describe the services you are planning to provide to the STH population.

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

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

- Social Groups with students of similar needs

**Part B:**

**Part B - For Non-Title I Schools**

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



**CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_04M146\_102710-120946.doc

## OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

### Part I: School ELL Profile

#### A. Language Allocation Policy Team Composition

Network Cluster <b>02</b>	District <b>04</b>	School Number <b>146</b>	School Name <b>Anna M. Short</b>
Principal <b>Dr. Mona Silfen</b>		Assistant Principal <b>Allison Palumbo</b>	
Coach		Coach	
Teacher/Subject Area <b>Danielle Triber/ESL</b>		Guidance Counselor	
Teacher/Subject Area <b>Antonietta Carey/ESL</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Diana Alava</b>	
Related Service Provider <b>Angela Leon/Bilingual Speech</b>		Other <b>Bruni Caceres/ Bilingual Math</b>	
Network Leader <b>Dan Feigelson</b>		Other <b>Leah Solomon Bilingual SW</b>	

#### B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	<b>2</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>3</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

#### C. School Demographics

Total Number of Students in School		Total Number of ELLs	<b>127</b>	ELLs as Share of Total Student Population (%)	<b>%</b>
------------------------------------	--	----------------------	------------	---	----------

### Part II: ELL Identification Process

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

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

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

2. Each year P.S. 146 holds Parent Orientation meetings for the parents of all new ELLs. In the 2010-2011 school year meetings were held on September 21, 2010 and September 22, 2010. A third meeting is scheduled for January, 2011. One meeting was held in the morning and the other in the afternoon to convenience parents. Letters are sent home in the native language to notify parents of these meetings. Another memo is sent home just before the meetings as a reminder and the Parent Coordinator reaches out to parents by telephone to encourage attendance. At the meeting the video prepared by the Department of Education is played in the languages appropriate to the parents attending. Staff members, including ESL, TBE teachers and school administrators are available to present information about the different choices. Bilingual staff members are available to help interpret questions parents may have about their options and also to assist with completing the paperwork. If a parent decides on a choice that is unavailable at our school, the parent coordinator provides a list of schools that can offer this choice to the family and reaches out to schools for parents to help determine classroom availability. In addition to these three meetings, the ESL teachers conduct parent orientation meetings every month as needed for parents of newly enrolled entitled children. Parents are notified of this session in their native language in a timely manner.

3. After the LAB-R is administered within ten days of registration, a letter is sent home in the native language to notify parents of their child's eligibility for language support services. Parent Orientation information, Parent Survey and Program Selection forms and brochure are attached to the entitlement letter. Students who pass the LAB-R are sent non-entitlement letters. At the Parent Orientation Meetings staff is present to assist parents in completing the Parent Survey and Program Selection forms in their native language. Seventeen parents attended the first two Parent Orientation Meetings held in September. The Parent Coordinator contacted those parents unable to attend and individual meetings were held. When parents do not return Parent Option letters, reminders are sent home in the native language and the Parent Coordinator contacts parents by phone to try to arrange convenient appointments for them to

complete the form. Every attempt is made to let parents know their options, understanding that the default is a bilingual transition program. Completed original HLIS and original parent choice letters are kept in student cumulative folders. HLIS are also reviewed by the Inquiry Liaison using the RGDS from ATS. Any student missing the HLIS receive additional surveys and if not returned are contacted directly by the Inquiry Liaison or Parent Coordinator. Copies of the completed HLIS, parent choice, entitlement letters, program placement and continued entitlement letters are kept on file in the Special Education/ELL office. The ELL Coordinator is responsible for the record keeping process. The assistant principal supervises the intake process as well as record keeping.

4. The LAB-R is used to establish students' eligibility for ELL services. Students who pass the LAB-R are not considered ELL students and therefore are not eligible for ELL services. Parents of these students receive a non-entitlement letter in their native language to explain the students' status. Students who are administered the LAB-R and do not pass are eligible for ELL services. Notices for entitlement of services are sent home to parents in their native language. Two parent orientation meetings are held to inform parents of placement options for their children. Parent selection forms are available in the native language and translators (i.e. Parent coordinator, TBE teachers) are available for clarification or additional questions. Once a parent completes the program selection form, students are placed in the appropriate setting. Special education students are initially placed in their recommended setting as per the individualized education plan (IEP). If the parent of an entitled student requests a program other than what is indicated on the student's current IEP, Type 3 re-evaluations are submitted for a change of services to reflect the parent's choice of instructional program. A placement letter is sent home based on the parent selection form and school availability. If it is necessary for a student to change classes, the pupil accounting secretary is informed using a class change status form signed by the principal. The Parent Coordinator contacts parents to inform them of the date the student will be moved. All relevant teachers and staff are informed to make the transition smooth and comfortable for the student.

5. In September 2010, twenty-three out of twenty-six parents completed and returned the parent survey and program selection form. Fourteen parents selected TBE as their first choice. Nine parents selected ESL as their first choice.

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

In previous years, however, the majority of parents chose ESL as their first choice. In 2008, all but one new parent chose ESL as their first choice. The 2009-2010 school year is the first year P.S. 146 has been able to offer Spanish TBE classes to eligible kindergarten and first grade students. Seventy-seven percent of parents elected to place their children in the TBE program in 2009-2010. This year, we have expanded the program to second grade. We expect that our TBE program will continue to grow with the needs of the students. Therefore, we are working on offering TBE programs at the next grade level for the 2011-2012 school year.

6. The program models offered at P.S. 146 are currently aligned with parent requests. This year is the second year P.S. 146 offered a transitional bilingual program for Spanish speaking ELLs. Sixty-one percent of new ELL parents chose TBE as their first choice. Parents who did not choose TBE chose ESL as their first choice. No parents selected Dual Language.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K\* 1\* 2\* 3\* 4\* 5\*  
6● 7● 8● 9● 10● 11● 12●

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	2	2	1											5
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>			2	3										8
<b>Total</b>	2	2	3	3	0	3	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	127	Newcomers (ELLs receiving service 0-3 years)		101	Special Education	67
SIFE	0	ELLs receiving service 4-6 years		24	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	34		30	0		0	0		0	34
Dual Language										0
ESL	67		20	24		18	2		1	93
<b>Total</b>	<b>101</b>	<b>0</b>	<b>50</b>	<b>24</b>	<b>0</b>	<b>18</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>127</b>

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	17	5											34
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>12</b>	<b>17</b>	<b>5</b>	<b>0</b>	<b>34</b>									

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	5	8	25	15	14								74
Chinese	1					1								2
Russian														0
Bengali		1		1										2
Urdu														0
Arabic		2	1	4		4								11
Haitian					1									1
French					1	1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									1
<b>TOTAL</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>30</b>	<b>18</b>	<b>20</b>	<b>0</b>	<b>93</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

Students are grouped in both homogeneous and heterogeneous classes. Kindergarten and first grade ESL students are serviced in heterogeneous groups. Second and third grade students receive push-in ESL services. Fourth and fifth grade ESL students are grouped by proficiency levels. There is a special class for newcomer students to create a comfortable learning environment that helps to lower

effective barriers. The TBE program has heterogeneous classes with students of mixed proficiency levels.

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

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

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

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

In addition, students in TBE are assessed on language development using an Oral Language Assessment Tool. Any student determined at risk for their age level is designated for a mandated AIS 37.5 morning program. The program focuses specifically on building students language development through a structured Phonics program (Foundations) and a focus on classroom talk (using the Mondo Oral Language Program). Students not enrolled in a TBE program but are eligible as an ELL are targeted within a sub group for the AIS 37.5 morning program based on the grade level instructional focus.

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

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

To best serve newcomer ELLs, the native language is used to scaffold when possible. ESL and TBE classrooms contain bilingual dictionaries and books to support these students. English Language Arts is taught using differentiated approaches. Whole group, small group and individual instruction is delivered by the classroom teachers. Students are grouped based on individual needs and skills. Social studies, science, math, literature and technology are woven into the curriculum to provide content-based English language learning. Because proficiency in academic language (CALP) takes longer than social language (BICS), it is important to introduce academic language into the curriculum immediately. To prepare new ELL students for the ELA exams, all classrooms provide print rich environments. The school has purchased licenses for all ELL students to use software that is web based and can be used in the home as well as school.

ESL teachers collaborate with classroom teachers to create lessons that support the curriculum for that grade. P.S. 146 has a school wide focus on oral and written expression. These skills are woven into all content areas to help students develop their skills. Specific indicators consist of listening and speaking standards from the CCSS. These standards have been identified at each grade level and are part of the pacing calendar for literary units of study. In writing specifically, students are assessed on a school wide continuum using state standards based on what students should know at each grade level. Students performing below proficiency receive AIS during 37½ minutes and ELLs are subgrouped.

Long-term ELL students are offered the extended day (37 ½ minutes), read 180, and at risk services as needed. These students are also invited to participate in Title III afterschool programs.

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

## **B. Programming and Scheduling Information--Continued**

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

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

Other programs include:

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

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

6. Students who achieve a proficient level on the NYSESLAT are still eligible to receive testing accommodations such as extended time and separate location. These students can also participate in the extended day program (37 ½ minutes).
7. The Transitional Bilingual Education program has expanded to second grade for the 2010-2011 school year. For the upcoming school year grade level inquiry teams will focus on different subgroups and their needs. The extended day program for this year will mandate attendance based on skill level in particular areas. Students will be targeted based on ELA and math scores to receive instruction in necessary skills to prepare them for mandated exams.
8. There are no changes to programs offered to ELLs for the 2010-2011 school year.
9. The school has an extended day program (37 ½ minutes) that ELLs participate in. The extended day program uses small group instruction focusing on particular skills based on students' assessments, as well as a variety of clubs. For example, ELL students below proficiency in Reading Comprehension (currently grades 1-3) or Math (currently grades 4-5) are put into a mandated program that addresses the grade level instructional focus and are also subgrouped for ELL instruction. In this class a bilingual teacher, classroom

teacher and service provider are matched to deliver a well rounded program. Many ELL students are provided this supplemental service. Students that are not mandated to an academic morning program may choose a club of interest. The school offers a variety of clubs to develop student engagement. There will also be an after school program for ELLs funded by Title III. Last year the program met after school to target math and critical thinking skills through the game of chess. We also offer a variety of programs in the arts as part of our partnership with the 92nd St. Y. Pre-K to first grade students participate in dance classes. Second grade and special education students take part in a music appreciation program. All third grade students attend Theater Makers workshops and fourth grade classes participate in chorus. Fifth grade students will have the opportunity to perform in a musical theater production.

10. All core curriculum materials are provided in the native language for students in TBE classes. TBE classrooms are supported by a cluster technology teacher who integrates laptops, audiobooks, smartboards and aeroliners into lessons and projects. The ESL classroom has content area picture dictionaries and bilingual glossaries to support content areas. Also, the room is equipped with Internet access where students can use language software programs and research classroom projects in English as well as their native language. The ESL teachers also use manipulatives and realia to create comprehensible input for students. The school's media center has a selection of bilingual books, bilingual audio books, and bilingual online resources that students have access to.

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

12. In the ESL classroom, materials (glossaries, references, etc.) in the native language are available to students. Students can choose from a variety of native language books in the classroom library. The ESL teachers collaborate with classroom teachers to ensure students' needs are met by providing appropriate supplementary materials for their classrooms, such as content resources available in differentiated levels, bilingual glossaries and language learning computer software.

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

13. The Parent Coordinator is available during the summer to meet with new parents to provide school tours and meet with the principal.

14. Foreign language classes are not offered at our school.

### C. Schools with Dual Language Programs

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

### D. Professional Development and Support for School Staff

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

1. An initial overview of the ESL and TBE programs and ELL related topics is given to all school staff at the beginning of the school year. TBE teachers attend network provided professional development workshops. ESL teachers attend monthly professional development workshops organized by the ELL network specialist. These workshops focus on curriculum mapping and targeted instruction on building academic language. Teachers can also sign up for PDs pertaining to ELLs provided by the DOE and BETAC.

2. To help students transition from elementary to middle school, fifth grade teachers organize a middle school experience. This program mimics a day in middle school. Students are taught how to read and follow a schedule. They simulate a middle school day. This program was piloted last year and was very successful. The school will continue to give students this experience.

A middle school fair is also held at P.S. 146. The head of the middle school process for all districts speaks and translation services are provided to help parents of ELLs make informed choices.

3. New teachers attend DOE network professional development geared towards the instruction of ELLs. The information gathered at these meetings is used to assist teachers in adapting their instruction towards the needs of ELL students. The network ELL specialist also provides training and conducts site visits to support new teachers' needs.

All staff attend a faculty conference about inquiry teams. English Language Learners continue to be a targeted subgroup. This meeting addresses strategies and teaching approaches that can be used when working with English Language Learners. In previous years, the inquiry team found that using Reader's Theater with ELLs was helpful in moving this population forward in English Language Arts.

## E. Parental Involvement

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

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

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

3. The school has an active Parent Association that meets to discuss ways they can participate in school activities and make suggestions for improvement. Parents are also part of the School Leadership Team and participate in an ongoing dialogue with teachers and administrators.

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

4. To meet the needs of the parents, the school hosts a variety of workshops. Parent programs are interactive and geared towards supporting students' needs at home. At the beginning of the school year, the school hosts a curriculum night where parents are invited to visit classrooms and learn about expectations for their children for the coming year. Interpreters are provided as needed.

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

## Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	20	4	3	3	7	6								43
Intermediate(I)	1	6	19	7	4	5								42
Advanced (A)	1	2	5	7	2	7								24
Total	22	12	27	17	13	18	0	0	0	0	0	0	0	109

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	2	3	0	5	5							
	I	9	1	1	3	1	3							
	A	7	9	15	4	3	7							
	P	0	1	8	10	9	3							
READING/ WRITING	B	19	6	6	2	6	6							
	I	1	5	16	7	4	5							
	A	1	0	5	7	5	5							
	P	0	2	0	1	3	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	4	1		20
4	4	5	1		10
5	6	6	0		12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11	1	8	0	1	0	0	0	21
4	4	0	4	3	1	1	1	0	14
5	3	5	8	0	0	0	0	0	16
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	3	0	6	3	0	0	14
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	1	2	1	2	0	0	0	13
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. The school uses ECALS, Fountas and Pinnell, phonemic awareness, phonics, listening and writing to assess students. Independent and instructional levels in reading including retelling, oral reading and expression, and comprehension are assessed using Rigby. When students come with limited background knowledge to support benchmark texts at their grade level, oral language and vocabulary development are areas of emphasis. Our school screens all kindergarten students with an oral assessment tool. Identified students are targeted by the grade level Inquiry Team and receive interventions (such as Small Group Shared Reading, Read To small group instruction) provided by the classroom teacher. Additionally, these students are monitored for at risk services provided in grade 1. Grade level inquiry teams further support the use of instructional strategies to target instruction in the areas of retelling, oral reading and expression, and comprehension.

2. The data reveals that ELL students are stronger in Listening/Speaking than in Reading/Writing. On the 2010 NYSESLAT, thirty-eight percent of ELL students scored at the beginner level, thirty-seven percent scored intermediate and twenty-one percent scored at the advanced level. Four percent scored proficient.

3. The patterns show us that some students need more instruction in listening and speaking. For example, newcomer students require more listening and speaking skills and are grouped together. Special education students with alternate assessments require differentiated instruction with an emphasis on oral language. The patterns show that the majority of students need support in reading and writing. Reading comprehension, critical thinking and expressive writing are a school wide focus with additional support in the ELL classroom. Therefore, ELL sub groups have been identified at each grade level and instruction during the extended day program is used to support their

areas. Three students who took the State Science exam in their native language scored on grade level. In the other content areas however, most students taking the exam in their native language did not meet grade level expectations.

This year the school is not using the ELL Periodic Assessments. School leadership and teachers have developed a schoolwide continuum to measure oral and written progress. Specific indicators consist of listening and speaking standards from the CCSS. These standards have been identified at each grade level and are part of the pacing calendar for literary units of study. In writing specifically, students are assessed on a school wide continuum using state standards based on what students should know at each grade level.

From the results of the Spring 2010 ELL Periodic Assessments, ELL students struggled with reading comprehension. This area will be a main focus in ELL instruction. The native language is used to support and assess student comprehension.

5. Our school does not have a Dual Language Program.

6. The success of the ELL program is evaluated using data from the NYSESLAT, ELA, Math, Science and Social Studies State Exams. Our school participates in the ELL periodic assessments. This data is used to track improvement and calculate if the school is meeting Title III AMAOs. In 2009-2010, forty-nine percent of our students improved 43 points or more on the NYSESLAT. Four percent of students achieved proficiency. The school did not meet Title III AMAOs, and so we will aggressively target LEP students during 37 1/2 and Title III programs. ELL students did not perform as well as native speakers on state exams, however, as a school, a majority of students scored below grade level targets.

### **Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

There are also several other factors affecting exam scores. In 2009-2010, our school had a large number of newly arrived students from different backgrounds entering at various points throughout the year in the testing grades. PS 146 also has a large population of ELL students with IEPs. Some of these students participate in the New York State Alternate Assessments.

## **Part VI: LAP Assurances**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 146 Ann M. Short					
<b>District:</b>	4	<b>DBN:</b>	04M146	<b>School</b>		310400010146

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		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	25	29	32		91.7	92.0	92.6
Kindergarten	61	78	63				
Grade 1	75	60	68	<b>Student Stability - % of Enrollment:</b>			
Grade 2	85	69	60	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	70	71	75		88.0	89.0	88.2
Grade 4	77	62	59				
Grade 5	56	65	62	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		96.4	93.3	97.6
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		12	76	42
Grade 12	0	0	0				
Ungraded	26	46	45	<b>Recent Immigrants - Total Number:</b>			
Total	475	480	464	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	2	8

<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	107	114	121	Principal Suspensions	46	45	75
# in Collaborative Team Teaching (CTT) Classes	57	73	67	Superintendent Suspensions	7	5	6
Number all others	29	18	14				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</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	0	22	TBD	Number of Teachers	57	56	57
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	33	34	13
# receiving ESL services only	82	86	TBD				
# ELLs with IEPs	7	61	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	15	16	35

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.2	96.1
				% more than 2 years teaching in this school	49.1	55.4	59.6
				% more than 5 years teaching anywhere	28.1	30.4	36.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	79.0	77.0	80.7
American Indian or Alaska Native	0.2	0.6	0.6	% core classes taught by "highly qualified" teachers	92.7	98.3	92.4
Black or African American	25.3	23.3	20.9				
Hispanic or Latino	69.7	71.7	72.2				
Asian or Native Hawaiian/Other Pacific	2.9	2.9	3.0				
White	1.9	1.5	3.2				
<b>Male</b>	56.6	56.3	54.5				
<b>Female</b>	43.4	43.8	45.5				

#### 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,					
-----------------------------	--	---------	--	--	--	--	--

#### 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:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<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>	19.8	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	13.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<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)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 04M146**

*All Title I SWP 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	<b>\$479,560</b>	<b>\$57,977</b>	<b>\$537,537</b>
2. Enter the anticipated 1% set-aside for Parent Involvement:	<b>\$4,796</b>	<b>\$580</b>	<b>\$5,375</b>
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	<b>\$23,978</b>	*	
4. Enter the anticipated 10% set-aside for Professional Development:	<b>\$47,956</b>	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – 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 which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services,

mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.

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.
  
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.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			<b>\$402,830</b>	✓	10, 11, 25, 26, 33, 34, 39, 66, 67, 68, 69, 70, 71
Title I, Part A (ARRA)	Federal	✓			<b>\$57,397</b>	✓	37, 41, 66, 67, 68
Title II, Part A	Federal	✓			<b>\$9,609</b>	✓	9, 10, 11, 12, 13, 14, 15
Title III, Part A	Federal	✓			<b>\$18,920</b>	✓	27, 28, 29, 30, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65

<sup>1</sup> **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title IV	Federal			✓			25, 26, 38, 39, 40, 41, 42
IDEA	Federal	✓			<b>\$42,861</b>	✓	24, 25, 26, 38, 39, 40, 41, 42, 69, 70, 71
Tax Levy	Local	✓			<b>\$2,929,549</b>	✓	31, 32, 38, 39, 40, 41, 42, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77