



**PRIMARY SCHOOL 46
THE EDGAR ALLAN POE LITERACY DEVELOPMENT SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 10X046

ADDRESS: 279 EAST 196TH STREET, BRONX, NY 10458

TELEPHONE: (718) 584-4450

FAX: (718) 584-7402

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X046 **SCHOOL NAME:** The Edgar Allan Poe Literacy Development School

SCHOOL ADDRESS: 279 East 196th Street, Bronx, NY 10458

SCHOOL TELEPHONE: (718) 584-4450 **FAX:** (718) 584-7402

SCHOOL CONTACT PERSON: Jennifer Alexander-Ade **EMAIL ADDRESS:** jalexan@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Melissa Torres

PRINCIPAL: Jennifer Alexander-Ade

UFT CHAPTER LEADER: Geraldine Kelly

PARENTS' ASSOCIATION PRESIDENT: Maria Correa

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

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/ronlyres/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
Jennifer Alexander-Ade	*Principal	See Next Page
Geraldine Kelly	*UFT Chapter Chairperson	See Next Page
Maria Correa	*PA President	See Next Page
James Mullins	Title I Parent Representative <i>(suggested, for Title I schools)</i>	See Next Page

Maribel Aponte	DC 37 Representative	<i>Maribel Aponte</i>	
Cheryl Clarke	PA Treasurer	<i>Cheryl Clarke</i>	
Marilyn Rivera	PA Vice President	<i>Marilyn Rivera</i>	
Maribel Aponte	DC 37 Representative	See Next Page	
Venecia Leonardo	PA Secretary	<i>Venecia Leonardo</i>	
Cheryl Clarke	PA Treasurer	See Next Page	
Hawa Diakite	Parent	<i>Hawa Diakite</i>	
Arleen Rios	Parent	See Next Page	
Marilyn Rivera	PA Vice President	<i>Marilyn Rivera</i>	
Wilma Leon	Teacher	<i>Wilma Leon</i>	
Venecia Leonardo	PA Secretary	See Next Page	
Jesse Yarbrough	Teacher	<i>Jesse Yarbrough</i>	
Hawa Diakite	Parent	See Next Page	
(Add rows, as needed, to ensure all SLT members are listed.)			
* Core (mandatory) SLT members	Arleen Rios	Parent	See Next Page
Wilma Leon	Teacher	See Next Page	
Jesse Yarbrough	Teacher	See Next Page	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

The PS 46 School community values and respects the culture, home language and family traditions of our students. As educators, parents, students and community members, we are committed to work as partners to ensure that all students read, write, solve problems, think creatively and develop to their full potential to meet the challenges of the 21st Century. We believe that all children will achieve high standards in a nurturing, safe and risk-free environment.

Public School 46, the Edgar Allan Poe Literacy Development School, is a Kindergarten through Grade 5 School centrally located within Community School District 10, in the Kingsbridge section of the Bronx. The neighborhood served by PS 46 is predominantly of multiple family dwellings, with a significant number of households headed by single female parents as indicated in student registration records. Current demographics reveal there are 1,256 students on register: 77.8% of the students on register are Hispanic, 16.8% of the students are Black, 2.8 % are Asian and 1.1% are White. 34.4% of all students are English Language Learners (ELLs).

The organizational structure of PS 46 focuses on literacy as a unifying theme for five heterogeneously grouped mini schools designated by color, each of which is led by an Assistant Principal or a Lead Teacher.

PS 46 is comprised of 52 classrooms. Twenty-one of the classrooms are monolingual general education classes, with 2 of them being self-contained ESL classrooms. 11 are Dual Language classrooms, 7 are Bilingual classrooms, with two of the Bilingual classrooms being self-contained Special Education classrooms, and another being a Collaborative Team Teaching (CTT) class. Five of the classes are Monolingual self-contained Special Education classes, and 8 classes are Special Education Collaborative Team Teaching classrooms. To support these classrooms, we also have 2 Special Education Team Teachers (SETTS), and 3 full-time speech teachers.

Professional development is the cornerstone of our CEP with site based literacy and math coaches supporting teachers in effectively implementing a high quality balanced literacy instruction with a 2 ½ hour literacy block and the 90-minute math block. Professional development is further strengthened through consultants including our Math and Literacy Aussie consultants and artists from both Arts Horizons and Puppetry in Practice, who are also partners in providing extensive arts residencies for all students.

PS 46 is again the recipient of a 3 year Learning Technology Grant, a NYSCA Empire State Partnership grant and in the past was awarded a Comprehensive School Reform grant, and a Center for Arts Education Anneberg multi-year grant.

The parents are full partners in the education of their children at P.S. 46. A Parent Center with a Partnership with Mercy College is being planned this year. The Parent Coordinator and the Parents Association are planning all parent literacy classes, parenting workshops and parent volunteer workshops with the assistance of Mercy College. Parent leadership development is a high priority in our school. Seven parents actively participate on the school's leadership team with parent volunteers trained through Learning Leaders to support teachers and students in the classroom.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:		P.S. 046 Edgar Allan Poe							
District:		10	DBN:	10X046	School BEDS Code:		321000010046		
DEMOGRAPHICS									
Grades Served:		Pre-K		3	√	7		11	
		K	√	4	√	8		12	
		1	√	5	√	9		Ungraded	√
		2	√	6		10			
Enrollment					Attendance - % of days students attended:				
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10
Pre-K		0	0	0			92.1	92.9	TBD
Kindergarten		196	208	197					
Grade 1		204	211	235	Student Stability - % of Enrollment:				
Grade 2		226	213	211	(As of June 30)		2007-08	2008-09	2009-10
Grade 3		181	225	223			89.1	89.2	TBD
Grade 4		195	182	233	Poverty Rate - % of Enrollment:				
Grade 5		213	201	188	(As of October 31)		2007-08	2008-09	2009-10
Grade 6		0	0	0			87.5	87.5	98.2
Grade 7		0	0	0	Students in Temporary Housing - Total Number:				
Grade 8		0	0	0	(As of June 30)		2007-08	2008-09	2009-10
Grade 9		0	0	0			16	144	TBD
Grade 10		0	0	0	Recent Immigrants - Total Number:				
Grade 11		0	0	0	(As of October 31)		2007-08	2008-09	2009-10
Grade 12		0	0	0			30	52	33
Ungraded		5	2	4					
Total		1220	1242	1291					
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:				
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30)		2007-08	2008-09	2009-10
# in Self-Contained Classes		79	76	64	Principal Suspensions		8	71	TBD
# in Collaborative Team Teaching (CTT) Classes		8	21	43	Superintendent Suspensions		22	15	TBD
Number all others		105	97	90					
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:					Number of Staff - Includes all full-time staff:				
(BESIS Survey)		2007-08	2008-09	2009-10	(As of October 31)		2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		176	343	153	Number of Teachers		89	95	TBD
# in Dual Lang. Programs		172	167	178					
# receiving ESL services only		110	95	117					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:

District:

DBN #:

School BEDS Code:

DEMOGRAPHICS

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded									
Total									
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others				<i>These students are included in the enrollment information above.</i>					
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs				Number of Staff: Includes all full-time staff					
# receiving ESL services only				(As of October 31)	2007-08	2008-09	2009-10		
# ELLs with IEPs				Number of Teachers					
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and					

DEMOGRAPHICS							
Overage Students: # entering students overage for grade				Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
Male							
Female							

2009-10 TITLE I STATUS				
<input 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			
SURRE School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURRE identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

Additional Credit			Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

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 school's 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?
-

1. Trends

ELA – In the last year, our ELA scores went down in students achieving performance standard to 30.1%. Although this was a devastating decline, we see it as our new baseline from which we intend to see a lot of improvement. The Progress Report indicates that this number is more than 50% of the way from our lowest performing peer group.

Math - In the last year, our Math scores went down to 40.2% in students achieving performance standard. Although it was a large decline, Math has always shown steady growth and our State Accountability Report does indicate that all subgroups made Adequate Yearly Progress for Math.

English Language Learners – Our school serves a community that has a very high number of immigrant families. While the percentage shifts from just short of half to just over half of the school population, our school is structured to provide all three types of service within the framework of English as a Second Language: bilingual, ESL push-in/push-out, and dual language, based on the choices made by parents. We have steadily moved up our ELL students' performance on standardized tests, and they were very close to making the Safe Harbor AYP target this year. Our NYSESLAT scores show there was also progress in the numbers who moved into advanced and/or proficiency levels, with more than 30 students becoming proficient this year. This was an area that needed additional impetus.

Special Education Population –PS 46 is participating in the NYC Phase 1 initiative for Special Education. Our special education students have come even closer to safe harbor, a very major step. As part of this initiative, we are able to reduce the number of out of zone students and remove the barriers of busing to some degree, allowing many more Special Education students to avail themselves to After School programs and much more time in school. We anticipate that we can make even more progress.

Technology - We have upgraded our hardware, and we have provided professional development to our teachers. We have acquired additional instructional supports that use websites for differentiated instruction for reading and writing improvement, such as Achieve 3000, and Ticket to Read. This year, with additional PD, we expect that our teachers will be piloting a range of technological solutions to their work in monitoring data and defining ways in which to use it to differentiate instruction. At our most recent Quality Review, our use of

technology met with the reviewers' satisfaction, and was no longer listed as an area needing improvement.

2. Greatest Accomplishments

- PS 46 has become a place where students, teachers, administrators and parents are happy to be. There is mutual respect and a shared sense of vision and goals. Communication is based on accessibility, and there is a shared sense of problem-solving. Having established this foundation, meeting all other challenges becomes easier.
- We have achieved a model of shared administrative responsibility, with our Principal and Assistant Principals modeling the way in which they can provide leadership for their teachers, and guidance in the monitoring of student progress.
- Maintaining a positive school environment as indicated on the Progress Report with High Academic Expectations and attendance.

3. Significant Aids

- Strong partnerships with Turn Around for Children to effectively address the social emotional needs of students and their families.
- Professional development with Dr. Margarita Calderon an expert in the field of Dual Language.

4. Significant Barriers

- A large population of students, over 1250, being separated into 3 buildings
- Large ELL population

5. Restructuring Plan

Our designation as a Restructuring (Year 2) school, is based on both ELL and Special Education students failing to meet AYP they continue to be our main focus of the plan.

- A staff developer will be assigned to work specifically with our SE teachers
- We hold monthly "Kaleidoscope" meetings that will include administration, special education personnel and our IEP team to address matters of concern or recommendations for improvement of teacher practice for this population
- Literacy and Math AUSSIE consultants will continue to work with our coaches to modify our curriculum to work more effectively with both special education and ELL students.
- ELLs not fitting into team teaching classes will be grouped so that the ESL teachers can "Push In" to those classrooms as much as possible. Providing push-in services will be less disruptive than pulling out individual students for these services
- Leap Frog was purchased for ELL and Special Education classes. Professional Development will be provided to use these materials to integrate literacy and technology
- Extended the implementation of the research based AWARDS Reading program. The teacher resource materials in this program specifically address the needs of the ELL's and Students with Disabilities
- Ongoing Professional Development will be provided by the AWARDS Reading Consultants

- The Principal, Assistant Principals, Staff Developers, Coaches, and Head Teachers will co-teach in classrooms in grades 3, 4, & 5 to provide targeted assistance to individual and small groups.
- Selected staff members who work with Students with Disabilities and English Language Learners will attend Orton Gillingham Preventing Academic Failure training.
- The Dual Language program has been redesigned in collaboration with Dr. Margarita Calderon, Ph.D. Dr. Calderon is a Principal Research Scientist for the Center for Research on Education of Students Placed at Risk (CRESPAR), Johns Hopkins University.
- The Dual language teachers and staff will receive professional development from Liliana Minaya-Rowe, Ph.D., Bilingual Training Coordinator at the Hartford Public Schools.
- Professional Development for the ICT teachers on the “Power of 2” co-teaching methods will be provided by consultants from “Turn Around for Children”
- Structured Professional Collaboration via Teacher teams with a year long calendar to Look at Student Work, Analyze Data, and study the Common Core Standards
- Bi-weekly focus walks with Instructional leadership team to effectively provide an uniform system for staff evaluation and immediate feedback
- The Office of Instruction and Integrated Technology will be providing professional Development on Smart board use
- Instructional Core team will continue to meet weekly, and integrate the recommendations of the Joint Intervention Team.

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.

Goal 1: By June 2011, at least 35% of all students in grades 3, 4, and 5 will meet or exceed performance levels in ELA, by clearly defining benchmark goals that will move them towards the next levels, measured by state test scores.

Goal 2: By June 2011, the ELL student subgroup will have improved their ELA score to reach the safe harbor target of an effective AMO of 134

Goal 3: By June 2011, the SWD student subgroup will have improved their ELA score to reach the safe harbor target of an effective AMO of 109

Goal 4: By June 2011, at least 95% of all teachers will participate in Positive Behavioral Interventions and Supports (PBIS) that are focusing on improving student behavior to create a positive school environment

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 (where relevant): ELA

<p>Annual Goal 1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 35% of all students in grades 3, 4, and 5 will meet or exceed performance levels in ELA, by clearly defining benchmark goals that will move them towards the next levels, measured by state test scores.</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>All teachers will identify benchmarks within ELA genres, and articulate expectations to students</p> <ul style="list-style-type: none"> -Classroom teachers will help students to set goals that will encourage them to work toward identified benchmarks -Classroom teachers will be guided in the use of the running records and rubrics to monitor the progress of these identified students and Acuity to assess student progress -Test sophistication classes will be offered after-school and on Saturdays to Grades 3, 4 & 5 -High level 2 students will be mentored by “adoptive” teacher specialists weekly -Parent workshops will focus on how parents can work with their children on addressing specific areas of need identified through predictive testing -Coaches and Assistant Principals will work with classroom teachers in analyzing data and identifying students who fall into the high 2 level and low level 3 for ELA -Data Specialist will prepare a master chart of all identified high level 2 and low level 3 students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Teachers will report on student progress monthly to the Data Specialist</p> <ul style="list-style-type: none"> -Coaches will work with teachers on planning strategies to utilize in cases where progress is not being made on specific skills in a reasonable amount of time -AUSSIE consultant will be working with teachers on the use of a comprehension rubric monitoring tool -Principal will introduce the goals to the staff and parents at the staff and parent orientation meetings -Coaches will work with teachers during common prep meetings

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Data Specialist will meet with coaches and APs monthly to review progress and to ensure that data is being provided for master chart -PD will begin with the AUSSIE consultant in September -High level 2 students will be assigned to adoptive teacher specialists by October</p>
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Subject/Area (where relevant): ELL

<p>Annual Goal 2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, the ELL student subgroup will have improved their ELA score to reach the safe harbor target of an effective AMO of 134</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>ELLs take part in an after-school ELLs Academy to provide extra support -ELLs will participate in special initiatives with Puppetry in Practice (PIP), designed to provide differentiated instruction that meets the needs of different learning styles, particularly supportive of the needs of ELLs -ELLs are participating in the Achieve3000 KidsBiz program, especially designed for differentiating instruction for ELLs -GenreArts residencies for our K-2 students will offer additional ways to engage students in gaining new language skills -Additional resources will be provided through software and online activities that are linked to our curriculum map, including ExC-ELL, Ticket to Read and Achieve 3000 -Principal and staff will attend workshops offered by OELL in improving strategies for the ELLs -Periodic Assessment for the ELLs will be given in October as acquiring a baseline for the ELL students</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>The principal with support of the Testing Coordinator, and a Lead Teacher will have oversight of coordinating special ELL activities -All bilingual teachers will get extra PD to support this year's initiatives -Achieve3000 consultants will provide several workshops -ExC-ELL Consultant Dr. Margarita Calderon will provide professional development in the use of our digital Pens</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> -ELL Academy will start in October -Achieve3000 instruction will start in October -GenreArts residencies will start in October -ExC-ELL PD will begin in September -PIP residencies will start following release of SINI budgets
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Subject/Area (where relevant): SWD

Annual Goal 3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<p>By June 2011, the SWD student subgroup will have improved their ELA score to reach the safe harbor target of an effective AMO of 109</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>	<ul style="list-style-type: none"> -SWD teachers including SETTS teachers will participate in professional development -Additional resources will be provided through software and online activities that are linked to our curriculum map, including Leap Frog, Ticket to Read and Achieve 3000 -Supervisory staff will attend workshops offered by the Network in improving strategies for SWD -Periodic Assessment for the SWD will be given in October as acquiring a baseline for the SWD students. An assessment calendar will be monitored by the instructional leadership team to assess student progress
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>The principal with support of the Testing Coordinator, and other instructional leaders will have oversight of coordinating special SWD activities</p> <ul style="list-style-type: none"> -All SWD teachers will get extra PD to support this year's initiatives -
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> -RTI development of AIS will start in October -DRA, predictives, formative assessments, benchmark tests will monitor student progress - Teachers will use data binders to plan for differentiated instruction

Subject/Area (where relevant): Environment

<p>Annual Goal 4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 95% of all teachers will participate in Positive Behavioral Interventions and Supports (PBIS) that are focusing on improving student behavior to create a positive school environment.</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>An outline identifying school behavioral priorities and defining consequences will be circulated by September 2010</p> <ul style="list-style-type: none"> -Selection of Book of the Month Club books will be made with character building characteristics -Teachers will participate in study groups which will focus on social emotional teaching and learning -Teachers will use referral forms to document discipline and consequences -PBIS Team will meet weekly after school to review and maintain data of infractions, consequences, and supports -A School Store will be established where students will be able to use their earned reward points for prizes -Monthly Celebrations will be established during assemblies for all 5 mini-schools where students efforts can be rewarded and acknowledge with certificates and photographs. -Parents will be notified via monthly newsletters and individual letters celebrating their child monthly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>The NYC Learning Environment Survey will reflect an increase in the area of “Safety and Respect”</p> <ul style="list-style-type: none"> -Teachers will distribute “S.T.A.R Bucks” school money rewarding student attempts -Data specialists will prepare a data chart identifying infractions -Teachers will report infractions to the AP via referral forms -Guidance Counselors will work with teachers and students in reforming antisocial behaviors -AP will schedule monthly assemblies and prepare certificates -Principal will send monthly newsletter to the parents -School Store hours will be maintained biweekly by a school aide
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Monthly review of the data collected to monitor trends of behavior. Monthly PBIS Team meetings to adjust initiative Review the trends of suspensions</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	95	95	N/A	N/A	15	0	5	5
1	102	102	N/A	N/A	28	0	5	5
2	103	103	N/A	N/A	32	0	5	5
3	98	98	N/A	N/A	27	0	5	5
4	89	89	125	75	27	0	5	5
5	89	89	75	125	37	0	5	7
6								
7								
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<p>ELA:</p> <ul style="list-style-type: none"> 1) Extended Day 2) Small Group In-Class Instruction 3) Small Group Test Prep 4) 0 Period Early Morning Small Group and Individual Instruction 5) Holdover Student Support 6) Collaboration with SES Providers 	<ul style="list-style-type: none"> 1) Test-taking strategies and preparation for ELA support Includes a component for ELL students And is required for holdover students 2) Provided by Guided Reading Teachers, F-Status teachers, Early Grade Reduction Teachers and AIS Educational Assistants 3) After school and on Saturdays for 3rd, 4th and 5th grade students to prepare for the NYS and NYC Reading Tests 4) All out of classroom teachers provide 30 minutes of focused instruction in reading 5) Differentiated instruction by classroom teachers. 0-period 30minute sessions by staff developers, and Early Grade Reduction teachers. 6) Through a collaboration with BELL, Liberty Lab, Brienza, and Edison Learning, SES Providers, we will continue to focus on appropriate prevention and intervention instruction for ELLs and Special Education Students.
<p>Mathematics:</p> <ul style="list-style-type: none"> 1) Extended Day 2) Small Group Test Prep 3) 0 Period Early Morning Small Group and Individual Instruction 4) Holdover Student Support 	<ul style="list-style-type: none"> 1) Test-taking strategies and preparation mathematics support Includes a component for ELL students Required for Holdover students 2) After school and on Saturdays for 3rd, 4th and 5th grade students to prepare for the NYC & NYS Math Tests 3) All out of classroom teachers provide 30 minutes of focused instruction in mathematics 4) Differentiated instruction by classroom teachers. 0-period 30minute sessions by staff developers, and Early Grade Reduction teachers.
<p>Science:</p> <ul style="list-style-type: none"> 1) Small Group Test Prep 	<ul style="list-style-type: none"> 1) After school and on Saturdays for 4th grade students to prepare for the NYS Science Test
<p>Social Studies:</p> <ul style="list-style-type: none"> 1) Small Group Test Prep 	<p>Differentiated small groups on Map Skills, and other related skills in the classroom.</p>

At-risk Services Provided by the Guidance Counselor:	Provided by Student Support Teacher, Guidance Counselors, Family Workers and Health Aides
At-risk Services Provided by the School Psychologist:	Our School Psychologist does not currently see groups due to the heavy case load of the school. However, she is a major contributor to effectiveness of "At Risk" interventions.
At-risk Services Provided by the Social Worker:	PS 46 has a newly assigned Social Worker for the SBST and a School Social Worker as part of implementation of "Turn Around for Children" interventions. Both Social Workers play an integral role in services for our "At Risk" population.
At-risk Health-related Services:	Our school nurse does see small groups of students related to asthma, diabetes, nutrition, and obesity.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) 3 -5 Number of Students to be Served: 125 LEP 0 Non-LEP

Number of Teachers 9 Other Staff (Specify) 1 Supervisor

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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.

Section III. Title III Budget

School: 10X046 BEDS Code: _____

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	\$39,912	800 hours of Per Session for ESL and General Education teachers to support
Purchased services - High quality staff and curriculum development contracts.	N/A	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$30,388	Instructional Materials to support ELL students. Purchase NYSESLAT books
Educational Software (Object Code 199)	0	N/A
Travel	0	N/A
Other	0	N/A
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The need for written translation and oral interpretation is derived from the minutes of monthly PA meetings, Saturday ESL parent sessions, parent coordinator outreach activities, monthly literacy, math and content area parent workshops. All pertinent information is translated and provided when appropriate in a timely fashion to parents as indicated and required by the NYC Department of Education.

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.

All written translations, as well as oral interpretation, have met expectations as required by the NYC Department of Education. All parent notices and oral interpretations are handled by certified bilingual personnel. The findings were reported to the school community during parent orientation meetings, PA meetings, and SLT meetings.

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.

All notices to parents are sent with a Spanish translation, which is provided by in-house staff. In addition we have added a translation module to our school website so Spanish-speaking parents will be able to link to a Spanish version of the website. In house staff will provide the translations.

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.

All oral interpretation services will be provided by certified school staff, parent volunteers, bilingual Parent Association members, Parent Coordinator during all school-wide parental activities sponsored by P.S. 46.

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>.

The school will meet all parental notification requirements for translation and interpretation services as outlined in Section VII of Chancellor's Regulation A-663.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,235,279	532,817	1,768.096
2. Enter the anticipated 1% set-aside for Parent Involvement:	12,353.00	5328.00	17,681
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	61,764.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	123,528.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98.1%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. █

All new staff members will participate in differentiated Professional Development to acquire the necessary skills to effectively impact student learning. New teachers will be provided with a staff mentor.

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in **TEMPLATE - MAY 2010**

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - ECLAS 2
 - DRA 2
 - DWA
 - State and City Assessment results
 - Annual School Report Card with Subgroup Performance Analysis
 - Acuity Data
 - Student Portfolios
 - Teacher and parent surveys
 - SASS and Title I Annual Analyses
 - Other teacher developed tests

- Learning Walks
- Joint Intervention Team
- Quality Review by NYCDOE
- School Progress Report

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

The following strategies, all of which are based on scientifically-based research, are in process at PS 46:

- a. America's Choice in literacy and math
- b. Foundations program for K
- c. Open Court for grades 1 – 3
- d. Awards Program for K-2
- e. Achieve3000
- f. On Our Way to English for ELLs
- g. Complementary programs include Puppetry Animation Laboratory to engage ELLs in improving language acquisition skills
- h. Academic Intervention Services such as guided reading, small group instruction, Early Grade reduction,
- i. Extended services include: 37 ½ minutes after school, test prep, ELL Academy
- j. Collaboration with "Turn Around for Children" will result in:
 - i. An instructional support Group for supervisors and teachers
 - ii. implementing a Plan through which Assistant Principals of all mini-schools will collaborate to work closely with parents and staff to arrange for school and community resources to be offered (AIS, After School Tutoring, Saturday Academy, etc.) to reduce referrals

3. Instruction by highly qualified staff.

98.1% of teachers were fully certified according to our 2008-09 Demographic Snapshot. Our new teachers are provided with extensive and on-going professional development and are mentored by coaches, and more experienced teachers through the year.

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

All new teachers receive daily mentoring and coursework towards a Master's Degree in Education. On site UFT Teacher Center and Teacher Center Specialist to support new teachers and ongoing professional development

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

Participation in Regional and Citywide Job Fairs. School based Personnel Committee engages in recruitment and hiring interviews and observations of demonstration lessons by prospective teachers.

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

We have a very active Parent Center, and our Parent Coordinator has been with us for over 10 years, long before the position became a required one for all schools. A wide range of workshops are offered on curriculum issues, arts, health concerns and parenting strategies, as well as family literacy and ESL for parents.

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.

In June, parents of incoming Kindergarten students are invited to Orientation Workshops to prepare their children for transition to the Kindergarten Program. Monthly workshops follow throughout the school year.

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.

In addition to the standardized testing, our teachers work with students to create student portfolios to illustrate their progress. We are currently preparing our teachers to utilize the electronic student portfolios on our website, which provides additional means to share student work with parents and to increase student work in self-assessment. Special education teachers are developing skills to use our electronic tracking tool, which is based on the use of predictors to help formulate differentiated instruction on a skill to skill basis.

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.

Teachers continue to build skills in analyzing data in order to develop differentiated instruction based on the specific needs and learning styles of students needing additional assistance. Teachers reflect on their practice and how best to meet these students needs. They receive academic intervention, and differentiated instruction (See also, the Action Steps for Goals 1, 2 and 3).

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.

All Title I, Title III, Fair Student Funding and grant funds are integrated to support the Comprehensive Educational Plan

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

Explanation/Background:

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

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
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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.

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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	√			1,235,279	√	
Title I, Part A (ARRA)	Federal	√			532,817	√	
Title II, Part A	Federal	√			856,168	√	
Title III, Part A	Federal		√		70,300	√	
Title IV	Federal			√			
IDEA	Federal	√			190,534	√	
Tax Levy	Local	√			5,812,999	√	

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

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring (Year 2) Focused **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

A. ELLs –

1. Teachers are working with coaches to gain greater command in how to better differentiate instruction
2. Bilingual students are participating in the strategies to build their language skills through a phonics based program called Estrellita
 - Parents of these students are also targeted with conversational English (A NYC Mayoral program)
 - Participating teachers (classroom as well as out-of-classroom teachers such as the Speech, IEP, & Bilingual Specialists)
3. We are implementing the software program Achieve 3000 for our ELL students
4. The Joint Intervention Team recommends that we provide Professional development on the Dual Language approach and ESL methodology which our work with Dr. Margarita Calderon a specialist in bilingual and ESL education will address. She is working with us to examine our dual language program, ELA frameworks and our Language Allocation Policy, to help us to determine the best ratio to set between L1 and L2 instruction.
5. We have teachers enrolled at Betac, preparing to turnkey strategies on native language standards, compliance issues, writing for ELLs and how to make text comprehensible to ELLs in English
6. One of our coaches was trained to analyze predictor scores for ELLs and determine how that impacts on NYSESLAT performance
7. Digital Learning is working with our K-2 ESL students on digital stories

B. Special Education –

School Under Registration Review (SURR)

We have launched a major initiative with “LeapFrog and Time for Kids, which is being enabled through our SINI allocation.

1. A retreat for our coaches and administrative staff was scheduled in October, to identify, plan, and set goals to allow staff and parents to understand the school’s needs, become familiar with our goals and participate in the development and implementation of new strategies
 2. Staff members have been enrolled in the differentiation workshops to gain expertise in better assessment of student deficiencies so as to identify problem areas
 3. We have contracted with professionals who specialize in working with special education students for both direct services and professional development. Puppetry in Practice, which is administered by Dr. Tova Ackerman (licensed in special education and ESL), has conducted residencies for all special education classes and will be providing professional development for teachers and paras in the Genre Arts program. This program has 3 elements:
 - 10 week classroom residencies for all special education students
 - 6 week summer school; open to special education students and ELLs
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Along with the ELL Academy that was described in the Title III narrative, we will also put in place student mentoring. Students who are described in the subgroups of Students with Disabilities and Limited English Proficient did not make AYP, therefore they will be eligible for mentoring one to one with a teacher 2 times per week

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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

Our Title I allocation for professional development will be spent on Aussie Consultants in math, who will work with our bilingual and dual language teachers to help improve ELL performance in math. It also supports our teachers' attendance at Math Calendar Days monthly, and they turnkey the information.

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

All of our new teachers have been assigned school-based mentors, with whom they meet at least two times a week. We also have a literacy coach, a math coach, as well as two staff developers who will work with our new teachers.

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

Parents are notified as follows:

- a. Letters sent home in students' backpacks (English/Spanish)
- b. Orientation meeting in October in which discussion is conducted in English/Spanish
- c. PA meetings – announcements will be conducted in English/Spanish

The school website will include information for parents in English/Spanish

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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

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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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

At this current time we have 18 students in temporary housing.

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

These students are eligible for, and receive free breakfast and lunch. They also receive counseling with a guidance counselor when needed. They also participate in after school programs.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 046 Edgar Allan Poe					
District:	10	DBN:	10X046	School		321000010046

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.1	92.9	92.7
Kindergarten	208	197	185				
Grade 1	211	235	213	Student Stability - % of Enrollment:			
Grade 2	213	211	210	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	225	223	211		89.1	89.2	92.3
Grade 4	182	233	208	Poverty Rate - % of Enrollment:			
Grade 5	201	188	221	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		87.5	96.2	96.2
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		16	144	141
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		30	52	33
Ungraded	2	4	4				
Total	1242	1291	1252				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	76	64	84	Principal Suspensions	8	71	40
# in Collaborative Team Teaching (CTT) Classes	21	43	67	Superintendent Suspensions	22	15	20
Number all others	97	90	86				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	343	153	TBD	Number of Teachers	89	95	98
# in Dual Lang. Programs	167	178	TBD	Number of Administrators and Other Professionals	26	24	15
# receiving ESL services only	95	117	TBD				
# ELLs with IEPs	7	81	TBD	Number of Educational Paraprofessionals	3	1	16

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
				% more than 2 years teaching in this school	71.9	72.6	85.7
				% more than 5 years teaching anywhere	48.3	49.5	58.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	81.0	86.7
American Indian or Alaska Native	0.4	0.2	0.1	% core classes taught by "highly qualified" teachers	95.1	97.6	96.2
Black or African American	17.4	18.2	18.8				
Hispanic or Latino	76.5	75.5	73.7				
Asian or Native Hawaiian/Other Pacific	3.2	3.1	2.8				
White	1.1	1.2	1.0				
Male	52.6	51.3	52.1				
Female	47.4	48.7	47.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	X	v					
Limited English Proficient	X	v					
Economically Disadvantaged	v	v					
Student groups making	4	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	36.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.8						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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



Public School 46
279 East 196th Street
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The Edgar Allan Poe Literacy Development School
Principal: Jennifer Alexander-Adé
Assistant Principals: R. Bello-Sullivan, N. Gonzalez-Bellamy, M. Champagne
Lead Teachers: L. Pichardo, E. Paolucci
www.PS46bronx.org

PS 46 Parent Involvement Policy:

I. General Expectations

PS 46 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. PS 46 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - The PA Board will meet with the Parent Coordinator, get input and bring it to the School Leadership Team.
2. PS 46 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- An orientation meeting will be held early in the Fall for parents to inform them of the Title 1 Comprehensive Educational Plan (CEP, No Child Left Behind Legislation [NCLB], the School Budget and other school wide project initiatives.
 - Parents will be provided with information about performance standards and assessment instruments during parent meetings.
 - Parent Coordinator will participate in Learning Walks.
3. PS 46 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - We will provide office support and make equipment available (i.e., copier) to the PA and Parent Coordinator.
 4. PS 46 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following programs:
 - America's Choice
 - Mi Familia/My Family
 5. PS 46 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - We will administer the Learning Environment Survey.
 - An analysis of survey will be included in School Leadership Team Meeting.
 - Results will be shared at PA meeting.
 6. PS 46 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators:
 - Parent Orientation sessions.
 - Parent Workshops
 - Parent Association Meetings
 - School Leadership Team Meetings.
 - Parent Teacher Conferences
 - Parent/Library Websites
 - PS 46 Website for parents and teachers
 - Translators
 - Parent Learning Center
 - Parent Letters and Handouts
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Saturday Parent Academy
 - ESL Classes

Achieving Excellence One Student at a Time!

- Web-site Training
 - Curriculum/Standards Related Workshops
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
- Staff Meetings
 - Sensitivity Workshops
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Parent Resource Center
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Translations into Spanish on all documents sent home, including website.
 - As the need arises, we will attempt to provide translations for other families speaking other languages.

III. Discretionary School Parental Involvement Policy Components

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

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting phone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

Additional activities include:

- an annual orientation meeting will be held by mini school each October to meet the teachers and inform the parents of special programs and services provided to students as well as the volunteer opportunities available through the Learning Leaders Programs.
- The Parent Coordinator and the PA Executive Board will be available throughout the school day to handle parent concerns.

- A Student Handbook will be provided to each family in the month of September with general information about the school and its policies as well as the Principal's message and mission.
- PS 46 website including a monthly calendar will provide each family with timely information about instructional programs, meetings, workshops, etc.
- Translation equipment and translators will be available at all parent meetings.
- Translators for languages other than Spanish (i.e., Albanian, Khmer) will be available during parent teacher conferences.

IV. Adoption

This School Parental Involvement Policy was developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the PS 46 School Leadership Team. This policy was revised and adopted by PS 46 on October 21, 2009 and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children on or before December 2009.



Public School 46
279 East 196th Street
Bronx, New York 10458
Tel. (718) 584-4450
Fax (718) 584 -7402

The Edgar Allan Poe Literacy Development School
Principal: Jennifer Alexander-Adé
Assistant Principals: R. Bello-Sullivan, N. Gonzalez-Bellamy, M. Champagne
Lead Teachers: L. Pichardo, E. Paolucci
www.PS46bronx.org

PS 46 School – Parent Compact

PS 46, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

School Responsibilities

PS 46 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - PS 46 will set high expectations for students and teachers so that all instruction will be based on the State Learning Standards, with curriculum that reflects the Principles of Learning
 - Students at risk of not meeting Standards will be provided with Academic Intervention Services
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - Parent/Teacher conferences will be held twice a year, with additional informal conferences schedule as needed throughout the year
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parents will be provided with ongoing information about their child's progress through report cards (4 times a year)
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can request conferences with staff by stopping in at the Main Office to request one, by sending in a note to either their child's teacher or to the office, or by telephoning the school to request it. They can also post a message on the website to their child's teacher or any administrator, requesting an appointment.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents can sign up for Learning Leaders training
 - Teachers will send home a memo requesting parents to indicate their willingness to volunteer and participate in their child's class
 - Teachers will send home notices for Share Days when parents will be invited to observe
 - Teachers may invite parents to informal visits for Parent Teas.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

Achieving Excellence One Student at a Time!

- Parent Coordinator will meet with P.A. to gather input and share it with the School Leadership Team
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 - We are already a SWP school
 - Parents are encouraged to participate in the Title 1 Schoolwide Projects Team which meets monthly
 8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
 - We hold an annual meeting for all parents to inform them of the Title 1 opportunities and programs
 9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
 10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
 - Annual Parent Orientation meetings are held in October for each grade to inform parents of any changes in the school's educational plan, budget allocations and special programs and activities for the school year.
 11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
 - Parent Coordinator will organize opportunities for parent input and feedback
 12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
 - Parents will be informed of the results of their child's performance on the State assessment tests
 13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning by agreeing:

To become familiar with and support the school safety plan and the school discipline code and other school policies.

To be involved with our child's education by attending special classes, school activities and parent/teacher conferences in the school year.

To participate in Saturday parent literacy classes (ESL) offered at the school during the day.

To ensure that our child comes to school prepared and on time and is picked up on time. Parents will sign a contract to ensure the above. According to the chancellor's regulation, three lateness equal one absence and will count against perfect attendance.

To send a letter or doctor's note to the child's teacher explaining the child's absence.

To communicate with our child's teacher regularly regarding the child's educational needs through notes, telephones conversation and individual conferences.

To communicate with our child's teacher and administrators to obtain additional work to prepare for standardized testing.

To review our child's class work daily; and to set a specific time for homework to be completed and signed.

To set aside a small area (or table) in our home to serve as a family library with a variety of books, magazines, newspapers, dictionaries, etc. This area should include a place for our child to do his/her homework.

To monitor the amount of time and the types of books our child reads during the school year (25 books) and to supervise use of computer (internet) in the home.

To set a regular hour for bedtime to insure that our child gets the proper rest for school.

To read to our child in grades K-2 for a minimum of three hours a week for 15 to 30 minutes a session; and read with or to our child in grades 3-5 for a minimum of one hour and a half a week.

To have our child read to you one book a day in grades K-2 and in grades 3-5 one chapter a day.

To serve as a literacy role model by reading at home and taking our child to the library, literacy classes offered at the school or other community centers.

To set aside some time to attend class trips and celebrations and help our child's teacher with other students.

To set some time to become a school volunteer through the Learning Leaders Program.

To offer our talents and special skills to our child's teacher as a service and resource to the class.

To support the efforts of the Parents Association by making a yearly family contribution and by attending at least three P.A. meetings a year.

To take our child on educational trips and family outings throughout the Bronx and the city, especially during the Christmas recess, winter recess, spring recess and summer.

Student Responsibilities

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

Achieving Excellence One Student at a Time!

**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 109	District 10	School Number 046	School Name Edgar Allan Poe
Principal Jennifer Alexander-Ade		Assistant Principal Roxanna Bello-Sullivan	
Coach Maria Elena Guzman (Literacy)		Coach Elizabeth Murphy (Math)	
Teacher/Subject Area Alfredo Arroyo/ Science		Guidance Counselor Yvette Morris	
Teacher/Subject Area Virginia Marrero/ IEP Teacher		Parent Maria Correa	
Teacher/Subject Area type here		Parent Coordinator Maria Cruz	
Related Service Provider type here		Other type here	
Network Leader Maria Quail		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	5	Number of Certified Bilingual Teachers	14	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	3	Number of Special Ed. Teachers with Bilingual Extensions	3	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	1256	Total Number of ELLs	433	ELLs as Share of Total Student Population (%)	34.47%
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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.

Q1: Students are identified at registration via an oral interview conducted in either English or Spanish with the Home Language Identification Survey by Ms. Cabral a Certified ESL teacher. Ms. Cabral would then identify the student as an ELL or not according to the answers from the interview, and she will sign the HLIS form. Ms. Cabral then administers the Lab R within the first 10 days of enrollment for all identified students, if needed these students may take the Spanish Lab. ELLs are annually evaluated using the NYSESLAT to assess their English acquirement in Listening, Speaking, Reading, and Writing.

Q2: The program choices are described to the parents by the Parent Coordinator Maria Cruz, and the Dual Language Head Teacher, Leidy Pichardo. They work together to schedule the program choice video to be seen by parents, and they answer all questions about the different programs.

Q3: Entitlement letters are distributed via backpack. Phone calls are made to ensure that program selection forms are returned.

Q4: The criteria used to place students into Bilingual or ESL programs are dependent upon the parent choice, and the level of English proficiency.

Q5: The trend is toward the Dual Language Program. All DL classes in grades K-5 are at capacity.

Q6: The program models are aligned with parent requests. We offer 3 program models: TBE, DL, and ESL.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1	1	1	1								6
Dual Language <small>(50%:50%)</small>	2	2	2	2	2	2								12
Freestanding ESL														
Self-Contained	1				1									2
Push-In	1	1	1	2	0	1								6
Total	5	4	4	5	4	4	0	0	0	0	0	0	0	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	433	Newcomers (ELLs receiving service 0-3 years)	378
		Special Education	55
SIFE	16	ELLs receiving service 4-6 years	81
		Long-Term (completed 6 years)	3

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	140	0	17	10	0	5	0	0	0	150
Dual Language	129	1	0	35	0	0	1	0	0	165
ESL	74	1	7	23	0	6	0	0	1	97
Total	343	2	24	68	0	11	1	0	1	412

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	24	21	25	19	26								140
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	25	24	21	25	19	26	0	140						

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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish			27	28	30	19	32	23	24	18	15	17							128	105
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	27	28	30	19	32	23	24	18	15	17	0	0	0	0	0	0	128	105

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>105</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u> Hispanic/Latino: <u>105</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u> 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	5				14									19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	4				5									9
TOTAL	9	0	0	0	19	0	0	0	0	0	0	0	0	28

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

Q1: Instruction for the Ells is delivered via TBE, DL or ESL programs. The ESL program has 2 models a collobarative team teaching model with 2 full time teachers, or a push-in model via an ESL teacher. Students of mixed proficiency are in the same class.

Q2: The classroom teacher is assisted by the Assistant Principal for the bilingual classes to ensure that a program is created that explicitly delivers the mandated instructional time. ESL teachers programs are monitored by the Principal and Head to ensure the mandated hours are received by each student.

Q3: The goal of the TBE program is to deliver the content area of the curriculum in Spanish for 35 minutes with 10 minutes of ESL support.

Q4: The ELL subgroups are further differentiated according to the following:

a. PLAN FOR SIFE STUDENTS

We will continue to use a guided reading teacher whose schedule has been divided between regular guided reading groups and guided reading/writing groups for SIFE students to service students with interruption of formal education. We will also continue to use Achieve 3000, a differentiated program that uses technology and current events on the students' level. We will continue to monitor their progress with running records, and progress reports from Achieve 3000. These students will also meet with the Social Worker or Guidance counselor to help them adapt.

b. PLAN FOR ELLS IN US SCHOOLS LESS THAN THREE YEARS (NEWCOMERS)

ELLs in schools less than three years will be placed in their appropriate program based on the LABR or NYSESLAT scores. Their scores will be analyzed and instruction that supports their individual needs will be delivered. Additional supports such as AIS small groups, 1 to 1 instruction as needed, ELL Academy After-School program, and "Push in supports with "Estrellita" to support their native language.

c. PLAN FOR ELLS RECEIVING 4-6 YEARS of SERVICE

An emphasis on Enrichment will be placed for these students, along with targeted differentiation. We will continue to monitor there progress, and use interest survey to generate projects and more independence.

d. PLAN FOR ELLS IN US SCHOOLS SIX YEARS OR MORE

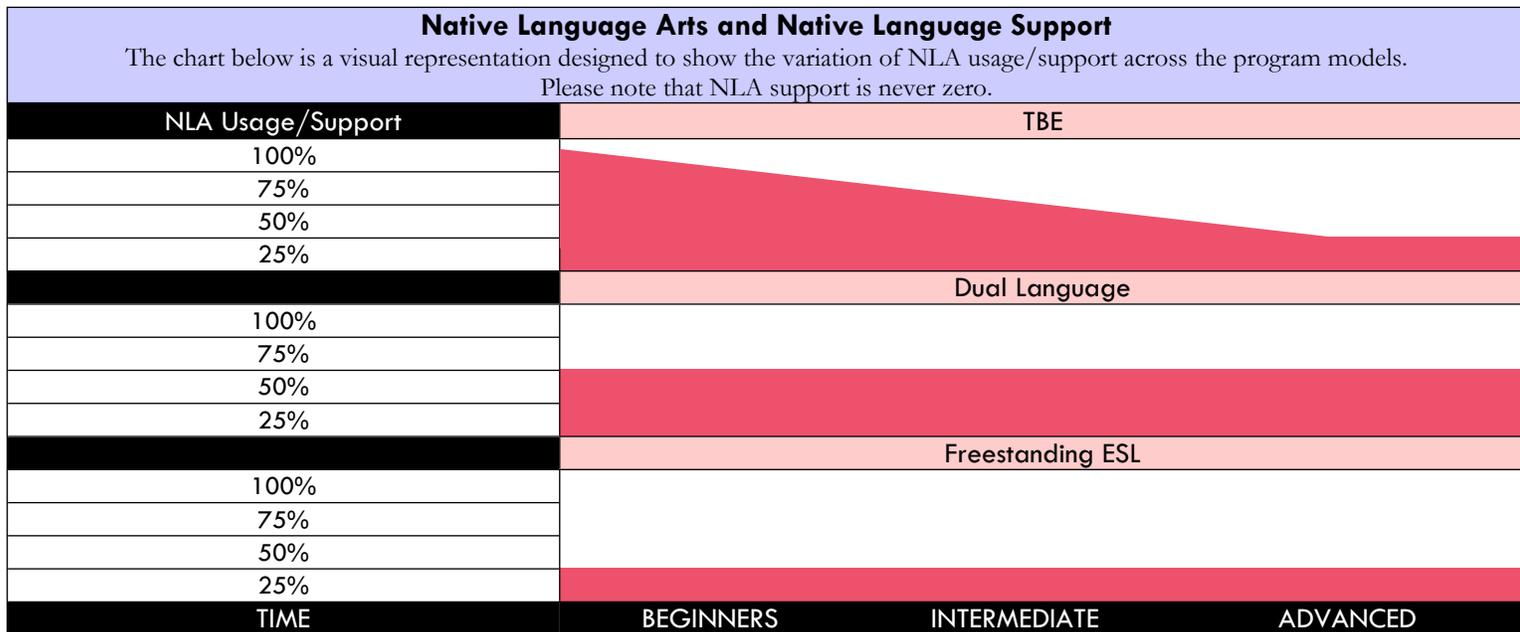
Students' progress will be closely monitored by the classroom teacher, bilingual coordinator and guidance to ensure that the student receives the support he/she needs.

e. PLAN FOR ELLS IDENTIFIED AS HAVING SPECIAL NEEDS

ELLs identified, as having special needs will receive those special supports they require and will be closely monitored by the classroom teacher and members of the language allocation policy team members.

	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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Q5: The transitional bilingual and dual language program both have guided reading materials in the native language and leveled libraries in the native language as well. Math, Science Textbooks, and Social Studies materials are also available in Spanish.

Q6: For the first year, students reaching proficiency in transitional bilingual programs, are transferred to Dual Language where they receive equal support in both languages. Parents are giving the option of keeping their child in Bilingual programs. Students are giving extended time during State Exams.

Q7: We have ordered a Spanish program called "Estrellita" to support word study in the native language and will also be looking at native language materials that are aligned with the materials we will be using with America's choice. We are also working with Dr. Margarita Calderon and the ExC-ELL program to revamp the Dual Language program to have a 50 – 50 model of instruction that is rigorous in both languages.

Q8: We have discontinued our alternate day of Spanish and English in our Dual Language classes to a more consistent model of a 50-50 day with 6-8 weeks blocks of time where English is taught in the morning and then after 6-8 weeks Spanish is taught in the morning.

Q9: ELLs are offered equal access to all school programs by having qualified teachers available to teach all areas. Letters are sent home in Spanish and English, and translation services are available for those who need. Two Supplemental programs, Brienza and Achieve 3000, were selected just for their ability to provide differentiated services for the Ells.

Q10: Many Instructional materials to support the Ells have been purchased including Leap Frog, Achieve 3000, Time for Kids, Cancionero, Estrellita, and Spanish Blackline Masters as supplements to the Science textbooks.

Q11: Native language support is delivered with a Highly Qualified teacher who is proficient in both languages.

Q12: All services and resources are age appropriate.

Q13: Before the beginning of the school year, newly enrolled ELL students are assisted by making sure the teachers are prepared and receive all necessary materials.

Q14: N/A

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Q1: The Dual Language program utilizes a daily 50-50 model with 3 periods in NL and 3 periods of English each day.

Q2: The EP and ELL students are integrated 100% of the time in DL classrooms.

Q3: Language is separated into 6-8 week blocks of time for the Literacy Block. For example, for 6 weeks the students may be working on Informational Reports in English, and the content area would be conducted in Spanish. Followed by the next 6 weeks where the Literacy Block is conducted in Spanish and the content area in English. This gives the students and opportunity to fully complete a study in one language, and have 50% of the day in both languages.

Q4: The Dual language modeled that is used is self-contained.

Q5: In the Dual language program, emergent literacy is taught in both languages in 6-8 week blocks of time.

D. Professional Development and Support for School Staff

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

Paste response to question 1-3 here

Q1: The language allocation policy will be a big part of our professional development for all ELL personnel at our school. We will also continue to work closely with our ELL Compliance and Network Liaison to provide professional development to our staff. Some of our teachers are currently participating in BETAC professional development workshops along with Professional Development by Dr. Calderon's team. We hope to expand it to more teachers and we will continue to inform our teachers of professional development opportunities outside of our school. A year long calendar has been developed by the coaches and Head teacher to implement monthly PD for all ELL personnel. Items included differentiated instruction, Achieve 3000 consultants, Dr. Calderon, and OELL opportunities to name a few.

Q2: Guidance counselors, the parent coordinator, Assistant Principals, coaches, and head teachers assist ELL's as they transition from Elementary to Middle School. They inform parents of MS choice and ensure applications are completed on time.

Q3: As a teacher center school, we get priority on availability of many Professional Development opportunities throughout the city offered by the teacher's center. Our Teacher's Center coach along with the principal assigns teachers to these various opportunities pertaining to the planning and instructing of ELL.

E. Parental Involvement

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

Paste response to questions 1-4 here

Q1: Parents of ELL students are invited every Saturday to participate in ELL instruction for themselves. They are taught by an ESL teacher and the Library Media Specialist who guides them in ways they can help their child at home. This year they will also be part of Conversational English, a NYC Mayoral sponsored program.

Q2: PS 46 partners with "Puppetry In Practice" a community based organization which uses language and ESL methodologies to guide the parents. This year the parents have been invited to a series of workshops on domestic violence, childhood obesity, and health and fitness, all sponsored through the Bronx Healthlink organization.

Q3: Parents needs are evaluated through surveys, and requests via the teachers, Parents Association, and Parent Coordinator.

Q4: Parent Involvement activities address the needs of the parents by successfully establishing a Saturday program, bring in teaching artists, and sending home all communications translated for parent understanding.

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)	52	8	1	5	1	3								70
Intermediate(I)	9	2	0	0	0	0								11

Advanced (A)	21	2	0	0	0	0								23
Total	82	12	1	5	1	3	0	0	0	0	0	0	0	104

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		7	7	4	2	0							
	I		25	18	13	8	7							
	A		31	43	32	27	25							
	P		5	9	26	49	38							
READING/ WRITING	B		51	16	29	9	12							
	I		14	36	31	27	27							
	A		3	12	13	32	42							
	P		0	9	1	11	30							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	35	27	18	1	81
4	32	43	14	0	89
5	31	14	5	0	50
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	24		38		26		3		91
4	23		42		20		9		94
5	19		29		6		0		54
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									0
8									0

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

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

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

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

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

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

Paste response to questions 1-6 here

Q1: At PS 46, we use the DRA to assess and monitor progress of literacy skills. The DRA has also been purchased in Spanish to assess student's development in their native language.

Q2:
The data shows that in all the programs there needs to be a heavy emphasis on listening skills, particularly in the second and third and fourth grades because although there is significant improvement from first to second grades, proficiency levels in listening severely decline from second to third grades. Across the reading subgroup there is consistent increase in proficiency throughout fourth grade. Across the grades the subgroup of writing evidences very little growth in proficiency. The implication is that there needs to be more emphasis on ELA writing. The data evidences a tremendous lack of writing skill.

The results from the interim assessments are used to drive instruction; to see which skills are lacking. We must always go back to the NYSESLAT because it provides valuable data in four modalities not just one or two and that is the first data we must concentrate on to move the students forward. The native language will be used to facilitate the transition from the native language to English as well as to transfer the skills in the native language to English, particularly in the transitional bilingual program. In the dual language program the native language will be used as a foundation to facilitate the acquisition of the second language. In this program, the teacher has to be very strategic in her teaching because the objective is to maintain both languages. We currently implement a 60/40 model. Three days students receive instruction in English and Spanish on two days, alternating the days between English and Spanish. The English proficient students take the ELE to assess their Spanish proficiency: they are also assessed with the EDL Evaluacion del desarrollo de la lectura. For the most part the level of language proficiency in the second language for the English proficient students is minimal. The English proficient students in the dual language program fare well to fair in city and state assessments.

Q3: Patterns across the NYSESLAT modalities has already effected instruction. We understand that we have to start with student's strengths, and the success in listening and speaking modalities will transfer to reading and writing. To ensure this transfer, a focus of "AccountableTalk" has been re-implemented.

Q4: Transitional Bilingual Program

In the Transitional Bilingual Program the data in kindergarten shows that all ELLs in kindergarten are at the beginning level of English proficiency 25 out of 25, therefore those students will receive most of their instruction in their native language. They will receive 90 minutes of ESL instruction four times a week for a total of 360 minutes a week from their classroom teacher.

In the first grade the data shows that 34 out of 34 students are beginners. That is 100% are at the beginning stage. These students are entitled to 90 minutes of ESL instruction four times a week, but we can disaggregate the data by looking at the levels of proficiency within the four modalities: reading, writing, speaking and listening. Our first grade ELL students' strength lies in the speaking modality, listening is second in strength and the weakest is in reading and writing. This data is to be used by the classroom teacher to drive the flow of instruction.

The data shows strength in listening and speaking.

In the third grade, 55% of the students are beginners, 35% are intermediates, and 10% are advanced. The strength lies in speaking, and listening comes in second, the weakest proficiency is in writing and we see evidence of reading acquisition.

In the fourth grade, 32% of the students are beginners, 32% are intermediates, and 36% are advanced, the data shows that listening is weak. There is a variety of speaking proficiency and it is pretty even. The reading and writing proficiency is very weak.

The fifth grade has 37% of the students at the beginning level, 33% of the students at intermediate, and 30% advanced. The data is similar to the fourth; it shows that speaking is the strongest modality and there is a variety of speaking proficiency. The data also shows movement in reading and writing.

The patterns in data for the transitional bilingual program imply that the order of modalities in terms of difficulty are writing as most difficult then reading then listening and speaking being the easiest.

Teachers will use NYSESLAT scores to group students in order to differentiate instruction between the beginner, intermediate and advanced ELL learner and support them with the four modalities of listening, speaking, reading and writing.

Dual Language Program

In the first grade dual language classes, the data for ELLs shows that 78% of the students are at the beginning stage of English proficiency and 19% are at the intermediate stage of English proficiency, only 3% of the students are advanced. The second grade classes show 13% of the students are beginners, 63% are intermediates, and 24% are advanced. The 4th grade classes show that 4% of the students are beginners, 48% are intermediates and 48% are advanced. By the time the students in the dual language program reach the 5th grade most are at the advanced stage of English proficiency or are proficient. Currently in 5th grade 0% are beginners, 27% are intermediate and 73% are advanced.

The speaking data subgroup shows steady increase in advanced proficiency from kindergarten to first and second grades but in the third grade speaking proficiency levels drop from advanced to intermediate. The implication here is to focus on developing speaking skills.

In the reading subgroup there is minor movement between first and second grades but significant movement between second and third grades from beginning proficiency to intermediate, but it remains level through fifth grade and the same thing occurs within the writing subgroup.

ESL Program

In the ESL Program there is consistent significant movement across the grades. In the first grade 33% have beginning proficiency and 52% have intermediate proficiency, and 15% are advanced. In the second grade it decreases, 27% are at the beginning stage and 41% at the intermediate stage and an increase to 32% at advanced. In the third grade it decreases, 26% are at beginning proficiency and 57% are at the intermediate stage and 17% at advanced. In the fourth grade the percentage of beginners decreases to 12% and 36% are at the intermediate stage and 52% advanced. The 5th graders are at 5% beginners, 55% intermediates, and 40% advanced. Within the listening subgroup there is great movement between first and second grades. In the speaking subgroup we see consistent growth. The reading subgroup shows some growth through the third grade then drops in the fourth, but so do the total numbers probably due to students becoming proficient. The reading subgroup data shows growth from first to second grade then it drops. The implication is that the writing program needs strengthening.

Q5: In Dual Language programs, English Proficient students will be assessed in the second language by formative assessments, teacher conferences, and their portfolio writing. The level of language proficiency for EPs in the second language is very low, that's why we are implementing a more rigorous curriculum with the assistance of Dr. Calderon's team. EP students are performing at the level of 36% in grades 3-5 reaching level 3 or 4 on the New York State ELA exam.

Q6: The success of the programs for ELLs is evaluated by baseline and benchmark measures. We participate in the ELE along with interim assessments for the ELLs.

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.

Paste additional information here

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		
	Other		