



P.S. 046 ALLEY POND

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 046 ALLEY POND
ADDRESS: 64-45 218 STREET
TELEPHONE: 718-423-8395
FAX: 718-423-8472

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342600010046 **SCHOOL NAME:** P.S. 046 Alley Pond

SCHOOL ADDRESS: 64-45 218 STREET, QUEENS, NY, 11364

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

SCHOOL CONTACT PERSON: MARSHA GOLDBERG **EMAIL ADDRESS** MGoldbe2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marsha Goldberg

PRINCIPAL: Marsha Goldberg

UFT CHAPTER LEADER: Dawn Michaels

PARENTS' ASSOCIATION PRESIDENT: Ourania Gellos & Scott Kimmel

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 26 **CHILDREN FIRST NETWORK (CFN):** Children First Network 2.05

NETWORK LEADER: Joanne JoynerWells/MARGUERITE STRAUS/Gary D. Goldenback

SUPERINTENDENT: Anita Saunders

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Marsha Goldberg	Principal	Electronic Signature Approved.
Stamo Karalazarides	Admin/CSA -alternate	Electronic Signature Approved.
Gary Domiano	Parent	Electronic Signature Approved.
Dina Quondomatteo-Berardi	Parent	Electronic Signature Approved.
Jiyoung Yang	Parent	Electronic Signature Approved.
Patricia Chong	Parent	Electronic Signature Approved.
Scott Kimmel	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Fran Kersch	DC 37 Representative	Electronic Signature Approved.
Jessica McComb	UFT Member	Electronic Signature Approved.
Dawn Michaels	UFT Chapter Leader	Electronic Signature Approved.
Rosemary Nucatola	UFT Member	Electronic Signature Approved.
Heather Rodriguez	UFT Member	Electronic Signature Approved.
Ellen Schneider	UFT Member	Electronic Signature Approved.
Christine O'Brien	Title I Parent Representative	Electronic Signature Approved.
Lorraine Burke	Parent	Electronic Signature Approved.

* 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.

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

PS 46Q is a multicultural, child centered school where a warm, nurturing climate is fostered. We have a total of about 470 students at PS 46Q. Approximately 10% of our students are English Language Learners. Although the rest of our population is English dominant, much of our student body speaks a second language. Some of the languages spoken at our school are Korean, Mandarin, Cantonese, Spanish and Urdu. Another unique element that sets us apart from other schools is the fact that we are a barrier free school with the highest number of special education students in the district. We have one collaborative team teaching class on every grade, as well as six self contained classes. At PS 46Q, students' distinctive qualities are celebrated and supported throughout our building.

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

At PS 46Q, we continue to implement a balanced literacy approach when planning and employing our daily lessons. We also utilize a data driven approach to teaching in order to improve student performance and instruction. This includes but is not limited to portfolios, teacher created assessments and rubrics, TCRWP (Teachers College Reading and Writing Project), Acuity, Study Island and Performance Series as well as data reporting systems such as ARIS and NYStart. Individual student data is monitored and addressed through grade planning, whole class instruction, small group instruction and individualized instruction. Based on each student's formal and informal assessment data, teachers generate individual student goals for each core subject area in order to meet the needs of each of our students and to ensure their continued growth and academic success. Goals are closely monitored and continuously communicated to parents and guardians throughout the school-year.

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

We offer children a support service that we call H.U.G.S (Hope Understanding Growth Success). This service is offered to students who can benefit from guidance in the acquisition of social skills. At PS 46Q, our primary goal is to provide all of our students – General Education, Special Education, English Proficient and English Language Learners with all the support and intervention necessary for their success and continued growth.

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

PS 46Q is an educational community built on teamwork and perseverance. Our students continually show academic success because our administration, staff and parents work together to support our children. As a community, we continually strive to give our students the knowledge and experiences necessary for today's fast paced world. For example, technology is utilized throughout the building with SmartBoard in every classroom. We also have two laptop carts available so that whole classes can initiate independent work around software programs and the use of the internet. We also offer various extracurricular activities to all of our students including boys and girls basketball teams, cheerleading, chorus, band, drama club and geek club. Students' work in the arts and sciences are showcased during our theatrical performances, concerts, art and science fairs. We are committed to challenging our students to reach the highest of standards, as evidenced by our school's motto "Joined Together in Excellence." It is this belief in a cooperative, collaborative spirit that is the focus of our school-wide theme. Each month those students who demonstrate care and concern for others become "Star Students" and receive 'star pins.' In addition, we have a partnership with Queensborough Community College and together with their professors and students, we inform our children about topics such as good nutrition and Earth Day. We have an active Parent Teachers Association which provides our families with continuous support and opportunities to participate in student and family centered activities. We all work together in order to give our children all of the understanding and tools that are necessary to build a strong educational foundation that will support them throughout their futures.

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										
School Name:		P.S. 046 Alley Pond								
District:		26	DBN #:		26Q046	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<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		0	0	0			96.4	96.8	TBD	
Kindergarten		51	74	75						
Grade 1		60	65	74	Student Stability - % of Enrollment:					
Grade 2		64	78	67	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		62	70	76			93.8	93.76	TBD	
Grade 4		76	68	80	Poverty Rate - % of Enrollment:					
Grade 5		73	82	76	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			27.7	25.6	44.8	
Grade 7		0	0	0	Students in Temporary Housing - Total Number:					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			2	3	TBD	
Grade 10		0	0	0	Recent Immigrants - Total Number:					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			4	2	0	
Ungraded		17	14	19	Special Education Enrollment:					
Total		403	451	467	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As of 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		49	61	60	Principal Suspensions		0	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		59	52	57	Superintendent Suspensions		0	0	TBD	
Number all others		24	39	34	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants		0	0	0		
<i>(BESIS Survey)</i>				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
<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	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	36	51	45	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	9	7	23	Number of Teachers	41	44	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	24	27	TBD
				Number of Educational Paraprofessionals	13	12	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(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	100	TBD
				% more than 2 years teaching in this school	82.9	88.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	48.8	61.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	93	91	TBD
American Indian or Alaska Native	0	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	7	6	5.1				
Hispanic or Latino	14.4	12.6	12				
Asian or Native Hawaiian/Other Pacific Isl.	58.3	62.3	62.3				
White	20.4	19.1	18				
Multi-racial							
Male	54.8	57	54				
Female	45.2	43	46				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
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"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√	-				
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	95.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	12.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.5	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	NR	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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 the PS 46Q data, the 2007 Quality Review, the 2009-2010 Learning Environment Survey and Progress Report, it has been noted that our school is a warm and welcoming environment in which the educational bar is continuously being raised through the investigation and implementation of programs that complement and enhance existing curriculum for our students.

Over the last few years, we have had an increase in our student population. This influx of students has caused various barriers for our school including increases in the number of students who require ESL services, increases in the number of students who are on the spectrum, and increases in the number of students who require academic intervention services. Unfortunately, due to budgetary cuts, we had to eliminate teaching positions which has forced us to limit the amount of AIS support that we give our students. Needless to say, this is a great barrier for our students in need of additional support services. Another barrier that PS 46Q faces is that we have the largest Special Education population in District 26. In keeping with our school philosophy, we look to foster all of our students, we utilize interim assessments such as the TCRWP (Teachers College Reading and Writing Project) assessment, the Performance Series (Scantron) assessment of Math and Acuity for both ELA and Math, as well as teacher created formative and summative assessments. We use the data that we gather from these assessments to drive our instruction and move our students. As per the 2007 Quality Review "PS 46Q's system for managing its comprehensive range of data is exemplary and followed rigorously by all staff." Due to our high and rigorous utilization of data, most of our students receive a level 3 or greater on the New York State ELA and Math exams and have made at least one year's growth. Teachers maintain high standards of lively, interactive teaching while addressing individual students' needs and utilizing their strengths and talents.

Our identification of performance trends and accomplishments is based upon the review of data for student achievement (formal and informal), the Quality Review, the School Progress Report, inquiry team findings and input from staff and parents. Our findings are as follows:

- We received A's on our Progress Reports for the last three years.
- Our Progress Report for 2009-2010 was a solid "A", with a solid "A" in all 98% of all elementary schools citywide.

- The percentage of students achieving proficiency as measured on the NYS ELA in grades 3-5 was 77.0%. This is an area that we need to continue to focus on; with a special lens on the 5th grade and our English Language Learners.
- The percentage of students achieving proficiency as measured on the NYS Math test in 2009-2010 in grades 3-5 was 94.3%
- Our Quality Review reports for the past two years have rated our school as well developed.
- Progress towards closing the achievement gap for our special education students is reflected in the "additional credit" that we received for the past two years as noted on the Progress Reports.
- We also received additional credit for the high needs students who made exemplary gains on last year's ELA and Math tests. The gains were based on the percentage of students who were in the 75th growth percentile or higher. On the ELA test, the students were in the lowest third citywide and the students in special education. Extra credit was given for the students in special education in the area of Math.

Though our 2009-2010 standardized data shows much academic growth in both English Language Arts and Mathematics, we understand that there are areas in need of improvement. One area which we will focus on improving is our fifth graders' and our English Language Learners' application and understanding of mathematics. We will meet with both our fifth grade teachers and ESL teachers in teacher teams. We will focus on utilizing our formal and informal assessment data in order to create differentiated instruction for our students. The PS 46Q administration along with a network support specialist will provide staff development and ongoing support to both groups of educators. Although, our school data shows that our fifth grade and ESL students need further support in mathematics, as an educational community, we realize the importance of moving forward and continuously improving our entire educational community. We will maintain our work with our teachers to differentiate instruction in order to meet the individual needs of each of our students. We will employ ongoing support to each educator in order to assist them in providing rigorous and effective instruction to all of our students in order to help them meet and exceed the New York State and New York City Standards. Teachers will monitor student growth, create differentiated lesson plans, and examine student work and assessment throughout the school year individually, as a grade, and as a school community. Though we see a need in the fifth grade and in our ESL population learning and application of mathematics, we will provide this support to all of our teachers. We believe in collaboration, and the sharing of ideas and knowledge. We plan to continue our efforts in building and maintaining an educational environment where all members understand and value the importance of cohesion and continuous enhancement.

Our most significant aid is our ability to collaborate as a staff in order to improve our students' knowledge and experiences. We have teacher teams on each grade level, cluster teams, support service team meetings and ESL teacher team meetings. All meetings take place continuous throughout the year and the PS 46Q administration attends the meetings and supports the teachers as necessary throughout the school year. Our school is a collaborative community, working very effectively to reach the same broad goal of raising student achievement. Another excellent tool in achieving this overall goal is our implementation of addressing individual student goals in each core subject area and relaying this information to parents and guardians throughout the school year. Teachers of all classes have common purpose to create an inclusive learning community where personal development is valued in equal measure to high academic achieve. PS 46Q works hard to engage parents in our work. Parents/Guardians welcome this strong partnership the school offers and share its goals. Students are well aware of their individual goals and together teachers, students, and parents take pride in effectively reaching their goals and moving forward as lifelong learners.

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;">By June 2011, 85% of all students will improve on their comprehension skills as measured by making at least one year's progress on the TCRWP Benchmarks for Progress on Reading Levels</p>	<input type="checkbox"/> To be achieved as per the action plan.
<input type="checkbox"/> <p>By June 2011, 85 % of students in grade K-5 will increase their ability to solve mathematical problems in both written and oral form as measured by moving at least one level on the problem solving criteria on the Exemplar Rubric.</p>	<input type="checkbox"/> To be achieved as per the action plan.
<input type="checkbox"/> <p>By June 2011, 85% of all students will make one year's growth in core subject areas using differentiated instructional strategies as measured by teacher created rubrics and assessments.</p>	<input type="checkbox"/> To be achieved as per the action plan.

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>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">By June 2011, 85% of all students will improve on their comprehension skills as measured by making at least one year’s progress on the TCRWP Benchmarks for Progress on Reading Levels</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Kindergarten teachers will use the Foundations decoding program with all students.</p> <p>Parents/guardians will be notified in writing of students’ reading level four times a year after administration of TCRWP. Parents/guardians will be notified of their children’s literacy goals in writing throughout the year. Teacher teams will explore how to infuse the relevant Common Core State Standards’ literacy goals that apply to comprehension during Teacher Team meetings. Teachers will use the newly enhanced benchmark chart developed for the TCRWP Assessment Pro which raises many of the levels to become compatible with the expected complexity levels of CCSS.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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 style="text-align: center;"><input type="checkbox"/></p> <ul style="list-style-type: none"> • AIS teacher will work with small groups to provide instruction in comprehension and decoding when indicated by assessments. This will be accomplished by having her push-in to, and pull out students from, various classrooms during reading time. • The <i>Words Their Way</i> word work program will be purchased for grades K-5 and used as a resource to guide work in phonics.

	<input type="checkbox"/>
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Reports will be generated and analyzed Teacher created rubrics Teacher created assessments Reading and Writing conference notes

Subject Area
(where relevant) :

Mathematics

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 85 % of students in grade K-5 will increase their ability to solve mathematical problems in both written and oral form as measured by moving at least one level on the problem solving criteria on the Exemplar Rubric.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <div style="border: 1px solid black; padding: 5px;"> <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p style="padding-left: 40px;">The Exemplars problem solving program will be utilized in all grades. Much attention will be paid to discussing and or writing about possible solutions and strategies for solving the problems. Teachers will improve their ability to assess students' problem solving knowledge by examining students' work during conferences and Teacher Team meetings.</p> <p style="padding-left: 40px;">The network math specialist and the network Special Education specialist will support special education teachers in differentiating problem solving strategies for their students.</p> </div>

	<p>Teachers will assist students in developing written and oral mathematical language around mathematics content and concepts.</p> <p>Teachers will infuse students' knowledge of key mathematical terms and vocabulary which will be utilized by students to identify patterns and draw conclusions that will support their problem solving skills.</p> <p>Students will keep develop their own mathematical glossaries.</p> <p>The MEAD teacher will attend monthly coach meetings with network mathematics specialist to build on own professional growth as well as to turnkey information to staff.</p> <p>Teachers will work together in teams to adapt and/or create rubrics that will measure the progress of students' written and oral communication as evidence of students' understanding of mathematical problems.</p> <p>Students will utilize teacher created rubrics to identify their problem solving needs and determine appropriate entry points.</p> <p>Students will work in partnerships and small groups to solve problems and communicate ideas.</p> <p>Students will share their explanations with the whole class or small groups.</p> <p>Students will be expected to display and/or describe the mathematical thinking they used to solve the problems.</p> <p>Teachers will model and elicit best approaches to communicate math concepts.</p> <p>Mathematical vocabulary will be expected to be used by students in communication.</p> <p>Teachers will examine the CCSS to determine which standards to add to their curriculum and create the enhancement to their curriculum during Teacher Team meetings.</p> <p>Funding will be provided for an AIS teacher who will work with students in a pull out program focused on problem solving as well as enhancing basic math skills.</p>	
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this</i></p>	<p><input type="checkbox"/></p> <p>The MEAD teacher will attend monthly coach meetings with network mathematics specialist to build on own professional growth as well as to turnkey information to staff.</p> <p>Funding will be provided for an AIS teacher who will work with students in a pull out program focused on problem solving as well as enhancing basic math skills.</p>	

<i>action plan.</i>	ICT Teachers will attend Math for All workshops given by network support specialists.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Utilize the Exemplar rubrics and teacher created rubrics to analyze student gain in problem solving. Assessing students' written and oral mathematical responses through teacher observation and student documentation. Teacher created assessments will be produced and incorporated into each unit of study. Student work and strategy charts will be reflected in classrooms.

Subject Area
(where relevant) :

Differentiation

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, 85% of all students will make one year's growth in core subject areas using differentiated instructional strategies as measured by teacher created rubrics and assessments.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Principal and Assistant Principal will participate in a study group related to increasing differentiated instruction in the school. Teachers will utilize as a resource the following books: <u>How to Differentiate Instruction in Mixed Ability Classrooms</u> and <u>Differentiation in Practice</u> by Carol Ann Tomlinson. Discuss students' formal and informal data such as periodic assessments, conference notes, teacher created assessments, and standardized tests. Assessments will be closely monitored and used to drive instruction with regard to students' strengths, needs, learning styles, independent levels of instruction and overall

	curriculum expectations.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<input type="checkbox"/> Teachers will utilize as a resource the following books: <u>How to Differentiate Instruction in Mixed Ability Classrooms</u> and <u>Differentiation in Practice</u> by Carol Ann Tomlinson.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> <p>Administration will review lesson plans, conferring notes, checklists and other sources of data in order to ensure that differentiation in driving the instruction in each class.</p> <p>Administration will formally and informally observe all teachers throughout the year.</p> <p>Teachers will collaborate with administration and a network support specialist to create assessments that will monitor instruction and student growth and utilize these findings to implement individual, small group and whole class lessons.</p> <p>All assessment data will be closely examined in order to evaluate the effectiveness of the differentiation taking place in each classroom.</p>

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			N/A	N/A	1		1	1
1	33	6	N/A	N/A	4			4
2	25	4	N/A	N/A	4			2
3	8		N/A	N/A	7	1	3	1
4	3	2		1	2	1	4	3
5	5		5	1	2		1	3
6								
7								
8								
9								
10								
11								
12								

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

- 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

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

At-risk Health-related Services:

Children are identified through AIS team meetings and PPT meetings and in consultation with team members. At risk services are given individually and in small groups.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - 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)

K-5

Number of Students to be Served:

LEP 10

Non-LEP 25

Number of Teachers 2

Other Staff (Specify) N/A

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.

The PS 46Q Title III program is open to all English Language Learners in grades 2-5 in order to help them meet the New York State and City Standards for English as a Second Language and English Language Arts. Identified students will be eligible to participate in an after school program that will be dependent upon factors such as the number of students opting to participate and the academic needs of the students. The program will be held two afternoons per week, for one hour and a half each day, using English as the only language of instruction. The program will begin on November 1st and run until the end of May. Students will be grouped according to proficiency and grade levels in order to maximize the effectiveness of instruction. Students will be instructed by two licensed ESL teachers using scaffolding techniques such as modeling, bridging, contextualization, schema building, metacognitive development and text representation. The teachers will also use additional strategies in order to facilitate language acquisition such as predictable and consistent classroom routines, aided by diagrams, lists, and easy to read schedules. There will be an emphasis on vocabulary development by identifying and clarifying difficult words and passages within texts to facilitate comprehension. Students will also be given extra practice in reading words, sentences and stories in order to build fluency. The Rosetta Stone language learning program will be implemented in order to give our English Language Learners further tactile support through a computer based program. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their skills in speaking, listening, reading and writing. They include brainstorming, and think pair share. All lessons and skills will target both content and English Language objectives.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Teachers who are providing Title III instruction will participate in planning sessions that detail the specific objectives for each student and outline the activities for each teaching session. These planning sessions will take place on the following dates: 10/28, 11/18, 1/14, and 3/10. They will involve a thorough review and analysis of student work including writing samples, classroom assessments and an item analysis of student work including writing samples, classroom assessments and an item analysis of formal assessments (TCRWP, standardized tests, interim assessments, NYStart, etc). Teachers will also evaluate and document student achievement and identify ongoing needs that can be addressed during the after-school program. Our classroom teachers will meet and plan with our ESL Title III teachers throughout the school year on an informal basis during their preparation times. More formally, our ESL teachers will provide professional development to classroom teachers and paraprofessionals during the week of January 10th. This meeting will take place during a faculty conference and will give our

educators a thorough understanding of their ELLs needs in an effective and timely manner. During this time, ESL teachers will explain and model skills and strategies they use to support their students in mastering the English language as well as the NY State and City curriculum. They will review ESL methodologies used during both the Title III program and our ESL program.

Section III. Title III Budget

School: 26Q046
 BEDS Code: 342600010046

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$7483.50	<input type="checkbox"/> 2 Licensed ESL teachers will administer the after school Title III program twice a week from November 1, 2010 to May 23, 2011. Each session will be 1.5 hours with a total of 50 sessions. $\$49.89 \times 1.5 \text{ hours} = \74.835 $\$74.835 \times 2 \text{ teachers} = \149.67 per day $\$149.67 \times 50 \text{ days} = \7483.50
Purchased services - High quality staff and curriculum development contracts	0	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4791.50	<input type="checkbox"/> <input type="checkbox"/> English Language Learners will develop and enhance critical English language skills while focusing on standards based instruction in all content areas through the use of the following educational resources: Academic Language Notebooks, Student Learning Systems, Non

		<p>Fiction Fluent Math Classroom Sets, National Geographic Science Units of Study</p> <p>The following supplies will be purchased in order to support their independent and cooperative learning expectations in the Title III program:</p> <p>Notebooks, pens, pencils, crayons, markers, construction paper, picture books, dictionaries, oak tag, chart paper, folders, etc...- Staples</p>
Educational Software (Object Code 199)	Rosetta Stone-English Language Program-\$2725	<input type="checkbox"/> We will purchase a web based English language software program that our ELLs can use to further their English language skills.
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community. As a school community, we realize that many of our parents require school notices translated into their native languages. We always translate important notices and those that cannot be translated are stamped using a custom made stamp written in four languages- Korean, Chinese, Spanish and English which states that this is an important notice that must be translated. We also have bilingual staff members who avail themselves to translate when necessary. Furthermore, translators are hired to assist parents during our Parent Teachers Conferences in November and March.

Part B: Strategies and Activities

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

While we are unable to translate into every language spoken at our school, we can translate into our most frequently used languages. We will contact the DOE Translation and Interpretation Unit whenever the need arises, as well as utilize the services of our many bilingual paraprofessionals. We plan to have notices regarding parent workshops, PTA meetings and Parent-Teacher Conferences, open school invitations, special event/activity announcements, and important Central notices translated. On notices we cannot translate, we will stamp a

line stating that this is an important document and it needs to be translated using a custom made stamp written in four languages (English, Spanish, Korean, and Chinese).

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	0	170,692.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	1706.92		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	N/A	*	
4. Enter the anticipated 10% set-aside for Professional Development:	0	*	

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 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.

* 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

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

School Leadership Team

PTA Membership Drive and Fundraisers

5th Grade Graduation Committee

Yearbook Committee

School Pictures Committee

Lunar New Year Committee

Multicultural Celebration

The following statutory requirements will be implemented:

PS 46Q will ensure that parental/guardian involvement is consistent with the requirements of the section 1118(b) of the ESEA, and includes a school-parent/guardian compact consistent with section 1118(d) of the ESEA.

In conjunction with the Title I, Part A parental involvement requirements, PS 46 will provide parents with full opportunities for all parents/guardians including those with limited English proficiency, parents with disabilities, and parents of migratory children by providing reports and information in an understandable and uniform format which includes alternative formats upon request and translated versions in languages parents understand as required under section 1111 of the ESEA..

PS 46Q will provide parents/guardians information and involve parents with how the 1 percent of the Title I funds are allocated for parental involvement.

The following statutory definition of parental involvement will govern programs, activities and procedures in conjunction with parents/guardians:

Part II – Description of How the School Will Implement the Required School Parental Involvement Policy Components

Discuss the Parental Involvement Plan with the SLT.

Discuss the Comprehensive Educational Plan regarding parental involvement with parents/guardians and staff.

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

Describe for parents/guardians our Title I status at PTA meetings

Provide opportunities to hear about the monthly status of the school's instructional and management goals via the principal's report at all PTA meetings.

Review the School Progress Report with staff and parents/guardians to see trends in academic performance.

Conduct a meeting with parents/guardians to use technology to evaluate the school's progress in content areas.

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

Provide parents with practical learning opportunities such as parent workshops.

Workshops will be led by staff to assist parents in helping their children achieve in school.

Encourage parents to use the school website and ARIS as relevant sources of information and communication tools.

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

Our School Leadership Team will evaluate the effectiveness of our parent involvement programs.

We will analyze attendance at workshops, evening performances and daytime programs.

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

Workshops will be led by staff on the NYS Tests (ELA, Math, Science, Social Studies).

Information on the PS 46Q Homework Policy

The Parent Coordinator will be available to work with and/or assist parents with the understanding of PS 46Q academic goals.

Technology training will be provided in order to support parents in the use of relative NYC and NYS informational tools such as ARIS.

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

Translating important notices and information to parents/guardians in their native language.

Providing in-house translators to parents with limited or no English proficiency.

Part 111 – Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in the Title I, Part A programs for the 2010-2011 school year.

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

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on

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

PS 46Q School Parent Compact:

School Responsibilities:

Teachers will attend staff development workshops to continue to provide high quality instruction to all students.

Teachers will communicate with parents/guardians about their children's education and achievement on an ongoing basis throughout the school year.

Provide parents with reasonable access to staff through messages (phone, email and letters) and appointments.

Involve parents in the planning, review and improvement of the school's Parental Involvement Plan during SLT meetings.

Disseminate information regarding Title I status and activities as well as the Parental Involvement Plan at PTA meetings.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request to parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide parents with reports about their children's performance on the New York State Tests.

Parent Responsibilities:

Monitoring their children's attendance

Making sure that homework is completed.

Participating as appropriate in decisions relating to their children's education.

Promoting positive use of their children's extracurricular time.

Staying informed about their children's education and communicating with the school by reading all notices in a timely manner and responding when necessary.

Communicating any and all problems/issues which may arise and effect the student socially, emotionally and or academically.

Student Responsibilities :

Do my homework every day and ask for help when I need to.

Read every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Listen to and respect my parents, teachers and other school personnel.

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.

We have conducted a comprehensive needs assessment of the school as addressed in the Section IV of our CEP.

2. Schoolwide reform strategies that:

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

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

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.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

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.

N/A

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

N/A

3. Instruction by highly qualified staff.

All instruction is done by highly qualified staff. 100% of our teachers are 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.

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

N/A

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

N/A

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

N/A

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

Teachers use DOE assessment websites such as the TCRWP Assessment Pro and Acuity to analyze student data and plan efficient individual and group instruction.

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

Students who experience difficulty mastering the proficient or advanced level of academic achievement will be given individualized and small group instruction based on their personal ability needs and learning styles. All differentiated instruction will be geared towards meeting and exceeding the NYS and NYC Standards. Students who exhibit difficulty mastering proficiency will be given the opportunity to participate in our Extended Day program in addition to the differentiated classroom instruction they are receiving. We also offer various academic after school programs through our PS 46Q Self Sustaining Program in which all of our students are welcome to participate.

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.

N/A

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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² 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)

¹**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.

²**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.)

0

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

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

Part B:

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_26Q046_101910-131823.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 CFN 205	District 26	School Number 046	School Name Alley Pond School
Principal Marsha Goldberg		Assistant Principal Stamo Karalazarides	
Coach N/A		Coach N/A	
Teacher/Subject Area Leonard Galit /ESL		Guidance Counselor Nicole Myers	
Teacher/Subject Area Zipora Cysner/ESL		Parent Ourania Gellos	
Teacher/Subject Area Sonia Chojar/ESL		Parent Coordinator Donna Kodjapashis	
Related Service Provider Marilyn Seidenfeld		Other type here	
Network Leader type here		Other type here	

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

C. School Demographics

Total Number of Students in School	473	Total Number of ELLs	51	ELLs as Share of Total Student Population (%)	10.78%
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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.

Paste response to questions 1-6 here

1. Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview in English and their native language and the LAB-R to determine ESL eligibility. Bilingual staff members are available during the interview process for translation purposes as necessary. The HLIS is given in translated versions when necessary. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Our total number of English Language Learners is 51 students. Instructional decisions are made based on students' NYSESLAT and LAB-R results. Both the instructional hours and instructional skills are determined based on individual students' performance on these exams. ESL teachers, school secretaries and the parent coordinator are responsible for conducting the initial screening and administration of the HLIS forms. The LAB-R is administered when necessary based on students' Home Language Identification Survey responses. In ATS, the RLER report is generated to determine which ELLs are eligible for LAB-R and NYSESLAT testing.
2. ELL parent orientations are held at the beginning of each year and will continue to be held throughout the year for parents of newly enrolled students. The meetings are conducted by the ESL teachers, with the assistance of the parent coordinator, and bilingual paraprofessionals are available to translate. The parents sign in and are welcomed by the Principal, Mrs. Goldberg. They receive an agenda, Parent Survey/Program Selection Forms, and Parent brochures (in their native language if available). They view the translated parent orientation video in their native language, and have an opportunity to ask questions. Parents are then given the Parent Selection Survey. Parents unable to attend the orientation are contacted by a bilingual staff member or through a translated letter in order to schedule a make-up meeting.
3. Parents of English Language Learners are given entitlement letters and Parent Survey and Program Selection forms. Bilingual paraprofessionals are available to translate and all necessary materials are given to parents in their native languages whenever possible. All materials are returned to the ESL teachers in a timely and organized manner. Parents are contacted and further assisted as necessary. After reviewing the Parent Survey/Program Selection forms for the past few years, we see that all parents have requested that their children receive instruction in the English as a Second Language (ESL) program. Parents sign the selective form after reviewing the video.
4. Freestanding ESL is the program offered at PS 46Q, has been the request of 100% of the parents of English Language Learners. During the course of the year, both the ESL and classroom teachers meet with parents during Parent Teacher Conference time as well as other scheduled times to evaluate their needs. Bilingual paraprofessionals are available to translate during the meetings. Students are given ESL instruction based on their performance on the LAB-R and NYSESLAT tests. Parents are informed in their native language that their children are enrolled in the ESL program.
5. Based on incoming students' Home Language Identification Surveys (HLIS), they are given an informal oral interview in English and the LAB-R to determine ESL eligibility. Each year, our ELLs performance on the NYSESLAT and LAB-R are evaluated to determine proper placement and instruction. Freestanding ESL is the program offered at PS 46Q and has been the request of 100% of the parents of the English Language Learners.
6. All the parents of our 51 ESL students have chosen a Free-Standing ESL program. If a minimum of 15 parents in contiguous grades

request a bilingual program, then we will administer one based on their requests.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	51	Newcomers (ELLs receiving service 0-3 years)	47	Special Education	15
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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	0	0	0	0	0	0				0
Dual Language	0	0	0	0	0	0				0
ESL	47	0	15	4	0	0	0	0	0	51
Total	47	0	15	4	0	0	0	0	0	51

Number of ELLs in a TBE program who are in alternate placement: 0

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

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:	Other:
Native American:	White (Non-Hispanic/Latino):

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	0	1	1	0	3	0								5
Chinese	6	6	6	6	1	4								29
Russian	1													1
Bengali														0
Urdu	1	0	1	0	0	1								3
Arabic	1					1								2
Haitian														0
French														0
Korean	1	3	0	1	4	1								10
Punjabi			1											1
Polish														0
Albanian														0
Other														0
TOTAL	10	10	9	7	8	7	0	51						

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.

Paste response to questions 1-4 here

1. At PS 46Q, ESL instruction is delivered in a pull-out model. ESL classes are formed based on the English Language Learners current grade and English language ability. Two teachers, both licensed and state certified in ESL, provide our ELLs with all instruction in English. Students are grouped heterogeneously by need and grade level in our pull-out ESL instructional program. Where numbers allow, push-in instruction is also implemented. English Language Learners are receiving the New York State mandated ESL/ELA allotted instruction time based on student proficiency levels. Beginning and intermediate level ELLs are receiving 360 minutes of ESL instruction weekly. Advanced level ELLs are receiving 180 minutes of ESL instruction weekly.

2. Instructional minutes for beginner and intermediate ELLs are 360 minutes and 180 minutes for advanced ELLs as per 154. Each child's schedule is checked to make sure that there are no conflicts with other providers. The schedule is also discussed with the classroom teachers to insure that no essential or mandated subjects are being taught at that time. Attendance is kept daily by the ESL teacher. The ESL teachers schedules are given to the administration and both the Principal and Assistant Principal observe the classes on an ongoing basis. The PS46Q Administration continually reviews ESL schedules in order to ensure that each English Language Learner is given their necessary instructional ESL time.

3. The following strategies and practices are used for all our ELLs (less than three years, and 4 to 6 years- we have no long term ELLs this year): journal writing, drama, poetry, chanting, singing, choral speaking, computer word processing, book making, reader's theater, cooking and puppetry. All instruction is delivered in English. Using the workshop model, reading, writing and mathematics skills are reinforced with special attention given to the conventions of grammar and usage. Real-life experiences are provided to increase and encourage the use of English vocabulary. Cooperative learning groups, paired learning, thematic units, Word Walls, graphic organizers, Total Physical Response, teacher modeling and trips are all part of instruction. We also utilize a web based English language program from Rosetta Stone as a technical and tactile tool towards English proficiency. Scaffolding techniques are always used to facilitate and enhance learning while making the content and language instruction comprehensible for English Language Learners. The following scaffolding strategies are implemented in order to support students' understanding of the academic curriculum: Modeling when introducing a new task, learners need to see or hear what a developed product looks like; Bridging activities prior knowledge to establish the basis for new information. This includes brainstorming, anticipatory charts and identifying related literature and experiences; Contextualization which refers to putting words in context in order to convey meaning of unfamiliar words using visuals, manipulatives, graphic organizers, and other realia services; Schema building which involves bringing to light the connections that exist between and across concepts and the curriculum. Strategies such as graphic organizers, story mapping, jigsaw projects, etc... help students gain a wider understanding of how concepts fit together; Metacognitive development involves the explicit teaching and learning of strategies that enable students to become autonomous learners ; such as KWL activities; think alouds, and reading with a focus; Text representation which involves taking a known text and changing it for a new purpose using a different genre such as dramatizations, storyboards and post cards. In addition, cooperative learning strategies are very useful in helping English Language Learners improve their listening, speaking, reading, and writing skills. Additional strategies used to facilitate language acquisition are predictable and consistent classroom routines, aided diagrams, lists, and easy to read schedules on the board or on charts to which the teacher refers frequently. Also employed is additional time and opportunities for practice, emphasizing vocabulary development by identifying and clarifying difficult words and passages within texts in order to facilitate comprehension, summarizing and paraphrasing text, and always targeting both content and English language objectives.

Though English Language Learners are grouped according to both English proficiency and grade, differentiated groups are formed within

each class in order to further meet the needs of individual students. ELLs are continually monitored both formally (tests) and informally (observations). Among our more formal assessments are the TCRWP (K-5), Acuity (3, 4, and 5), and Performance Series (3, 4, and 5). ESL students also take the ELL Periodic Assessments. The data from each assessment is gathered by the teachers and shared with the ESL teachers. The teachers meet on a continuous basis to analyze the data and determine the proper skills/lessons to be taught. Students are taught in strategy and guided groups according to their individual levels of proficiency in each skill area addressed. Furthermore, English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), Headsprout (1st grade), At Risk SETSS and summer school.

4. We differentiate instruction for all of our English Language Learners.

a. We currently do not have any SIFE students. In the event that we do have SIFE students, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strengths, administer AIS supports, Extended Day services and Title III programs. We would also administer the Rosetta Stone web based program.

b. Our newcomers are continually assessed and closely monitored throughout the school year. Based on the students' needs, and abilities, they are given ESL support towards English proficiency as well as meeting the curriculum needs of their grade. All newcomers receive their mandated 360 minutes of ESL instruction each week in order to support their efforts towards success. For our ELLs who must take the NYS ELA after one year, in addition to the support we give them during their mandated sessions each week, we greatly encourage them to participate in our both our Title III after school program and our district wide Title III summer school program where we specifically focus our attention to their individual needs towards meeting grade proficiency on the NYS ELA. We also ensure that ESL testing modifications are in place at the time of the standardized exam as well as all exams in preparation for the NYS ELA. Support programs such as AIS, Extended Day, and Rosetta Stone are also administered as necessary. Peer tutoring is also available if needed.

c. Our plan for ELLs receiving service for 4 to 6 years is once again to follow their required instructional ESL time each week. As we do with our newcomers, we continually assess their English proficiency as well as the curriculum needs in their grade and use this data to drive our instruction and create a safe and effective educational atmosphere for them. As stated above, Title III, AIS, Extended Day, Rosetta Stone, Bilingual Guidance, glossaries, libraries and peer tutoring are available and administered when necessary.

d. We currently do not have any long term ELLs. In the event that we do have long term ELLs, we will address each student's individual needs. In addition, we will differentiate instruction, focus on students' strengths, administer AIS supports, Extended Day services and Title III programs. We would also administer the Rosetta Stone web based program.

e. Our ELLs who have been identified as having special needs continue to receive their mandated ESL time each week with an additional focus on their individual IEP goals and needs. In addition, we have ELLs with special needs who are English dominant but are unable to pass the NYSESLAT due to their individual disabilities. We continue to modify and adapt their lessons in order to maximize each student's potential. Title III, Rosetta Stone, Bilingual Guidance, and bilingual libraries are made available when necessary.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
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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?

Paste response to questions 5-14 here

5. All of our students receive differentiated instruction in ELA, math and other content areas. Our ELLs are no exception. We offer our ELLs individualized instruction targeting their English Language needs as well as their curriculum needs towards meeting the New York State and New York City Standards. English Language Learners are given additional support when necessary in ELA, math and other content areas through the use of intervention programs such as Wilson Reading Systems (grades 1-5), Foundations (K-2), Headsprout (1st grade), At Risk SETSS and summer school. NYS bilingual glossaries are provided in different content areas in order to support each child's understanding of the lesson and materials.

6. We continually support our ELLs in their efforts to reach proficiency on the NYSESLAT. We differentiate our instruction in order to meet their individual needs both in our pull-out ESL program as well as in our classrooms. Our ESL teachers meet with the classroom teachers and together they continually discuss and plan instruction for our ELLs in order to ensure cohesion across the school day and in every content area. Transitional support for ELLs reaching proficiency includes, AIS, SETSS, Extended Day, Title III, and differentiated small group and individualized instruction.
7. Each year, we assess the work done in the previous year, and focus our attention to what worked and what needs improvement. This year, we have decided to deepen our work in differentiation with all of our students including our ELLs. We are also implementing Rosetta Stone as an English Language support program that can be utilized both in school and at home.
8. None of our programs will be discontinued. We are pleased with our ELLs progress and will continue to differentiate our instruction and deepen our work towards academic rigor.
9. All ELLs are greatly encouraged to attend our Title III after school program. They are also invited to our district wide Title III summer school program. In addition, they have the opportunity to participate in our after school self sustaining program. There is equity amongst all of our student population. ELLs are given given the same opportunities as the rest of the PS 46Q students.
10. Each classroom has a Smart Board that is used with all of our students including our ELLs. In addition, we have two mobile carts with laptops of which all teachers including our ESL teachers have access to. We have leveled libraries available for all of our students including our ELLs to check out books on their independent reading levels. We have hands on tools such manipulatives for use in mathematics instruction. In addition, the following materials are used to support the learning of ELLs – computer software including Rosetta Stone, Dyned's Let's Go, thesauruses, picture dictionaries (Oxford and Longman) with accompanying CDs, Amazing English, Avenues, Imagine, Words Their Way for word work, vocabulary and writing, guided reading books, Big Books, picture books with accompanying audio cassettes, videos with accompanying books, Paired books (fiction and nonfiction about the same topic), sentence builder links, classroom library of picture books, chapter books, poetry, science, social studies and math books, games and maps.
11. Throughout each program model, ELLs are given the opportunity to express themselves in their native language when needed through their writing. When incoming ELLs arrive from other countries, we try to team them up with students who speak their language or place them in classrooms where there is a paraprofessional who speaks their language. We want our ELLs to feel comfortable and confident in asking questions and expressing themselves. We also have bilingual dictionaries and bilingual libraries available for their use.
12. Our English Language Learners are given their required ESL service support in relation to their ages and current grade level. They are given bilingual texts, glossaries and translation services when necessary. In addition, instruction is differentiated in order to meet each child's individual needs as they strive towards both English proficiency as well as meeting their grade's curriculum requirements.
13. We have a district wide Title III summer school program for ELLs in grades 2-5. We also have a self sustaining summer camp program for grades K-5. We give newly enrolled ELL students the opportunity to come to our school during the summer and familiarize themselves with both PS 46Q as well as provide them with educational opportunities during the summer months.
14. At PS 46Q, we do not offer language electives to our ELLs or any other students. We offer them a free standing ESL program and provide them with English instruction in addition to their mandated NYS and NYC curriculum.

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)?

Paste response to questions 1-5 here N/A

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.

Paste response to questions 1-3 here

1. Staff development takes place at grade conferences and faculty meetings. Throughout the school year, our ESL teachers attend professional development through our Learning Support Organization. They attend training in ESL methodologies as well as continuously being updated regarding NYSESLAT and LAB-R training and policies.

2. As our ELLs transition from elementary to middle school, they are given further assistance from our fifth grade support group who meets weekly with a guidance counselor to discuss transitional concerns and feelings. Staff members continually monitor students and keep the lines of communication open with parents should any needs arise. At the end of each school year, our fifth graders visit their prospective middle schools in order to familiarize them with their new surroundings, ease their transition and lessen their anxiety.
3. ESL teachers conduct professional development activities for the school pedagogical staff during monthly congruence meetings. An ESL workshop is administered during the month of January for all staff to attend. Both the congruence meetings and the ESL workshop fulfill the 7.5 hours of ELL training for our staff members. Lesson support and modeling is provided by ESL teachers on an as needed basis.

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?

Paste response to questions 1-4 here

1. At PS 46Q, we have high parent involvement. We offer parents numerous times throughout the year when they can participate in activities with their children both during the school day and during after school events. We have parent workshops, school trips, food festivals, class accumulating activities, shows, and various other activities. We have staff members who speak second languages and are available to translate when necessary. Parents of ELLs are active participants in all of the PS 46Q extra curricular parent activities.
2. We do not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents. We have Title I AARA funding which provides workshops for all of our parents. We always translate pertinent information and have staff members avail themselves as interpreters on an as needed basis.
3. We evaluate the needs of parents through our PTA meetings, Title I meetings and through our ongoing communication with parents, teachers and our parent coordinator.
4. Again, we have ongoing communication with parents during PTA meetings, Title I meetings, parent/teacher meetings and with our parent coordinator. We encourage feedback from parents throughout the year and have bilingual staff members available for translation purposes. At PS 46Q, we greatly value our parental involvement and create many opportunities throughout the year for parents to attend both in school and after school programs and activities. Workshops on parental guidance, test taking support in ELA an math, bullying and cyber bullying are amongst some of the parental workshops address to all PS 46Q parents including our ESL 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)	5	4	3	1	2	3								18
Intermediate(I)	0	5	1	6	1	0								13
Advanced (A)	5	1	5	0	5	4								20
Total	10	10	9	7	8	7	0	0	0	0	0	0	0	51

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0	0	2	2							
	I		3	2	1	1	0							

	A		0	0	0	2	2							
	P		3	2	1	1	0							
READING/ WRITING	B		0	6	2	5	7							
	I		5	1	6	1	1							
	A		0	2	0	5	4							
	P		1	9	0	1	3							

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1		2	2	1		6
5					3		1		4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							3		3

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					4				4
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									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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.

Paste response to questions 1-6 here

1. We use the following assessment tools at PS 46Q: TCRWP, Performance Series, and Acuity. Newly arrived ELLs have difficulty reading English due to their lack of English proficiency as well as the difference between our written language and theirs. Most of our ELLs are from China which has a completely different alphabet/writing system than the English language. In math, our ELLs tend to do better but struggle with word problems for the same reason.
2. In analyzing the LAB-R and NYSESLAT data, the following patterns were found:
 - All three levels (beginning, intermediate and advanced) students scored highest in speaking modality.
 - The next highest scores across proficiency levels (beginning, intermediate and advanced) was listening modality.
 - After listening, the assessments reveal that writing is the next strongest area for ELLs
 - Reading modality is the most challenging area for our ELLs across all three levels of proficiency (beginning, intermediate and advanced)
 The LAB-R and NYSESLAT data continue to inform us that our ELLs need the most support in reading and writing.
3. Our assessment analysis of the LAB-R and NYSESLAT indicate that ELLs need strengthening in all modalities but especially in reading and writing. We will continue to align our ESL program to meet the New York State and New York City standards.
4. a. LEP/ELLs performance and services are continually assessed on varying levels in order to ensure fairness and equitability. Assessments are conducted in their native language and in English as appropriate. b. Administration and teachers use the data obtained from Periodic Assessments to drive instruction, assess progress, determine English proficiency and refine services in order to ensure that each child is given high academic rigor toward meeting and exceeding the New York State and New York City standards. c. The results of the Periodic Assessments continually tell us that our ELLs need to strengthen their reading and writing skills.
5. N/A
6. Each year administration as well as our ESL teachers review the data of our ELLs. We look for patterns and trends that may need to be addressed. We order, develop and follow programs that meet the needs of our students and allow us to differentiate in order to meet each child's individual needs. We collaborate with classroom teachers and meet with network support specialists in an effort to ensure that each student is receiving the highest level of education in order to meet or exceed the NYS and NYC learning standards. Success is measured as per our ELLs gains on both formal and informal assessments. Year after year, we are noting our ELLs progress on their NYSESLAT testing as well as other SED tests.

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.

Additional Information

Paste additional information here

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		

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 046 Alley Pond					
District:	26	DBN:	26Q046	School		342600010046

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	0	0	0		96.4	96.8	96.8
Kindergarten	74	75	77				
Grade 1	65	74	77	Student Stability - % of Enrollment:			
Grade 2	78	67	79	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	70	76	64		93.8	93.8	94.9
Grade 4	68	80	76	Poverty Rate - % of Enrollment:			
Grade 5	82	76	85	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		27.7	44.8	46.0
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		2	3	1
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		4	2	0
Ungraded	14	19	12				
Total	451	467	470				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<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	61	60	52	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	52	57	57	Superintendent Suspensions	0	0	0
Number all others	39	34	34				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<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	0	TBD	Number of Teachers	41	44	46
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	24	27	6
# receiving ESL services only	51	45	TBD	Number of Educational Paraprofessionals	13	12	38
# ELLs with IEPs	7	23	TBD				

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

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	100.0	100.0
				% more than 2 years teaching in this school	82.9	88.6	91.3
				% more than 5 years teaching anywhere	48.8	61.4	67.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	93.0	91.0	91.3
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	6.0	5.1	6.8				
Hispanic or Latino	12.6	12.0	10.6				
Asian or Native Hawaiian/Other Pacific	62.3	62.3	62.8				
White	19.1	18.0	18.3				
Male	57.0	54.0	53.4				
Female	43.0	46.0	46.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated 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
All Students	v	v	v				
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	83.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	11.6	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 26Q046

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:		170.692.00	
2. Enter the anticipated 1% set-aside for Parent Involvement:		1707.00	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.

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

School Leadership Team

PTA Membership Drive and Fundraisers

5th Grade Graduation Committee

Yearbook Committee

School Pictures Committee

Lunar New Year Committee

Multicultural Celebration

The following statutory requirements will be implemented:

PS 46Q will ensure that parental/guardian involvement is consistent with the requirements of the section 1118(b) of the ESEA, and includes a school-parent/guardian compact consistent with section 1118(d) of the ESEA.

In conjunction with the Title I, Part A parental involvement requirements, PS 46 will provide parents with full opportunities for all parents/guardians including those with limited English proficiency, parents with disabilities, and parents of migratory children by providing reports and information in an understandable and uniform format which includes alternative formats upon request and translated versions in languages parents understand as required under section 1111 of the ESEA..

PS 46Q will provide parents/guardians information and involve parents with how the 1 percent of the Title I funds are allocated for parental involvement.

The following statutory definition of parental involvement will govern programs, activities and procedures in conjunction with parents/guardians:

Part II – Description of How the School Will Implement the Required School Parental Involvement Policy Components

Discuss the Parental Involvement Plan with the SLT.

Discuss the Comprehensive Educational Plan regarding parental involvement with parents/guardians and staff.

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

Describe for parents/guardians our Title I status at PTA meetings

Provide opportunities to hear about the monthly status of the school's instructional and management goals via the principal's report at all PTA meetings.

Review the School Progress Report with staff and parents/guardians to see trends in academic performance.

Conduct a meeting with parents/guardians to use technology to evaluate the school's progress in content areas.

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

Provide parents with practical learning opportunities such as parent workshops.

Workshops will be led by staff to assist parents in helping their children achieve in school.

Encourage parents to use the school website and ARIS as relevant sources of information and communication tools.

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

Our School Leadership Team will evaluate the effectiveness of our parent involvement programs.

We will analyze attendance at workshops, evening performances and daytime programs.

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

Workshops will be led by staff on the NYS Tests (ELA, Math, Science, Social Studies).

Information on the PS 46Q Homework Policy

The Parent Coordinator will be available to work with and/or assist parents with the understanding of PS 46Q academic goals.

Technology training will be provided in order to support parents in the use of relative NYC and NYS informational tools such as ARIS.

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

Translating important notices and information to parents/guardians in their native language.

Providing in-house translators to parents with limited or no English proficiency.

Part 111 – Adoption

This school Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in the Title I, Part A programs for the 2010-2011 school year.

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.

School Responsibilities:

Teachers will attend staff development workshops to continue to provide high quality instruction to all students.

Teachers will communicate with parents/guardians about their children's education and achievement on an ongoing basis throughout the school year.

Provide parents with reasonable access to staff through messages (phone, email and letters) and appointments.

Involve parents in the planning, review and improvement of the school's Parental Involvement Plan during SLT meetings.

Disseminate information regarding Title I status and activities as well as the Parental Involvement Plan at PTA meetings.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon request to parents with disabilities, and, to the extent practicable, in a language that parents can understand.

Provide parents with reports about their children's performance on the New York State Tests.

Parent Responsibilities:

Monitoring their children's attendance

Making sure that homework is completed.

Participating as appropriate in decisions relating to their children's education.

Promoting positive use of their children's extracurricular time.

Staying informed about their children's education and communicating with the school by reading all notices in a timely manner and responding when necessary.

Communicating any and all problems/issues which may arise and effect the student socially, emotionally and or academically.

Student Responsibilities :

Do my homework every day and ask for help when I need to.

Read every day outside of school time.

Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Listen to and respect my parents, teachers and other school personnel

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” ¹ 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 ² 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			✓	N/A	N/A	N/A
Title I, Part A (ARRA)	Federal	✓			168,985.00	✓	16, 17, 18,19, 20
Title II, Part A	Federal	✓			11,483.00	✓	16, 17, 18,19, 20
Title III, Part A	Federal				15,000	✓	24, 25, 26, 27, 28, 29
Title IV	Federal			✓			

¹ **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.

² **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.

IDEA	Federal	✓			716,923.00		13, 14, 15, 16, 17, 18, 19, 20, 22, 23
Tax Levy	Local	✓			2,807,577.00		13, 14, 15, 16, 17, 18, 19, 20, 22, 23