



P.S. 146 HOWARD BEACH

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 146 HOWARD BEACH
ADDRESS: 98-01 159 AVENUE
TELEPHONE: 718-843-4880
FAX: 718-641-0901

TABLE OF CONTENTS

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

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

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010146 **SCHOOL NAME:** P.S. 146 Howard Beach

SCHOOL ADDRESS: 98-01 159 AVENUE, QUEENS, NY, 11414

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

SCHOOL CONTACT PERSON: JAMES MCKEON **EMAIL ADDRESS** JMcKeon4@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linda Bruno

PRINCIPAL: JAMES MCKEON

UFT CHAPTER LEADER: Veronica Klein

PARENTS' ASSOCIATION PRESIDENT: Theresa Fonal

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** Children's First Network-N301

NETWORK LEADER: JOANNE BRUCELLA/Olga Mejia-Glenn

SUPERINTENDENT: MICHELE LLOYD-BEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
James McKeon	Principal	
Linda Bruno	UFT Member	
Anne Curely	UFT Member	
Carla Doherty	Parent	
Anabel Englund	Title I Parent Representative	
Pam Garcia	Title I Parent Representative	
Mitchell Katcher	Admin/CSA	
Kathkeen Kille	UFT Member	
Veronica Klein	UFT Chapter Leader	
Allison Petrosillo	UFT Member	
Julianna Stelloh	Parent	
Tracy Velke	Parent	
Sally Ann Sinisgalli	Parent	
Theresa Fonal	PA/PTA President or Designated Co-President	

* 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.

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

The mission of PS/MS 146 is to encourage a desire for learning, academic excellence and respect for one another. Our school is a Children First School as part of Network 3.01.

PS/MS 146 has an enrollment of approximately 730 students, 24% of which have an individualized education program. We offer instruction and supports to students in grades Pre-K through Grade 8 with nine integrated co-teaching classes (1 per grade from grade 1 through grade eight).

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

We offer an after-school Virtual Y (YMCA) Program 5 days a week from the 2nd week of school to the end of the school year. Additionally, we offer arts instruction to all students, hands-on science, technology applications in all classrooms, active learning centers and a CHAMPS after school sports program for middle school students.

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

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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. 146 Howard Beach								
District:	27	DBN #:	27Q146	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<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	35	37	35		94.2	94.6	TBD		
Kindergarten	93	68	86						
Grade 1	67	98	66	Student Stability - % of Enrollment:					
Grade 2	77	79	98	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	81	83	84		96.2	96.14	TBD		
Grade 4	67	83	92						
Grade 5	68	71	84	Poverty Rate - % of Enrollment:					
Grade 6	45	53	68	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	69	36	53		39	33.4	53.3		
Grade 8	0	65	36						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	2	TBD		
Grade 12	0	0	0						
Ungraded	2	0	0	Recent Immigrants - Total Number:					
Total	604	673	702	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	2	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	21	20	23	Principal Suspensions	10	12	TBD		
# in Collaborative Team Teaching (CTT) Classes	76	80	88	Superintendent Suspensions	0	1	TBD		
Number all others	41	51	47						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	30	26	23	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	4	7	Number of Teachers	48	56	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	16	20	TBD
				Number of Educational Paraprofessionals	7	4	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	81.3	69.6	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	72.9	67.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	82	TBD
American Indian or Alaska Native	0	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	95.7	TBD
Black or African American	4.1	3	4.3				
Hispanic or Latino	25.3	26	26.5				
Asian or Native Hawaiian/Other Pacific Isl.	3.8	3.4	3.4				
White	66.7	67.2	63.7				
Multi-racial							
Male	55.6	54.8	56				
Female	44.4	45.2	44				
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			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
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	74.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	14.7	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	48.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	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?

TRENDS/DATA ANALYSIS: Historic performance trends from 2004-2009 in ELA and Mathematics exhibited steady increases in scale scores among all student groups.

Current Progress Report shows a very weak level of Student Performance (2.3 out of 25) with a median ELA proficiency of 3.03 (down from 3.22 in 2009) and a median MATH proficiency of 3.21 (down from 3.69 in 2009). Of particular concern is our current Mathematics performance percentage of students at proficiency Level 3 + 4 of 63.1% which is negative in relation to our peer group. We have analyzed the ARIS multi-strand and individual student test performance data for both ELA and Mathematics. Our analysis indicated that students need more supports in reading for critical analysis (ELA) and algebra (MATH) in all grades.

MAJOR ACCOMPLISHMENTS: A major accomplishment for our school has been the improvement in student engagement and the use of learning centers in all classrooms, more hands-on science applications. We have seen an improvement in rigor and student work products and a mathematics to science connection and more instructional coherence across grades and content areas.

We have also made great progress in our collaborative inquiry team work.

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

NEED ASSESSMENT: In analyzing our Needs for this coming academic year (2010-2011), we have used the Quality Review as a "lens" to focus on our needs. We used the same reflective practices used in preparing for a Quality Review and the methodology used in preparing a Quality Review Self-Assessment. As a result, our needs are stated in reference to the five Quality Review Statements and are based on data from sources such as School Report Cards, Progress Reports (PR), Quality Review (QR), periodic assessments, ARIS, Teacher Team input (TT), Learning Environment Survey (LES), teacher feedback, student and parent parental input via the School LES,

School Leadership Team (SLT) and supervisory observations. As such, we have identified the following needs:

#1-Instructional and Organizational Coherence :

- Continue the use of Teacher Teams using an inquiry approach; CEP Goal # 1 (TT, QR)
- Have engaging and rigorous curricula based on the new national standards; CEP Goal # 2 (QR, Teachers)
- Higher order skills including critical thinking, problem solving, interpretation, analysis, reasoning, making connections across content and texts, collaboration in student teams, curiosity and imagination (QR)
- Have more ARTS instruction in all grades (QR, LES, SLT, Teacher)
- More differentiated instruction in all subjects; CEP Goal # 1 (QR, TT, Teacher)
- “Flatten out” organizational decision making (QR, LES, Teacher)
- Build more trust among staff (LES, TT, Teachers)
- An emphasis on the Principles of Learning and Accountable Talk in particular
- More guided reading (Supervisors)
- More student independent reading; CEP Goal # 4 (Supervisors)
- Targeted special education strategies (Supervisors)
- Cross-content reading and writing strategies (Supervisors)
- Multiple choice strategies tied to formative and summative assessments (Supervisors)
- ELL strategies across content areas (Supervisors)
- Targeted AIS supports in ELA and Math (Supervisors)
- More efficient use of the extended day instructional session (Supervisors)
- More hands on science and observation skills (Supervisors, Teachers))
- DBQ analysis and essay writing in social studies (Supervisors, Teachers)
- More analysis of ACUITY assessments (Supervisors, Teachers)
- Increased use of the ACUITY Instructional Resources for post-test differentiation (Supervisors, Teachers)
- School developed assessments for inventory and unit assessments based on past NYSED assessments and the ACUITY Test Bank (Supervisors, Teachers)
- A focus on college readiness
- A focus on incorporating the evolving Common Core State Standards in our school curriculum.
- A monthly assembly program for all grades to address social-emotional learning needs of students
- Utilize an easy to use and functional web site to promulgate clear expectations and a consistent flow of information for parents and families

2-Gather and Analyze Data

- Improve data gathering and analysis on student learning outcomes to identify trends, strengths and areas of need at the school and classroom level (CEP Goal # 1), (QR)
- Develop and use ways for school leaders and teachers to organize and analyze student performance trends (QR)
- Improve student and parent communication about students’ learning needs and outcomes with an emphasis on the use of Rubrics (QR, SLT, TT)
- Improvement in the use of ARIS connect and communities (Supervisors)
- Consistent benchmarking to improve strategic planning for raising achievement of all students
- Provide data analysis supports through PD (Teachers)

- To analyze student attendance data at monthly attendance committee meetings and safety related data at monthly safety committee meetings
- To improve teacher reflective practices to improve instruction and student achievement
- To make better use of DOE systems such as ARIS Connect and ARI S Parent Link.

3-Plan and Set Goals

- Ensure all staff and the school community understand the school's goals (QR) and to maintain a focus on a "theory of action" related to our school CEP goals and action plans
- Continue to expand on the use of individual student learning goals, the use of monthly "Goals Day" and communication of student goals to parents (LES, QR, SLT, Teacher)
- Enhance the tracking and achievement of student goals at the school, teacher team and classroom level (QR)
- Continue to communicate high expectations to student and families (QR)
- Engage students and families in decision making and promote active involvement (SLT, QR)
- Expand the focus of student government in grades 5-8 and a more relevant Youth Development Plan and college readiness (QR)
- Service Programs (QR)

4-Align Capacity Building

- Use classroom observations to improve instructional strategies and practices (QR)
- More technology applications
- Promote professional growth and reflection (QR)
- Emphasize the development and growth of new teachers (QR, Teachers, LES)
- Formulate an Individualized Professional Development Plan for all teachers; CEP Goal # 4 (QR)

- Continue to pursue partnerships with families and outside organizations to accelerate the academic and personal growth of students (QR)
- An increase in parent response to training required such as ARIS Parent Link (SLT)
- Continue of the use of Teacher Teams using an inquiry approach (TT, QR)
- Inter-Visitations within the building and to peer and CFN cohort (QR)
- An Honors Program in grades 6-7 (Supervisors)

5- Monitor and Revise: To monitor and evaluate progress throughout the year and to flexibly adapt plans and practices to meet goals for accelerating student learning in the following areas:

- Curriculum and instruction
- Organizational decisions
- Assessment systems
- Data organization
- Parent communication
- Measuring progress toward interim and long term goals
- Using data to evaluate PD, collaboration, teacher teams, capacity building and leadership development.

AIDS TO IMPROVEMENT: The most significant aids to continuous improvement are the professionalism and dedication of the entire staff and the partnerships built between students, parent and teachers. Additionally, a commitment to high expectations, attention to the needs of individual students, the application of technologically sound instructional practices, the use of data to make instructional decisions and goal setting for students and student sub-groups have been factors in our continuous improvement. We have also increased our commitment to teacher PD via Goal # 4. A sharp focus on the development of teacher teams and goals and the implementation of our 4 major

CEP Goals should also contribute to an improvement in school-wide practices. For the current year, we have modified our extended day instructional program to 3 days times 50 minutes per day (in November 2010 we will begin extended day on Tuesdays and Wednesdays only). We believe this will not impact extended day small group instruction and will allow more opportunities for teachers to meet and emplace strategies for student achievement and to address the evolving Common Core State Standards.

BARRIERS TO IMPROVEMENT: The most significant barriers to continuous improvement are lack of time for Professional Development and funding. For example, for this academic year we had to cut 2 AIS positions and place teachers back into common branch classrooms. This has severely impacted our ability to provide the range of AIS supports that we want to offer to our students. Funding shortfalls also impacts our ability to provide before and after school programs for intervention and enrichment. We do not receive Title III (ESL) funds as we only have twenty four English Language Learners (ELLs) at the current time (October 2010). Various NYCDOE requirements related to administrative and compliance matters impact on the time that supervisors are able to spend in classrooms working and supporting teachers. In several cases, we have identified students in Level 1 or Level 2 for extended day supports, but parents have “opted out.”

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 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"/> Goal #1: By June 2011, 90% of teachers will participate in Inquiry Teams and grade level teams to gather and analyze data on student learning outcomes to identify trends, strengths and areas of need at the team and classroom level to plan and differentiate instruction and to emplace collaborative strategies to increase student achievement in all subjects and to address the evolving state standards across all grades.	<input type="checkbox"/> Our Teams will work together to analyze and identify student needs and to share strategies among Teacher Team members. We will concentrate on developing curriculum maps and common rubrics to increase organizational and instructional coherence and capacity and plan on grade level and across grades to address the evolving state standards.
<input type="checkbox"/> Goal #2: By June 2011, 80% of informal and formal observed classroom instruction will show evidence of students' critical thinking skills and teacher developed higher order Learning Objectives, academic rigor, accountable talk and student interaction and engagement.	<input type="checkbox"/> Supervisors will complete daily walkthroughs (informal) and formal observations to accomplish this goal.
<input type="checkbox"/> Goal # 3: By June 2011, 80% of all students will have read at least 25 books, on their reading level, based on choice.	<input type="checkbox"/> Supervisors and coaches will monitor this goal via monthly progress reports. In addition, parents will be involved as active partners to support independent reading at home.
<input type="checkbox"/> Goal # 4: By June 2011, all teachers will have completed an individual Professional Development Plan based on a minimum of two goals that they have identified.	<input type="checkbox"/> Teachers identified a minimum of two goals in June 2010 for the upcoming school year. Supervisors will team with teachers individually and in teams to support and assess this goal.

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

INQUIRY TEAMS

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #1: By June 2011, 90% of teachers will participate in Inquiry Teams and grade level teams to gather and analyze data on student learning outcomes to identify trends, strengths and areas of need at the team and classroom level to plan and differentiate instruction and to emplace collaborative strategies to increase student achievement in all subjects and to address the evolving state standards across all grades.</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><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> · Meet 4 xs per month during common preparation periods as part of their teacher collaboration, team building and inquiry work. · Focus on data analysis to determine student progress and set individual student goals as well as group goals. · Conduct 1 inter-visitation per quarter for each teacher either within the school or outside at a peer group school to observe and share best practices in planning for differentiated instruction. · Teams will self-assess their progress quarterly using a Rubric based on the NYCDOE Quality Review statements and use ARIS Connect to share best practices. <p>The PD Committee will:</p> <ul style="list-style-type: none"> · Incorporate differentiated instructional planning as a major focus of the PD Committee and the PD Plan. · Collaborate with staff on using data analysis to work on teachers' lesson planning and address the evolving state standards. · Use quarterly interim measures to monitor and revise the PD Action Plan as needed. </div>

	<ul style="list-style-type: none"> · Conduct 1 after school per session PD every six months. <p>Coaches and Supervisors will:</p> <ul style="list-style-type: none"> · Support teachers via feedback based on daily snapshots, walkthroughs and observations. · Provide training in data analysis, goals setting and differentiated instruction. · Provide training in ARIS Connect. · Conduct PD, Study Groups and weekly teacher meetings in support of this goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Teachers are programmed for 4 common planning periods per month. Three planning periods will be for analysis of student data, Inquiry and lesson planning for differentiated instruction. One period per month will be dedicated for inter-visitations. Title I ARRA SWP per session funds will be provided for after school professional development.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Agendas from PD Committee meetings; Professional Development handouts; Differentiated displays showing different tasks and products for the same topic; Coaching support and feedback; Teacher self-reflection; student portfolios; Supervisory observations.</p>

Subject Area
(where relevant) :

Instructional Strategies and Practices

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #2: By June 2011, 80% of informal and formal observed classroom instruction will show evidence of students' critical thinking skills and teacher developed higher order Learning Objectives, academic rigor, accountable talk and student interaction and engagement.</p>
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<p>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></p>	<p><input type="checkbox"/></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> · Develop lessons that address student critical thinking skills. · Develop lessons that have high order learning objectives. · Develop strategies that include high order questioning to foster student to student interaction and accountable talk. · Develop rigorous lessons. · Attend NYCDOE and LSO PD sessions and conduct inter-visitations. · Collaborate and plan with other teachers. · Use ARIS Connect as a collaboration tool. <p>The PD Committee will:</p> <ul style="list-style-type: none"> · Plan for and present PD that addresses critical thinking skills and the development of high order Learning Objectives. · Incorporate the Principles of Learning into the school PD plan. · Use quarterly interim measures to monitor and revise the Action Plan as needed. · In addition to PD during the school day, conduct 1 after school per session every six months. <p>Coaches and Supervisors will:</p> <ul style="list-style-type: none"> · Support teachers via feedback based on daily snapshots, walkthroughs and observations. · Provide training in developing student critical thinking skills and high order learning objectives. · Assist teachers in developing rigorous lessons and strategies to ensure a high level of student engagement via accountable talk. · Provide training in ARIS Connect. and conduct PD, Study Groups and weekly teacher meetings in support of this Goal.
<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 action plan.</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Teachers are programmed for 4 common planning periods per month. The 4th Period per month will be dedicated to lesson planning to support this goal.</p> <p>One period per month will be dedicated for inter-visitations.</p> <p>Title I ARRA SWP per session funds will be provided for after school professional development sessions as needed.</p> </div>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Frequency: Supervisor Snapshots and Walkthroughs with feedback (Daily), Supervisor formal pre-observations, observations and post-observations (Monthly) and coaching support and feedback (daily, weekly and monthly) Teacher self-reflection on informal and formal observations (daily and monthly).</p> <p>Projected gains: We anticipate projection gains toward achievement of this goal throughout the year via teacher team work and supervisory feedback and supports.</p>
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**Subject Area
(where relevant) :**

Independent Reading

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal # 3: By June 2011, 80% of all students will have read at least 25 books, on their reading level, based on choice.</p>
<p>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></p>	<p><input type="checkbox"/></p> <p>Classroom teachers will:</p> <ul style="list-style-type: none"> · Determine each student’s reading level based on Rigby Reading Assessments. · Conduct reading assessments at least twice per year. · Ensure all classroom libraries are leveled and contain a full range of books appropriate for the grade which cover appropriate reading levels and a range of genres and interests. · Conduct teacher to student conferences to set reading goals. · Actively monitor student reading and achievement of goals. · Allow students choice in selecting “just right” books. · Conduct read-aloud and shared and guiding reading to support student achievement and progress. · Build a strong parent connection to support this effort. · Use interest inventories to identify differences in gender choices and interests. · Employ strategies to target “reluctant readers” particularly at the middle school level. · Encourage students to always have a book or reading material accessible. · Chart student progress in all classrooms. · Set up book clubs.

	<p>Literacy Coaches and Supervisors will:</p> <ul style="list-style-type: none"> · Offer workshops for parents to teach skills to read to children at home and support reading efforts. · Provide dual language books to English Language Learners. · Provide supports for special needs students. · Make more use of the school library. · Work with the school Parents' Association to establish a rewards program during the school year and summer months. · Ensure content area reading material (non-fiction) is available. · Conduct PD, Study Groups and weekly teacher meetings in support of this goal.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> · Literacy coaches will “push-in” to classes to provide support to teachers. · One period per month will be dedicated for inter-visitations. · Request Parent Association funding support for a reading incentive program. <p>Title I ARRA SWP per session funds will be provided for after school professional development sessions as needed.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Instruments and Indicators:</p> <ul style="list-style-type: none"> Student Reading Journals and Reading Charts Teacher conference records <ul style="list-style-type: none"> Individual goal setting by students Classroom libraries are leveled, accessible and possess a variety of genres Observations of teachers conducting read-aloud and shared and guided reading <p>Projected Gains:</p> <ul style="list-style-type: none"> Through active supervision, we anticipate gains throughout the school year and a higher compliance rate for this Goal. Particular emphasis will be placed on 6th-8th grade student who did not achieved this Goal in 2009-2010.

**Subject Area
(where relevant) :**

Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific,</i></p>	<p><input type="checkbox"/> Goal # 4: By June 2011, all teachers will have completed an individual Professional Development Plan based on a minimum of two goals that they have identified.</p>
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<p><i>Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>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></p>	<p><input type="checkbox"/></p> <p>All Staff will:</p> <p style="padding-left: 40px;">Complete an Individualized Professional Development (PD) Plan in writing by identifying one goal from the California Teaching Standards and a minimum of one instructional goal of their choice.</p> <p style="padding-left: 40px;">Examples of instructional goals are lesson planning, differentiated strategies, writing higher order learning objectives, questioning, classroom management, student goal setting, assessments, rubrics, technology applications and parent communication.</p> <p style="padding-left: 40px;">Conference with supervisors as required to monitor progress and revise strategies as needed.</p> <p style="padding-left: 40px;">Participate in “PD 360” on-line training and learning communities in “PD 360” and ARIS.</p> <p style="padding-left: 40px;">Attend PD, study groups and Teacher Team Meetings and training as required.</p> <p>Supervisors will:</p> <p style="padding-left: 40px;">Support teachers as required to meet their goals.</p> <p style="padding-left: 40px;">Monitor and revise the attainment of teacher goals as required.</p> <p style="padding-left: 40px;">Plan for and conduct PD sessions as required.</p> <p style="padding-left: 40px;">Conference with teachers at least quarterly as a minimum or as required.</p> <p style="padding-left: 40px;">Evaluate the progress and success of all teacher PD Plans.</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 action plan.</i></p>	<p><input type="checkbox"/> We will utilize per session funds for teacher PD and OTPS for our annual on-line subscription costs for "PD 360". We do NOT anticipate any costs for consultants or outside sources to fund support for this goal.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Supervisors will review goals with individual teachers in September 2010 at the start of the school year. Every attempt will be made to meet with teachers individually at least quarterly throughout the school year. Group meetings may be conducted where teachers have common goals. The instruments of measure will be classroom observations, supervisory input and supports, teacher reflection and an end of the year evaluation jointly conducted by the teacher and the respective supervisor.

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	2			
1	29	29	N/A	N/A	1			
2	18	18	N/A	N/A	1		1	
3	24	24	N/A	N/A	1			
4	40	40						
5	40	40						
6	22	22			1			
7	25	25			1			
8	10	10						
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"/> We utilize small group instruction and one-to-one tutoring for ELA AIS. We utilize Wilson, ACUITY, Study Island and several other internet based programs during learning centers and extensive student conferencing. Overall, our focus is on balanced literacy emphasizing read-aloud, guided reading, shared reading, independent reading, fluency strategies and word work. We supplement with web-based resources such as ACUITY, Study Island and i-Learn (Curriculum Associates). Our 3 Speech Providers also assist in AIS.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Our MATH AIS is built around Everyday Math, Impact Math, ACUITY and Study Island applications.</p> <p>During the regular school day, the SETTS teacher provides remediation to small groups of identified, struggling students.</p>
<p>Science:</p>	<p><input type="checkbox"/> During the extended day session, small groups of eighth grade students are provided additional guidance and assistance in completing the Science Exit Project.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> During the extended day sessions, small groups of students are provided with additional instruction by the classroom teachers to increase their understanding of history and their ability to understand primary sources and DBQ's.</p> <p>During the extended day sessions, small groups of students are provided with additional guidance and instruction in order to complete the Social Studies Exit Project.</p> <p>During the extended day sessions, small groups of targeted students are provided with additional instruction by the teachers in order to succeed on the NYS Social Studies Assessment. During the extended day session, small groups of eighth grade students are provided additional guidance and assistance in completing the Social Studies Exit Project.</p>

At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> During the regular school day and extended day sessions, the guidance counselors provide support services to meet the needs of individuals or groups of students, coordinate and plan for prevention and intervention programs and refer students for services as needed.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> During the regular school day and extended day sessions, the school psychologist provides support and crisis intervention for students in need on an individual and group basis.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> During the regular school day and extended day sessions, the Social Worker provides support and crisis intervention for students in need on an individual and group basis.
At-risk Health-related Services:	<input type="checkbox"/> During the regular school day, the school nurse provides assistance to students with medical conditions, such as diabetes, asthma, medicines, as needed.

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-8

Number of Students to be Served:

LEP 24

Non-LEP N/A

Number of Teachers 1

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.

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.

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.

N/A

Section III. Title III Budget

—

School: PS/MS 146Q

BEDS Code: 342700010146

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	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
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.

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

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

We ask each family to indicate their translation needs. Two families requested that we translate documents into Spanish. When we "back-pack" a school generated document to the home, one side is in English and the other side is translated into Spanish.

Part B: Strategies and Activities

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

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

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

Our oral interpretation is provided by school staff.

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$0.00 (we do NOT receive a BASIC TITLE I Allocation)	\$291,367.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,914.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$14,568.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$29,137.00	*	

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.

This does not apply.

* Federal waiver granted; additional set-asiders 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.

Mission

PS/MS 146 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community.

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I parental involvement requirements, to the extent possible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including the insurance
 - II. Description of How School Will Implement Required Parental Involvement Policy Components
 - 1.
 2. PS/MS 146 will conduct the following actions to involve parents in the process of school review and improvement:

- will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
- The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
 - The school will incorporate this parental involvement policy into its school improvement plan.
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, workshops, Parents' Association (PA), Parent Volunteer programs and School Leadership Teams (SLT), etc.)
 - will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.

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

- the State's academic content standards
- the State's student academic achievement standards
- the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators

- Through the efforts of the Parent Coordinator and PA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I SWP programs and explain the requirements and their right to be involved by November 15, 2010.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents.
- English as a Second Language (ESL) workshop will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- School Visitations
 - Parent teacher conferences
 - Open School Week
 - PA and SLT meetings
 - Assemblies at the end of each marking period
 - Culminating celebrations marking their child's success at the school
 - Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observe classroom activities. Parents may contact their school's parent coordinator to arrange an appointment.

Professional Development:

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

Funding

III. Adoption

Annual evaluation of the Parent Involvement Policy

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.

School Responsibilities

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

Parent-Conferences will be on November 10, 2010 and March 15, 2011.

On the first Friday of each month, we will hold a "Goals Day" and every parent/guardian will receive a copy of the student's goals for the coming month and information regarding what the student will learn that month. Parents will receive results of classroom assessments and ACUITY data, access to and training in ARIS. Teachers will call parents when students are falling behind in their subjects.

Parents can make an appointment with teachers during their daily "Preparation Period". Parents can also come up to the school and meet with guidance counselor or Parent Coordinator who can update them on their child's progress.

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

Parent Responsibilities

An excerpt is provided to all parents.

We will meet the mandate to:

- Provide an annual meeting for parents of participating students.

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

The name of our school’s representative to the District 27 Title I Parent Advisory Committee is Ms. Teresa Fonal, PA President.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

<!--[if !supportLists]--> <!--[endif]-->See Needs Assessment – Section IV, Pgs. 9-10

<!--[if !supportLists]--> <!--[endif]-->School wide reform strategies that:

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

<!--[if !supportLists]--> <!--[endif]-->Instruction by highly qualified staff.

<!--[if !supportLists]--> <!--[endif]-->Professional development for teachers, principals, and paraprofessionals (and, where appropriate other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

<!--[if !supportLists]--> <!--[endif]-->Strategies to attract high-quality highly qualified teachers to high-need schools.

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

<!--[if !supportLists]--> <!--[endif]-->Strategies to increase parental involvement through means such as family literacy services.

Please see Appendix 4, Pgs. 24-28

<!--[if !supportLists]--> <!--[endif]-->Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Not Applicable

<!--[if !supportLists]--> <!--[endif]-->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.

<!--[if !supportLists]--> <!--[endif]-->

Please see Appendix I, Pgs. 17-18

<!--[if !supportLists]--> <!--[endif]-->Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

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.

See Section IV for our current Needs Assessment.

2. Schoolwide reform strategies that:

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

Our School-Wide reform strategies are based on:

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

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.

Our PD will support the use of effective methods and instructional strategies that are scientifically-based. We have "re-worked" our entire school program to maximize instructional time. Our extended day program was changed in December 2009 to ensure the right teachers were matched to student needs and that students were in classes based on their individual needs. Due to budget constraints we do not currently have an active day-to-day before or after school academic program, but we have planned for academic intervention supports in the form of a "Saturday Academy" for 4-6 sessions in the Spring of 2011 as we approach the NYSTP ELA and MATH Assessments.

o Help provide an enriched and accelerated curriculum.

One of our Annual Goals is to provide higher order Learning Objectives and academic rigor in all classes. We will enrich our programs through the infusion of more arts instruction and music in classrooms. In the 6th and 7th grades, we will have an Honors Program to address the needs of our accelerated students.

o Meet the educational needs of historically underserved populations.

We have a strong parent outreach program that we feel is the best way to address the educational needs of historically underserved populations. We provide support to these students and families in the form of workshops, quality, focused instruction during the school day and extended day and during our Saturday Academy.

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.

We have a strong Youth Development Program that is built on "Respect for All." In September 2010, we will begin a Peer Mediation Program working with the NYC Commissioner of Human Rights Queens Outreach Office. Our Intergrated Co-Teaching and Special Education classes provide instruction in small classroom settings with differentiated strategies utilized based on student needs. Our Extended Day Program supports students not meeting State academic content standards in all subjects. Our counseling and parent outreach programs are tailored to student needs.

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

Our Title I SWP implements state and local improvements.

3. Instruction by highly qualified staff.

All of our staff are "highly qualified" as defined by NCLB and are teaching in their respective licensing areas.

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.

We have a written PD Plan in place that is reviewing annually by our PD Committee and all of our staff. PD input is provided by supervisors and coaches based on informal and formal observations. Based on our recent Quality Review (January 2010), we have identified PD needs for our new teachers (less than 5 years of experience). We have incorporated this need into an Individual Professional Development Plan for all teachers and paraprofessionals based on a minimum of 2 annual goals set by the teacher/paraprofessional. Please see Goal # 4 and the Action Plan.

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

We use the NYCDOE Open Market System to list any vacancies. All teaching inquiries are reviewed. Candidates are interviewed by a "School Evaluation Committee" made up of administrators, UFT representative, staff members and parent members of the SLT. References are checked and model lessons are required for each candidate. The Committee makes recommendations to the Principal for final approval.

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

We have an extensive parent involvement program in place which we will continue for 2010-2011. For example, in 2009-2010 we held over 35 parent sessions dealing with Literacy, Reading Levels, "Just Right Books", Independent Reading, Math, Test Preparation Strategies, School Goals, Title I Requirements, Discipline, Cyber-Bullying, Pre-Teen Health and Social Issues and other topics requested by parents. We also actively partner with "Learning Leaders" for parent involvement literacy workshops. Workshops are conducted by Administrators, Parents, our Parent Coordinator and teaching staff.

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

We have a Social Worker assigned to our Pre-K Program who makes outreach to various early childhood programs to assist them and prepare students for our Pre-K Program.

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 are actively involved in our PD efforts and as members of Inquiry/Teacher Teams. Our teachers create assessments at the grade team level to use across teams. ACUITY and NYSTP Assessments are used throughout grades 3-8 to assess 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.

Please refer to Appendix 1: Part B for an explanation of our Academic Intervention Services (AIS).

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

We do community outreach regarding local services and programs and our Youth Development Plan addresses student needs. There are limited local community services in the Howard Beach area. As a result, this year we will be making more outreach to our local elected officials for support in this important area.

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.	Page#(s)
		Yes	No	N/A			
Title I, Part A (Basic)	Federal			N/A	0	True	

Title I, Part A (ARRA)	Federal	Yes			\$291,367.00	True	
Title II	Federal	Yes			\$23,465.00	True	
IDEA	State	Yes			\$208,155.00	True	
Tax Levy	State	Yes			\$4,973,992.00	True	

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.)

2

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

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).

Not applicable

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

NA

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.

NA

CEP RELATED ATTACHMENTS

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

File Name - 28_27Q146_102710-165043.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 301	District 27	School Number 146	School Name Howard Beach School
Principal James McKeon	Assistant Principal Mitchell Katcher		
Coach Allison Petrosillo (ELA)	Coach NONE		
Teacher/Subject Area Joyce May	Guidance Counselor Margaret Spaziani		
Teacher/Subject Area Margaret Esposito/CB	Parent type here		
Teacher/Subject Area Leigh Ann French/Spec Ed	Parent Coordinator Christine Armao		
Related Service Provider Aviva Karr	Other type here		
Network Leader James McKeon	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	1	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	722	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	3.46%
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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

ELL Identification Process

The parent or guardian of all new admitted students to PS 146 must fill out the Home Language Identification Survey form. Depending on their response, the student may receive the Lab-R assessment. If they are administered a LAB-R it is administered within 10 school days of the student registering. Our ESL teacher or an administration conducts the initial interview and our ESL teacher administers the LAB-R (where applicable). If a spanish speaking student does not pass the LAB-R, the student is administered the Spanish LAB during the same testing period. LAB-R exams are hand-scored and results retained at the school. We annually evaluate ELLs using the results of the NYSESLAT by disaggregating data provided via the ATS RLAT Report, NYSTART data and ARIS data. We use the RLAT to analyze and evaluate data on the modalities of listening, speaking, reading, and writing for each ELL to determine the proper differentiated instruction. By doing so, we ensure they reach their individual language acquisition goals. Also, interim assessments and classroom assessments are analyzed at the classroom and collaborative teacher team level using various item skills analysis. This analysis informs our instruction.

At the start of the school year (and as required based on enrollment after our initial evaluation), ELL students are identified and families are notified of a parent orientation that they are invited to attend. Letters are sent home to the families regarding the time and place of the orientation. Letters are both in English and their native language and describe the various programs available for the student. Parents who are unable to attend orientation are permitted to respond with their program choice via the letter sent home. During the orientation, a DVD is shown that describes the various ELL programs and the process whereby a parent selects the program best suited for their child. Information regarding best practices in supporting the ELL student is presented at the workshop/orientation as well. Selection Forms explaining the three DOE ELL Programs are given to students. The Form is not sent home but are attached to the student's HLIS and placed in the student's cumulative file.

Our parent coordinator and our pupil personnel secretary ensure that entitlement letters are distributed as soon as the child is identified as an ELL. Parent surveys are returned and program selections are returned either at the orientation by the parent or by the child when they return to school. We hold meetings at times that are convenient for parents and all correspondence is translated as needed. Our school website also provides translation into 52 languages and we have several bi-lingual staff members who assist as needed.

We offer a Freestanding ESL/pull-out program that is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

Check all that apply

6 7 8 9 10 11 12

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	2

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	0	2	7	0	2	2	0	1	25
Total	16	0	2	7	0	2	2	0	1	25

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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:

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	3	3	5	4	3	1	0	0	0	0	0	23
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	3	3	3	5	4	3	1	0	0	0	0	0	25

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.

The ESL Model utilized is a pull-out model. Where some classes are conducted as push-in supports for common branch and content teachers. ESL classes are grouped by accommodation of grade and proficiency levels.

Our school provides services as mandated by CR Part 154, according to students proficiency levels achieved on the LAB-R and NYSESLAT. All ELL students who are at the beginning and intermediate levels are receiving 360 minutes of instruction per week. Advanced students are served for 45 minute blocks 4 times a week. In addition, all ELL students receive ELA instruction and content area instruction from their classroom teachers. During ESL instruction there is a strong focus on oral and written communication, vocabulary, building content

knowledge and instruction in the arts.

The instructional approach used to meet the needs of our ESL students is the Workshop Model. This approach encompasses various strategies and techniques for ELLs. Scaffolding and differentiated instructional techniques are used extensively. We utilize explicit modeling techniques and students are guided through a task and emulate by example. Within the content areas, vocabulary is emphasized through the use of word wall words and TRP strategies. Students are encouraged to make personal connections to new subject matter using their knowledge and experiences. Conceptualization is incorporated through the use of stories, poems and graphic organizers. Cultural awareness and socialization are an important component of our daily focus. The ELL students are exposed to a multi-sensory approach that promotes literacy through integrated instructional techniques. Emphasis has been placed on incorporating balanced literacy into the curriculum stressing reading, writing and word work and moving from teacher support to student independence ("To, With and By"). All instructional techniques are used in conjunction with NYSED academic standards. In addition, we have begun to implace strategies based on the new Common Core State Standards.

Currently (October 2010), we do not have any SIFE students. However, our plan would include mentoring and differentiating instruction on a regular basis. We would utilize data for specific strategies to improve teaching and learning in standard-driven instructional programs. Support services also would include AIS, Wilson and Extended Day.

Newcomers also receive differentiated instruction using various techniques across all proficiency levels. Most ELLs in this group require a multi-sensory approach for instruction. The four modalities are incorporated and align with standards-based instruction. Newcomers can participate in all programs available including Extended Day, Foundations, Study Island and ACUITY (Periodic Assements). Additionally, students who will be mandated to take state examinations receive testing preparations in content area in class as well as ESL instruction.

ELLs who are receiving service for four to six years and long-term ELLs continue in the various programs that are offered until they attain proficiency. More content area instruction is necessary to facilitate academic growth and language development. Strong emphasis is always on reading and writing skills. It is imperative to monitor their progress to confirm student's placement in the program.

ELLs who have been identified as having special needs are in mainstreamed ELL classes with general education students. Our ESL teacher receives IEPs as needed and utilizes cooperative learning opportunities. In addition related services may include speech, OT/PT, and counseling in accordance with the respective student's IEP. When necessary, the native language is used to support the student in all areas of the curriculum.

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		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

ELLs participate in targeted intervention programs which include Wilson, AIS, Foundations, Study Island, ACUIITY and Extended Day. This is mostly facilitated through learning centers, Extended Day instruction and study at home.

Continuing transitional support is provided for ELLs reaching proficiency on the NYSESLAT via classroom instruction and teacher supports. Students can continue participation with AIS services. The classroom teachers of transitional ELLs link with the ESL teacher to update them on progress and of any academic concerns identified.

A new program or improvement to be considered for the upcoming school year is to add an enrichment program for former ELLs and current ELLs. All ELLs are afforded equal access to all school programs. Letters and forms are sent out and translated into necessary languages when needed. All students are welcomed to attend afterschool and supplemental services such as Extended Day and CHAMPS. We are also planning a "Saturday ELL Academy" for the first time in the Spring of 2011.

The ESL program utilizes a variety of instructional materials and technology to meet the needs of our ELL population. Technology, including Rosetta Stone, Study Island, ACUITY, Leap Frog and other on-line language acquisition programs are incorporated into instruction to provide a balanced literacy program. Avenue/Hampton Brown and High Point/Hampton Brown are used in teaching ELA and content areas through ESL methodologies and techniques which aid in the development of all four modalities. The use of high interest level libraries, Big Books and listening centers support ESL instruction. Read-Alouds, shared reading and guided reading are instructional strategies that are consistently used to encourage and support listening skills and reading and writing responses.

Regarding classroom technology assets, all classrooms are equipped with Smart Boards and internet access to utilize a vast array of on-line instructional support.

Native Language support is provided through the use of bi-lingual dictionaries/testing materials and glossaries. When needed, native language paras support our overall instructional efforts.

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)?

NOT APPLICABLE TO 27Q146

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.

The PD for ELL personnel is given by the Principal, Assistant Principal, Literacy Coach and CFN Specialist. PD offers useful and relevant information to all staff working with our school ELL population. During PD, faculty conferences, grade meetings and collaborative inquiry groups, teachers are provided with specific strategies and support structures to aid in academic development. Our Parent Coordinator and ESL Teacher both conduct parent outreach. The minimum 7.5 hours of ELL training for all staff (including non ELL teachers) is offered as a per session training after school new teacher credit. In addition, for the 2010-2011 academic year, we have begun a new teacher PD program for teachers with five or less years of teaching experience in which we have incorporated ESL instructional strategies in ELA, Math, Science, Social Studies and the Arts. We also use the School Improvement Network's "PD 360" and ASCD's "PD In-Focus" as integral components of our various PD Plans.

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?

We actively partner with parents to identify student needs and implace instructional strategies for our ESL students. We conduct workshops and parent outreach sessions to maximize parent involvement. In addition, we translate documents as needed and our school EChalk website provides document translation in 54 languages. As needed, staff members are utilized for oral interpretation. We evaluate the needs of parents via periodic surveys and use this data to plan activities that address the needs of parents. At this time (October 2010), we have not been able to partner with any CBOs regarding parental support, but are currently planning to offer a GED course to all parents/gurdians of our school community.

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)	0	3	0	2	1	0	2	1	0					9
Intermediate(I)	0	0	2	0	2	2	0	0	0					6
Advanced (A)	3	0	1	1	2	2	1	0	0					10
Total	3	3	3	3	5	4	3	1	0	0	0	0	0	25

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

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

NYS Math

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The assessment tool used in early grades (K-3) is ECLAS-2 which defines student strengths and areas of need in decoding and reading skills and provides actionable data regarding student's strengths, deficiencies and learning styles. In addition, ECLAS-2 defines the bench marks that are grade appropriate. Our DRA tool is the Rigby Assessment PM Benchmark Kit which provides us with the student's reading level based on an A-Z scale. We conduct DRAs three times per year for each student and actively monitor student progress.

One of our 5 CEP goals is for every child in the school to read at or above his/her reading level and to read a minimum of 25 books independently based on student choice. In this case guided reading groups and teacher scaffolding provide the necessary support. In addition, students maintain individual independent reading logs and classroom achievement charts.

Mathematics Assessments, of the 10 ELLs tested, 1 scored at Level 1, 5 scored at Level 2, and 4 scored at Level 3. School leadership and teachers use results of ELL Interim Assessments to guide teachers in planning programs that best suit ELLs needs, by allowing them to group like students for tailored learning activities.

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.

No additional information is provided at this time, although we will monitor and revise our LAP Plan as required during the school year and self-assess the Plan in January and at the end of the school year.

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 146 Howard Beach					
District:	27	DBN:	27Q146	School		342700010146

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	37	35	36		94.2	94.6	94.1
Kindergarten	68	86	78				
Grade 1	98	66	86	Student Stability - % of Enrollment:			
Grade 2	79	98	64	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	83	84	96		96.2	96.1	96.8
Grade 4	83	92	82				
Grade 5	71	84	90	Poverty Rate - % of Enrollment:			
Grade 6	53	68	75	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	36	53	71		39.0	53.3	55.0
Grade 8	65	36	45				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	2	4
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	673	702	723	(As of October 31)	2007-08	2008-09	2009-10
					2	2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	20	23	23	Principal Suspensions	10	12	15
# in Collaborative Team Teaching (CTT) Classes	80	88	94	Superintendent Suspensions	0	1	1
Number all others	51	47	42				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	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:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	48	56	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	16	20	7
# receiving ESL services only	26	23	TBD				
# ELLs with IEPs	4	7	TBD	Number of Educational Paraprofessionals	7	4	15

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	1	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.3	69.6	75.4
				% more than 5 years teaching anywhere	72.9	67.9	70.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	82.0	82.0
American Indian or Alaska Native	0.3	0.3	0.6	% core classes taught by "highly qualified" teachers	100.0	95.7	97.5
Black or African American	3.0	4.3	3.6				
Hispanic or Latino	26.0	26.5	29.6				
Asian or Native Hawaiian/Other Pacific	3.4	3.4	2.8				
White	67.2	63.7	62.9				
Male	54.8	56.0	54.6				
Female	45.2	44.0	45.4				

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/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-				
Black or African American	-	-	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
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:	B	Overall Evaluation:	P
Overall Score:	42.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	8.4	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	2.3	Quality Statement 4: Align Capacity Building to Goals	UPF
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	26.1		
<i>(Comprises 60% of the</i>			
Additional Credit:	5.8		

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

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:	N/A	\$288,453	\$288,453
2. Enter the anticipated 1% set-aside for Parent Involvement:	N/A	\$2,914	\$2,914
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:	N/A	*	

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.

This does not apply.

* 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.

Mission.

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

PS/MS 146 is committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community.

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I parental involvement requirements, to the extent possible, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under

- section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language parents understand.
- The school will involve the parents of children served in Title I programs in decisions about how the 1 percent of Title I reserved for parental involvement is spent.
 - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including the insurance
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

1. PS/MS 146 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by October 15th of each year in order to adopt this policy.
2. PS/MS 146 will conduct the following actions to involve parents in the process of school review and improvement:
 - The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
 - The school will reach out to provide parents with information about school programs and student progress. This will ensure that parents will have meaningful consultation with the school that is consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
 - The school will provide to parents individual information on the level of achievement of the parent's child in each of the State academic assessments.
 - The school will provide to each individual parent timely notice that the parent's child has been assigned, or taught for 4 or more weeks by, a teacher who is not highly qualified.
 - The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.

- This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful. Translation services will be provided as needed.
- The school will incorporate this parental involvement policy into its school improvement plan.
- We will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent possible, in a language parents understand. We will utilize the “Learning Leaders” Program for parent volunteer training.
- PS/MS 146 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies of Universal PreK, through the following activities:
 - With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home and in the school (library cards, home reading corner, resource centers, book sales, following directions, reading recipes, workshops, Parents’ Association (PA), Parent Volunteer programs and School Leadership Teams (SLT), etc.)
 - The school will help parents gain access to support services by other agencies, such as health care, Academic Intervention Services (AIS), Continuing Adult Education Programs, and childcare programs.
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
 - the State’s academic content standards
 - the State’s student academic achievement standards
 - the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators

Parents will be encouraged to attend PA meetings that will be held at times that are convenient for parents. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator and PA President with District support, an outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

- Parents will be invited to attend an annual meeting to inform them about the school's participation in Title I SWP programs and explain the requirements and their right to be involved by November 15, 2010.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all parents.
- English as a Second Language (ESL) workshop will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.
- Parent workshops will focus on basic educational concerns. Parents will be asked what programs they would like and we will try to support.

School Visitations

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

- "Meet the Teacher Night"
- Parent teacher conferences
- Open School Week
- PA and SLT meetings
- Assemblies at the end of each marking period
- Culminating celebrations marking their child's success at the school
- Parent workshops and activities (as scheduled by the Parent Coordinator and school staff)

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

Professional Development:

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

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

Funding

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

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with our SLT, PA and other parents and will be in effect for the period of one (1) year. The school will distribute this policy to all parents of participating Title I, Part A children on or before 12/1/2010.

IV. Annual evaluation of the Parent Involvement Policy

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

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

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.

School Responsibilities

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

In accordance with NYCDOE Scheduling, Parent-Conferences will be on November 10, 2010 and March 15, 2011.

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

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

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

Parent Responsibilities

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

We will meet the mandate to:

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

The name of our school's representative to the District 27 Title I Parent Advisory Committee is Theresa Fonal, PTA President.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

3. Instruction by highly qualified staff.

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

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

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

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

We have a rigorous selection process in place to attract highly qualified teachers. We use the NYCDOE Open Market system, our school web site and we have a Hiring Committee.

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

Please see Appendix 4, Pgs. 24-28

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

Not Applicable

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

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

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

Please see Appendix I, Pgs. 17-18

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

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

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.
See Section IV for our current Needs Assessment.
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
3. Our School-Wide reform strategies are based on:
 - an emphasis on “researched based instruction” to ensure that all students are exposed to grade-appropriate standards-based curricula, using sound instructional strategies.
 - Use of all available data, including disaggregated State assessments in grades 3-8 to monitor student progress and identify specific skills and areas of content knowledge and understanding in which our students need additional support, in order to meet State standards.

- The provision of Academic Intervention Services (AIS) to meet the needs of all students who require additional assistance to meet the State standards in ELA, mathematics, science, and social studies.
- The use of appropriate instructional materials for English language learners (ELL/LEP) and special needs students.
- The use of culturally balanced instructional programs and materials.
- Effective use of technology to support instruction and student learning.
- Continuous high-quality professional development to provide pedagogical staff with the tools, methodologies, and content to ensure effective instruction in core academic subjects.
- Alignment of our four Annual School Goals

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. Our PD will support the use of effective methods and instructional strategies that are scientifically-based. We have "re-worked" our entire school program to maximize instructional time. Our extended day program was changed in December 2009 to ensure the right teachers were matched to student needs and that students were in classes based on their individual needs. Due to budget constraints we do not currently have an active day-to-day before or after school academic program, but we have planned for academic intervention supports in the form of a "Saturday Academy" for 4-6 sessions in the Spring of 2011 as we approach the NYSTP ELA and MATH Assessments.
- o Help provide an enriched and accelerated curriculum. One of our Annual Goals is to provide higher order Learning Objectives and academic rigor in all classes. We will enrich our programs through the infusion of more arts instruction and music in classrooms. In the 6th and 7th grades, we will have an Honors Program to address the needs of our accelerated students.
- o Meet the educational needs of historically underserved populations. We have a strong parent outreach program that we feel is the best way to address the educational needs of historically underserved populations. We provide support to these students and families in the form of workshops, quality, focused instruction during the school day and extended day and during our Saturday Academy.
- 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. We have a strong Youth Development Program that is built on "Respect for All." In September 2010, we will begin a Peer Mediation Program

working with the NYC Commissioner of Human Rights Queens Outreach Office. Our Integrated Co-Teaching and Special Education classes provide instruction in small classroom settings with differentiated strategies utilized based on student needs. Our Extended Day Program supports students not meeting State academic content standards in all subjects. Our counseling and parent outreach programs are tailored to student needs.

o Are consistent with and are designed to implement State and local improvement

3. Instruction by highly qualified staff.

All of our staff are "highly qualified" as defined by NCLB and are teaching in their respective licensing areas.

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.

We have a written PD Plan in place that is reviewing annually by our PD Committee and all of our staff. PD input is provided by supervisors and coaches based on informal and formal observations. Based on our recent Quality Review (January 2010), we have identified PD needs for our new teachers (less than 5 years of experience). We have incorporated this need into an Individual Professional Development Plan for all teachers and paraprofessionals based on a minimum of 2 annual goals set by the teacher/paraprofessional. Please see Goal # 4 and the Action Plan.

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

We use the NYCDOE Open Market System to list any vacancies. All teaching inquiries are reviewed. Candidates are interviewed by a "School Evaluation Committee" made up of administrators, UFT representative, staff members and parent members of the SLT. References are checked and model lessons are required for each candidate. The Committee makes recommendations to the Principal for final approval.

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

We have an extensive parent involvement program in place which we will continue for 2010-2011. For example, in 2009-2010 we held over 35 parent sessions dealing with Literacy, Reading Levels, "Just Right Books", Independent Reading, Math, Test Preparation Strategies, School Goals, Title I Requirements, Discipline, Cyber-Bulling, Pre-Teen Health and Social Issues and other topics requested by parents. We also actively partner with "Learning Leaders" for parent involvement literacy workshops. Workshops are conducted by Administrators, Parents, our Parent Coordinator and teaching staff.

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

We have a Social Worker assigned to our Pre-K Program who makes outreach to

various early childhood programs to assist them and prepare students for our Pre-K Program.

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 are actively involved in our PD efforts and as members of Inquiry/Teacher Teams. Our teachers create assessments at the grade team level to use across teams. ACUIITY and NYSTP Assessments are used throughout grades 3-8 to assess 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.

Please refer to Appendix 1: Part B for an explanation of our Academic Intervention Services (AIS).

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

We do community outreach regarding local services and programs and our Youth Development Plan addresses student needs. There are limited local community services in the Howard Beach area. As a result, this year we will be making more outreach to our local elected officials for support in this important area.

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

Explanation/Background:

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

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

consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source (i.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program	Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes 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)
Title I, Part A (Basic)	Federal			N/A	0	N/A	N/A
Title I, Part A (ARRA)	Federal	X			\$291,367.00	X	Pages 17, 18, 20, 32, 36
Title II, Part A	Federal	X			\$23,465.00	X	Pages 39 and 42
IDEA	Federal			N/A	0	N/A	
Tax Levy	State	X			\$3,992,230	X	Pages 17-22, 25-26, 41-42

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

