



**P.S. 146
EDWARD "POP" COLLINS**

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

**SCHOOL: 08X146
ADDRESS: 968 CAULDWELL AVENUE
BRONX, NY 10456
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X146 **SCHOOL NAME:** P.S.146 Edward Collins

SCHOOL ADDRESS: 968 Cauldwell Avenue, Bronx NY 10456

SCHOOL TELEPHONE: 718-378-9664 **FAX:** 718-328-5858

SCHOOL CONTACT PERSON: Janet-Ann Sanderson **EMAIL ADDRESS:** JSander@school
s.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Virginia Agosto

PRINCIPAL: Janet-Ann Sanderson

UFT CHAPTER LEADER: Virginia Agosto

PARENTS' ASSOCIATION PRESIDENT: Raizza Almeyda

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** 534

NETWORK LEADER: Ben Waxman

SUPERINTENDENT: Timothy Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Janet-Ann Sanderson	*Principal	
Virginia Agosto	*UFT Chapter Chairperson	
Raizza Almeyda	*PA President and Title I Parent Representative	
Tracy Roberts	PA Secretary	
Alima Daniels	PATreasurer	
Jerranette Kearney	Parent	
Wanda Ramos	Parent	
Geraldine Hilson	IEP/SETSS Teacher	
Jeanette Kelly	AIS Reading Teacher	
Linda Mondesire	Classroom Teacher	
Jose Ortiz	Guidance Counselor	

(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.

P.S. 146 is a community elementary school in the Morrisania section of the Bronx, serving 450 students from Pre-K to grade 5. Our mission is to provide a safe, nurturing, and rigorous learning environment to maximize the potential of every student.

For the past eight years, P.S. 146 has shown steady progress, and has been a School in Good Standing for five years. In 2010, New York State held students to tougher academic standards, and test scores fell. Although performance measures declined, students at P.S. 146 continue to make progress in core subjects, as shown by their improved actual scores, or scale scores. The 2010 ELA and Math scale scores will be used as a platform to improve academic achievement in 2011 and beyond. By taking a closer look at each student, monitoring progress with ongoing formative assessments, and providing concrete, proven interventions, we will increase the school's forward momentum and deepen the rigor of teaching and learning. We will take all steps necessary to ensure that all students are armed with the tools they need for success.

Students at P.S. 146 are provided with rich, standards-based curricula, high-quality materials and up-to-date learning tools. Technology is an integral part of instruction. We have two Technology Labs, and every classroom in grades 3-5 is equipped with an interactive whiteboard. Computer-based literacy, math and science programs offer engaging multi-media learning experiences. These research-based programs (*SuccessMaker*, *Waterford*, *Envision Math* and more) are differentiated, presenting material at each student's point of entry, with extra support for weaknesses and accelerated instruction in areas of strength. The programs assess students as they work, and generate data that teachers use to guide instruction and support each student to the highest levels of achievement.

Two special initiatives are being implemented in 2010-11. Response to Intervention (RTI) is an instructional framework in which students receive increasingly intense "tiers" of interventions, based on identified needs. Phase I is a reform to support students in Special Education by mainstreaming them, whenever possible, for instruction in core subjects. To be successful in RTI and Phase I, educators must look at each individual student, apply reliable and appropriate measures of strengths and weaknesses, and closely monitor progress. At P.S. 146, Teacher Teams look at student data, reflect on teaching practices, and with the support of administrators, coaches, experts, and each other, strive to improve teaching and learning. Moving in this direction will get our school back on track to high achievement for all students.

Many supplemental and enrichment activities strengthen academic excellence and bring the school community together. The Parent Association organizes informational events, celebrations and fundraisers, and many parents volunteer in the school. Annual events like the Multiplication Showdown, Spelling Bee, and a Multicultural Festival draw families into the school. New for this year are "Steps to Success" behavior incentives, and the establishment of Student Government. With a spirit of collaboration and a commitment to excellence, parents, staff and students together create a caring community in which all children can thrive.

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.

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?

P.S. 146 made great strides from 2006-2009, achieving large gains in literacy and math each year. We received an "A" grade in 2008 and 2009, and were "Proficient" in our 2008 Quality Review (despite being "Well-Developed" on 3 of 5 measures). We have implemented school-wide and targeted literacy initiatives to address our weakest areas (reading and writing), and invested in technology to track student progress and improve instruction in all subjects and all grades. There is little teacher turnover, and instruction is supported with materials and professional development.

In 2010, NYS ELA and Math standards were raised and student achievement fell. On the 2009-2010 Progress Report, we are a "C" school, with low marks in progress, performance and school environment. With some major initiatives planned for 2010-2011, we will start again to raise achievement across the school. Beginning this year, we are an RTI (Response to Intervention) school. This instructional framework sets out Tiers of prevention and intervention to ensure that all students are making progress toward learning goals. We are also part of Phase I, a reform to improve outcomes for students in Special Education by mainstreaming them for instruction in core subjects. Both RTI and Phase I require individualized student programming, differentiated instruction, and ongoing, fine-grained, evidence-based evaluations of progress. Professional development, including a concentrated study of the new Common Core Standards and the schoolwide expansion of Teacher Inquiry Teams, will play an important role. These efforts to refine and enhance our curricula and improve the effectiveness of instruction will get our students back to higher levels of achievement.

This summary of our Needs Assessment is organized as follows. First, we present data on performance and progress in core subjects, and discuss curricula and professional development. Next, we discuss two major initiatives for 2010-11 to improve student outcomes: RTI and Phase I. Finally, we address concerns expressed in the School Environment Survey, and describe our work to improve school tone.

Performance and Progress in Mathematics

Mathematics performance improved steadily from 2006 to 2009, when 86.7% of students met the math standards. In 2010, standards were raised and performance fell to 46%.

NYSate Mathematics Assessments, 2007-2010

	# tested	% level 1	% level 2	% level 3-4
2006	169	13	29	59
2007	192	7.8	23.4	68.8
2008	194	3.1	15.5	81.4
2009	201	2.6	10.8	86.7
2010	199	12	42	46

Drilling down to grade-level data shows that Grade 4 had the best performance, with just over 50% on level and only 3% well below at level 1. Grades 3 and 5 had fewer students meeting standards, and more students at level 1.

2010 State Mathematics Assessment, by Grade

	# tested	% level 1	% level 2	% level 3-4
All students	199	12	42	46
Grade 3	68	15	44	41
Grade 4	61	3	46	51
Grade 5	70	16	37	47

A history of grade-level math scores shows some variation among grades; in 2007 and 2009, Grade 3 was the top performer. Because of this variation, we believe there is no bias in our curriculum or instruction that favors one grade over another.

2007-2010 NYS Mathematics Assessments, by Grade

	2007	2008	2009	2010
	% level 3-4	% level 3-4	% level 3-4	% level 3-4
Grade 3	73.4	82.4	96.8	41
Grade 4	68.1	84.5	84.4	51
Grade 5	64.4	77.9	79.4	47

Analysis of the 2010 math data does not show any effect of gender or ethnicity. A small advantage for boys in 2006 was reversed in 2007-2009, and in 2010 boys outperformed girls again. This variation suggests that there is no gender bias in instruction. Similarly, there is no effect of ethnicity on math performance. Hispanic and Black students have shown very similar levels of achievement for several years.

2010 NYState Math Assessments, Gender and Ethnicity

<i>Subgroup</i>	2006	2007	2008	2009	2010
	% level 3-4				
All Students	57.9	68.8	81.4	86.7	46
Female	56	72	82.1	87.5	42
Male	59.8	64	80.5	85.4	52
Hispanic	56.1	68	81	88.2	46
Black	60.3	68.9	81.5	84.8	44

Two subgroups did underperform in 2010. Just over one-quarter of English Language Learners (ELLs) met the math standard, compared to half of the English proficient students. In Special Education, 36% met the standard, compared with 49% of General Education students.

2010 NYState Math Assessments, English Language Learners and Students With Disabilities

<i>Subgroup</i>	2006	2007	2008	2009	2010
	% level 3-4				
All Students	57.9	68.8	81.4	86.7	46
English Proficient	60.4	69.8	82.5	87.7	51
English Learners	47.1	65.1	77.5	82.9	26
General Education	65.7	72.2	84.8	88.6	49
Special Education	34.8	56.1	63.3	75.9	36

Strategies to address these deficits (through the implementation of Phase I and RTI, enhancements to the curriculum and supporting technology, and professional development to improve instruction) are discussed later in this Needs Assessment. For now, it is worth noting that both ELLs and Special Education students made significant progress from 2006-2009, alongside the rest of the school. The realignment of performance levels in 2010 hit these subgroups harder than the rest of the student population.

Progress in Mathematics – Scale Scores

In 2010, NYS Math performance levels were moved higher in relation to scale scores. To see if our students made progress, we examined scale scores for the 2010 exam, and compared them to 2009 results.

First, we considered the 2010 scale scores in relation to the 2009 ranges, when 650 was the low end of Level 3. We found that, of 86 students who scored at Level 2 in 2010, 75 students (87%) achieved a scale score above 650, and would have been at level 3. Thus, by the 2009 standard, roughly 83% of all students tested would have achieved level 3-4 in 2010. This is a small decrease from the 86% of students who met standards in 2009.

Next, we looked at individual students and compared their 2009 scale scores with their 2010 scale scores. Of the 120 students who had math scores from both years, 38% raised their scale scores. However, only 7% moved up in Performance Level. 58% went down in Performance level, and 37% remained in the same level in 2009 and 2010. For eight students, scale score went up, but their Performance Level fell. Most students who were able to raise their scale scores were not able to move up to a higher performance level.

Beginning in 2010, student progress is measured in growth percentiles. Expectations of growth are based on the student's starting point, to allow for differences in progress of lower- and higher-performing students. Expected growth is defined as a range, and growth percentiles indicate where students place within that range. One of the school's goals for 2010-11 is to help all students achieve at least the 70th growth percentile on the 2011 NYS Math assessment.

Mathematics Curriculum and Instruction

In grades K-2, math is taught with *EveryDay Math*. EDM is a research- and standards-based curriculum that is student-centered and includes many hands-on learning activities. The EDM curriculum spirals through the content strands, re-teaching and reinforcing math concepts and skills. EDM also has a component of math games for reinforcement. P.S. 146 has used EDM for six years, and teachers are well-trained in the program and well-equipped with manipulatives, consumables and other supporting materials. A Math staff developer provides support to teachers. Annual workshops for parents related to EDM include, but are not limited to, Using EDM Algorithms and EDM Games.

Beginning in 2010-11, we are adopting *Envision Mathematics* for grades 3-5, a math program aligned with the new Common Core Standards in Mathematics. *Envision Math* provides problem-based activities which enhance learning by getting students actively engaged in thinking about a problem. Like EDM, *Envision* provides hands-on learning center activities for practice with every lesson.

Technology plays an important role in math instruction. P.S. 146 has two full-sized Technology Labs, for upper- and lower-grade students, and every classroom in grades 3-5 is equipped with an interactive whiteboard. *Envision Math* provides both books and software for math instruction in the classroom and the Technology Lab. The program uses technology to provide visual concept development that helps students learn math skills and concepts through visual displays. *Envision* assesses students and tracks progress, and provides online tutorials for students on the skills they are deficient in. *Envision* differentiates instruction for intervention and center activities for on-level and advanced practice. *Envision's* online assessments generate frequent reports that teachers use to guide instruction and ensure that every student is making progress toward standards. Teachers are supported in delivery of *Envision Math*, and use of its online tools, by the Math Staff Developer and program consultants.

Other software programs used for math instruction and intervention are:

- *Mind Math* (grades 2-3) is an instructional software program that uses a visual approach to teach math concepts. *Mind Math* is aligned with the Common Core Standards in Math. *MindMath* assesses students and differentiates instruction to reach all levels of students. It also engages students who struggle to learn using more traditional methods. Teachers in grades 2-3 will receive at least 3-5 hours of professional development in *Mind Math* from program consultants this year.
- *SuccessMaker* (grades 3-5) is a software program that differentiates instruction in math (and reading and science). Students are continually assessed, and presented with material at their level. The software directs extra practice in each student's area of weakness, and scaffolds students up to higher performance as they master skills. *SuccessMaker* also generates reports for teachers to track progress and drive instruction.
- *Waterford* (grades K-2) is a software program that builds early foundations in math (and reading and science). Like *SuccessMaker*, *Waterford* continually assesses students and scales material up or down in response to a student's performance. *Waterford* provides explicit instruction, and holds students' attention with engaging graphics and interactive activities. *Waterford* also provides frequent reports for teachers to guide classroom instruction.
- *Acuity* is an online tutorial and assessment tool. Students are assigned specific tutorials on skills in deficient areas. *Acuity* provides reports that teachers use to gauge progress and tailor instruction to students' needs.

All of our math programs generate data that teachers use to guide instruction. The data show which students need re-teaching and more targeted practice, and who has mastered a skill and is ready to move on. Moreover, all of our computer-based math programs (*Envision*, *Mind Math*, *SuccessMaker*, *Waterford* and *Acuity*), present material at each individual student's point of entry, and scaffold the student up to higher levels. Thus, *Envision* and our other math programs are both core curriculum and tools for academic intervention.

Students who do not respond to core instruction or the differentiated software support are given extra instruction by an AIS Math teacher or the Math Staff Developer. The AIS teacher pushes into selected classes in grades 2-5 to work with small groups of identified students on targeted skills for 50-150 min/week. Extra instruction in math is also provided to targeted students in Lunch-and-Learn (50 min/week) by the AIS Math teacher or the Math Staff Developer. Also, identified students in grade 5 will be invited to join the Principal's Group for Math, meeting after school for 4-6 hours/week, beginning in January 2011. A similar Principal's Group ran successfully last year in 2009-10.

Supplemental math instruction will be offered in After School, December-April 2011. Students in grades 3-5 will receive at least 180 minutes/week of math instruction in the Afterschool program, supported by *Aim Higher!* and other standards-based materials. If the budget permits, a Saturday Academy for grades 3-5 will begin in January 2011. Students will have 60-120 minutes/week of supplemental math instruction in Saturday Academy.

For math enrichment, the Math Staff Developer instituted the Multiplication Showdown. Monthly competitions on each grade (2-5) produce competitors for the year-end championship, which is both a competition and a celebration of achievement. Families are invited and the Showdowns are well attended. In the championship Showdown, students in grades 3-5 compete against each other for 1st, 2nd and 3rd place prizes. Grade 2 students have a separate competition, in which they have longer time to answer and are allowed to self-correct. The Multiplication Showdown, which began in 2007, has been a successful way to motivate students to memorize their math facts and to celebrate teaching and learning in the school.

Performance and Progress in ELA

After several years of double-digit gains in ELA, standards were raised and performance fell in 2010.

NYS ELA Assessments, 2006-2010

	# tested	% level 1	% level 2	% level 3-4
2006	145	21	48	30
2007	187	16	44.9	39
2008	186	6.5	44.1	49.5
2009	190	2.6	35.3	62.1
2010	190	25	44	31

Breaking out the 2010 scores by grade shows that Grade 4 did better, with 43% on level, than grades 3 and 5, where only about one-quarter of students met the standard. Grade 5 had the poorest performance, with 39% at level 1.

2010 NYS ELA Assessment, by Grade

	# tested	% level 1	% level 2	% level 3-4
All students	190	25	44	31
Grade 3	65	25	51	24
Grade 4	59	10	47	43
Grade 5	66	39	35	26

Historically, there is variation among grades with respect to ELA performance. In 2009, Grades 3 and 5 did better than Grade 4. In 2008, Grade 5 nearly equaled Grade 4 performance levels. This variation suggests that there is nothing systemic in our curriculum or instruction that favors one grade over another.

2007-2010 NYS ELA Assessments, by Grade

	2007	2008	2009	2010
	% level 3-4	% level 3-4	% level 3-4	% level 3-4
Grade 3	34.4	41.8	67.2	24
Grade 4	47	54.4	55.6	43
Grade 5	35.1	53.2	63.6	26

The 2010 ELA results show no effects of gender or ethnicity. A gender gap favoring girls in 2006-2008 was nearly closed in 2009, and disappeared in 2010. Similarly, an advantage for Hispanic students in 2006 and 2007 was reversed in 2008 and 2009. In 2010, there is almost no difference in the performance of students of different ethnicities.

2006-2010 NYS ELA Assessments, Gender and Ethnicity

<i>Subgroup</i>	2006	2007	2008	2009	2010
	% level 3-4				
All Students	29.5	39	49.5	62.1	31
Female	31.6	45.2	56.6	62.4	30
Male	25.6	31.3	38.4	61.7	30
Hispanic	30.2	40.2	46.3	55.6	30
Black	26.1	38.6	52.8	70	31

Two subgroups did significantly worse than the school as a whole. English Language Learners (ELLs) did only about half as well as English proficient students. Special Education students also underperformed compared to General Education students.

2006-2010 NYS ELA Assessments, English Language Learners and Students With Disabilities

<i>Subgroup</i>	2006	2007	2008	2009	2010
	% level 3-4				
All Students	29.5	39	49.5	62.1	31
English Proficient	30.2	42.7	51	61.4	33
English Learners	0	24.3	42.9	64.9	17
General Education	35	44.9	53.5	66.9	32
Special Education	9.8	17.5	29	33.3	21

Historical data are provided to show that, in 2006-2009, ELLs and Special Education students made progress in ELA, along with the rest of the school. ELLs in particular made dramatic gains: in 2009, ELLs outperformed English proficient students on the ELA exam. However, with the change in the standards in 2010, both ELLs and Special Education students showed a steep fall in the percentage of students achieving the standard. Strategies to address the needs of ELLs and Special Education students are discussed below. For a detailed discussion of ELL programming and instruction, see also the Language Allocation Policy in Appendix 2 to this CEP.

Progress in ELA – Scale Scores

In 2010, ELA performance levels were moved higher in relation to scale scores. To see if our students made progress, we examined scale scores for the 2010 exam, and compared them to 2009 results.

First, we considered the 2010 scale scores in relation to the 2009 ranges, when 650 was the low end of Level 3. We found that, of the 83 students who scored at Level 2 in 2010, 60 students (72%) achieved a scale score of 650 or higher. Thus, by the 2009 standard, 119 students, or 62.6% of all students tested, would have been in Level 3-4 in 2010. This is a small increase from the 62.1% in Level 3-4 we reached in 2009.

Next, we looked at individual students' 2009 scale scores compared with their 2010 scale scores. Of the 118 students who tested in both years, 56% raised their scale scores. However, only 4% moved up in Performance Level (the remaining students were almost evenly split: 49% went down in performance level, and 47% stayed at the same performance level in 2010). In fact, 19 students raised their scale score but went down in Performance Level.

Beginning in 2010, student progress is measured in growth percentiles. Expectations of growth are based on the student's starting point, to allow for differences in progress of lower- and higher-performing students. Expected growth is defined as a range, and growth percentiles indicate where students place within that range. One of the school's goals for 2010-11 is to help all students achieve at least the 70th growth percentile on the 2011 NYS ELA assessment.

ELA Curriculum and Instruction

Literacy is our school's area of greatest need, and the school has invested significant resources in the ELA curriculum. Several programs are in place at every grade level. Teachers are supported with professional development and common planning time, and ample materials are provided to every student. Technology also plays an important role in literacy instruction. The school has two full-sized computer labs: an upper-grade lab with 32 desktop workstations, and a lower-grade lab with 24 desktop workstations. All students (K-5) are programmed for 200-250 minutes/week one of the labs. There is also an ESL mini-lab (6 workstations), and, budget permitting, another mini-lab (12 workstations) is planned for class and school-wide writing projects. In addition to the proliferation of computers around the school, every classroom in grades 3-5 has been equipped with an interactive whiteboard (IntelliBoard or SmartBoard). Interactive whiteboards are also installed in the two computer labs and in the library. The whiteboards open up a world of teaching and learning resources. They are also a great tool for differentiating instruction for students with visual, auditory or kinesthetic learning styles.

Technology is used in instruction, and it is also used to identify need and track progress. Most of the programs listed below generate data streams that teachers use to guide instruction. A discussion of how we use the data is presented below. First, here is a list of our literacy programs, including information about parent involvement and professional development linked to the program.

- *ReadWell* (grades K-2) teaches decoding and comprehension in whole class and small group instruction. Ongoing assessments support fluid grouping for guided reading and other small group activities. Students begin at their own level and progress through the program at their own pace. *ReadWell* texts include narratives as well as non-fiction Science and Social Studies content. Students in K-2 use *ReadWell* daily for 50 minutes. Small group instruction is supported by pushing-in an AIS teacher and trained paraprofessionals.
- *Making Meaning* (grades K-5) teaches reading comprehension strategies through read alouds, shared reading, and writing activities. The program also emphasizes the development of good reading habits, and includes community building activities to develop Socializing Intelligence and Accountable Talk.
- *Junior Great Books* (grades 2-5) focuses on reading comprehension, higher-order and critical thinking, listening and speaking skills, and writing. Shared and independent reading and writing are used to study authentic literary texts. The program emphasizes Academic Rigor in a Thinking Curriculum, and includes a substantial component of Accountable Talk. This is our fourth year with the JGB program, and professional development provided by a JGB consultant is tapering off. Each teacher will have just 1-2 sessions with the JGB consultant in 2010-2011.
- *Focus on Reading* (grades 3-5) is a strategy-based series that is used for guided reading to support reading comprehension and test taking skills. *Focus* materials reinforce higher-order thinking skills (comparing or contrasting, evaluating, inferring, etc.) and include both reading and writing activities.
- *100 Book Challenge* (grades K-5) promotes sustained and focused independent reading and teaches self-monitoring of comprehension strategies. The program provides leveled libraries, tools to focus readers on their strategies, and exciting incentives. Teachers conference with students to assess progress. Parents are trained as reading “coaches” to promote daily reading at home. This is our fourth year with *100 Book Challenge*. Two enhancements are planned for 2010-11. We will adopt the IRLA formative assessments, which are based on the Common Core Standards, to track progress through the reading levels. Also, we will introduce *School Pace*, an online tool for tracking *100 Book Challenge* data. To support these new components, a consultant will visit each teacher 3-4 times in 2010-11.
- *SuccessMaker* (grades 3-5) and *Waterford* (grades K-2) are differentiated literacy programs that are run in our computer labs. Students are continually assessed, and presented with material at their own level. In areas of weakness, pacing is slower and extra instruction is provided, and instruction is accelerated in areas of strength. Detailed reports on student and class performance are distributed to teachers every two weeks. The reports are organized by content strands to facilitate re-teaching of weak areas, and continual re-assessments track progress. Both *Waterford* and *SuccessMaker* teach math and science as well as literacy. *SuccessMaker* includes components in Spanish for newcomer ELLs. In 2010-11, we will add on to both programs with interactive whiteboard packages, which extend lessons to that technology. A Pearson consultant visits the school monthly to support these programs.
- *KidBiz3000* (grades 3-5) is an online program that uses current events articles to support reading and writing. *KidBiz* differentiates by assessing students and presenting leveled versions of the same article at each student’s independent reading level. *KidBiz* addresses both reading comprehension and writing, with both short- and long-form writing activities. The program was introduced as an intervention for ELLs, and includes Spanish language materials. An internet-based program, *KidBiz* can be used at home, and workshops are offered to inform parents about it.
- *Language* (grades 3-5) is a reading and writing program that scaffolds students with explicit study of English. Each lesson includes instruction in phonemic awareness and phonics, word and sentence structure, vocabulary, and spelling to support reading and writing tasks. The program includes substantial components for ELLs, including ESL activities and information for teachers about ELLs’ first languages. *Language* also includes supplemental activities for students with disabilities, and an accelerated delivery plan for students who demonstrate mastery. There are frequent assessments, and an online tool called VPort to help teachers, administrators and service providers monitor progress. *Language* will be delivered in small groups of about 10 students, groups by skill level. All teachers of in grades 3-5 and several out-of-

classroom teachers and service providers received a two day training in October, and will be supported by several visits by *Language* consultants this year.

- *Words Their Way* (grades K-3) reinforces phonics, sight words and spelling patterns through word sorts and games. Begun as an ELL intervention, we have adopted this program for all lower grade students to promote word attack skills.
- *Explode the Code* (grades K-2) is a phonics and reading program that is provided to all students in K-2. It is used for literacy centers and homework for some students, and as an ELA intervention program for lower functioning students.

Writing is an integral part of several programs listed above, including *Readwell*, *Junior Great Books*, *Focus on Reading*, and *Language*. Instruction in writing is also delivered with Lucy Calkins' *Units of Study* writing program in grades K-5. Students in grades 3-5 also use *WriteSource* materials for explicit writing instruction. Writing is incorporated into all content areas (math, science and social studies). In May-June 2010, all students in grade 3 completed a writing project linked to Grade 4 writing standards, comparing fiction and non-fiction texts with related topics or themes. During Extended Day, after K-2 students were dismissed, the K-2 teachers pushed-in to grade 3 classes for writing support. This included support for five teachers who were struggling with writing. These five teachers pushed-in to a Special Education classroom, where the teacher has been highly successful for several years in getting her students to produce quality writing. Teachers participating in this eight week intervisitation gave strongly positive feedback about their learning experience.

Supplemental instruction in ELA will be offered in an Afterschool program from December-April 2011. Students in grades 3-5 will receive at least 180 minutes/week of ELA instruction in Afterschool, supported by *Aim Higher!* and/or *Buckle Down ELA* materials. If the budget permits, a Saturday Academy for grades 3-5 will begin in January 2011. Students will have 60-120 minutes/week of supplemental ELA instruction in Saturday Academy.

English Language Learners (ELLs) receive additional supplemental instruction in an ELL-only Afterschool program. For the past three years, the school has allocated Title III funds for a six-week ESL Afterschool program to prepare ELLs for the ELA and NYSESLAT. Instruction is supported with *Finish Line for ELLs* and *Empire State NYSESLAT* materials. ELLs also have use of materials in the ESL classroom, including six computers with internet connections and language-learning software like *Award Reading*. In 2010-11, the ESL mini-lab will add *Rosetta Stone* software to supplement instruction in ESL Afterschool.

Over the past several years, as the ELA curriculum at P.S. 146 has grown stronger, an atmosphere that values and celebrates academic achievement has developed. For example, monthly medal ceremonies in the *100 Book Challenge* publicly reward students who have achieved benchmark number of "steps" representing time spent doing independent reading. Medal winners' names are announced on the loud speaker and prominently displayed near the Main Office. Another enrichment piece is the Word of the Day: an academic vocabulary word is posted, with a definition, part of speech information and a usage sentence, in several locations around the school. The Principal announces the word daily, and rewards (from the Steps to Success program described below) are given to students who can use the word correctly. In 2010-11, Fridays are devoted to science words.

In 2008, P.S. 146 began its Spelling Bee competitions, inspired by the success of the Multiplication Showdown. Each month, a grade level spelling bee produces two winners who go on to compete in the year end "Buzz-Off" championship. Students in grades 1-5 compete from September on, and Kindergarten typically joins in January or February. The year-end championship is a public event and an opportunity to celebrate our students' achievements.

A new kind of enrichment activity for 2010-11 is Student Government. In November 2010, students in grade 3-5 will vote for 5th grade candidates for Government Offices. A Candidates Assembly was held in late October, where candidates answered questions and gave short speeches to garner votes. Government officers will consult with the Principal on issues important to students, assist at school events like Parent-Teacher conferences, and help with the school store planned by the Parent Association to support the Steps to Success behavior plan (which is described later in this Needs Assessment). Student Government officers will be expected to set an example for students and, also in connection with Steps to Success, they will be asked to counsel peers who are in detention. The Principal is also looking into organizing a debate team and competitions with nearby schools, and expects Government Officers to be involved. Student Government is

new to P.S. 146, and is certain to evolve over the year. It is, however, another example of the work that our school is doing to go beyond core curriculum and create an atmosphere of academic excellence.

Most of the literacy programs used in the school generate data that teachers use to guide instruction. However, relevant data come in many different forms. Data are produced by computer programs like *SuccessMaker* and *Waterford*, which continually assess students and provide detailed reports showing strengths, weaknesses, and progress over time. Other data come from online management tools like *School Pace*, a recording system for *100 Book Challenge* and IRLA data, or VPort, which collates *Language* assessment data. Data are also collected from *Acuity* and *Performance Series* assessments delivered by AIS teachers or the Inquiry Team, and still more data is produced by formative, interim diagnostic and practice standardized assessments that are given over the course of the school year. Other data are in the form of student work in (*Junior Great Books*, the *Focus* series, or Lucy Calkins *Units of Study* writing program), and still more data come from teacher-made assessments and observation notes.

Teachers work hard to manage and analyze all of this data. In past years, teachers have maintained student portfolios, archiving assessments and student work in binders. In 2010-11, we will introduce a new tool to consolidate data electronically, called *Teacher Ease*. This system allows teachers to maintain all kinds of data in one place, which will help them to identify patterns and verify observations in multiple data sources. *Teacher Ease* also makes data accessible to administrators, AIS teachers and Teacher Team colleagues, and provides friendly formats for presenting information to students and parents.

Our ability to collect and understand data is growing, but the most important thing is how we use the data in our classrooms. Teachers use data to guide instruction, to know which students are making progress, and to make sure they are reaching every student. Data is also used to identify students for intervention services, which may involve additional instruction (e.g., Lunch-and-Learn or Zero Period) or different instruction (e.g., *Foundations* or *Wilson*).

In 2010-11, our school is implementing two major initiatives that depend on our capacity to apply data to instruction. Both Response to Intervention (RTI) and the Special Education reform called Phase I require us to customize instruction, based on reliable assessments, and monitor students' responses to that instruction. Because our facility with data-driven instruction underpins RTI and Phase I, we will describe plans for professional development before turning to descriptions of those two initiatives.

Professional Development

To raise student achievement, we need to develop teachers' ability to effectively deliver instruction. To that end, the school will provide professional development (PD) to all teachers. In September 2010, the school completed an SBO to use Tuesday Extended Day as a weekly 50-minute PD session. PD is also provided in monthly Faculty Conferences and Grade Meetings, and in weekly common planning periods. With expanded room in the schedule for PD sessions, we have planned two main topics for professional development this year: the alignment of instruction to the new Common Core Standards in ELA, and the school-wide expansion of Inquiry Teams to include all teachers in the school. Professional development on other topics planned for 2010-11 is also described in this section.

To address our students' deficits in ELA, instruction must align with the new Common Core Standards. The Principal, Assistant Principal and other key staff (Literacy Coach and Math Staff Developer, AIS teachers, SETSS/IEP teacher and ESL teacher) have received training in the Common Core Standards from DOE and Network staff, and they will turnkey that training to all teachers in the school. Network staff will also lead CCS PD. Working in grade-level teams, teachers will unpack the new standards, and understand how they chart a student's progress through grade levels. Alignment of instruction to the standards is the goal. Focused study of the Common Core Standards will take place over several sessions of Tuesday Extended Day over the course of the school year. School-wide Inquiry work in ELA, described below, will also focus teachers on the new standards in ELA. This year, we will emphasize the Common Core Standards in Reading and Writing, because 2011 NYS ELA will be aligned to them. Later in the year we may begin to address the Common Core Standards in Math, but since the NYS assessments won't realign until 2014, we will only begin to familiarize ourselves with the new math standards.

Another major professional development initiative for 2010-11 is the school-wide expansion Inquiry work to improve teaching and student outcomes. In 2007, our first Inquiry Team was established to track the

progress of targeted 4th and 5th graders in the lowest third of the school in ELA. Each year, the Team focused on a reading comprehension strategy (identifying main ideas and details, using context clues to understand new words, and making inferences) and monitored instruction and student progress in that skill. Team members learned how to collect, manage and analyze student data from a variety of sources. Teachers explored ways to teach the target skill, and conducted low-inference observations, or transcripts of teacher and student talk, in each other's ELA lessons. Student progress was tracked through standardized and teacher-made assessments, data from the *SuccessMaker* program, *Acuity* assessments, and review of student work.

In 2009, a second Inquiry Team was established to focus on literacy in low-performing 2nd graders. Seven K-2 teachers, led by the Literacy Coach, worked with the targeted students in Extended Day (50 min/day, 3 days/wk) in groups no larger than four students per teacher. The Team used guided reading and independent reading conferences for targeted re-teaching and assessment. Texts were chosen from *ReadWell* for phonemic awareness and phonics, and *100 Book Challenge* for fluency and comprehension. Team members set goals for each child, and *Rigby* reading assessments were given four times a year to verify progress. The Team met weekly to report observations and results, and to share teaching strategies and resources. In 2009, the Lower Grade Inquiry Team expanded to include targeted 1st graders. With this expansion, most of our lower-grade teachers have now been engaged in inquiry work.

In 2010, the Lower Grade Inquiry Team adopted the Independent Reading Level Assessment (IRLA) framework, a formative assessment tool for tracking progress toward the Common Core Standards in Reading. The IRLA sets out in detail the skills that students must develop at each reading level, and provides a user-friendly method of recording and tracking evidence of attempts at and mastery of each skill. The Inquiry Team incorporated the IRLA into its conferencing system in Spring 2010, with positive results for students and teachers alike. In the 2010-11, the IRLA will be used by all teachers in grades K-5 for *100 Book Challenge* conferencing, and we expect IRLA data to be an important source for the school-wide inquiry planned for this year.

Beginning in 2010-11, all teachers will engage in inquiry to improve instruction. Grade-level Teacher Teams will be paired with a team leader who is experienced in inquiry. Based on student need, Teams will select one of the Common Core Standards in Reading to focus on, and every teacher will identify 3-5 students in his or her class to monitor through the year. Teams will collaborate and explore ways to bring students up to that standard. Teams will conduct low-inference observations of each other's ELA lessons, and do intervisitations to share best practices. Many teachers are adept at collecting and managing student data. Our goal for the year is to improve our skill at applying what we learn from the data to our practices in the classroom. Teams will meet continually throughout the year, during Tuesday Extended Day PD sessions and in weekly common planning time.

Inquiry builds teachers' capacity to individualize instruction and meet the needs of every student. Teachers take a closer look at their students and at themselves. Instruction is data-driven, and individualized for each child. The development of our facility with inquiry fits right in with two major initiatives underway in 2010-11, the implementation of RTI and Phase I, which are described in subsequent sections of this Needs Assessment.

Teachers will continue to get support with several literacy programs. *Junior Great Books* has been in use in our school for three years, and teachers have received high levels of support from JGB consultants. In 2010-11, a JGB consultant will visit each teacher just once or twice. *100 Book Challenge* is another well-established program in our school, and because teachers are well-trained, consultant visits dropped off last year. However, *100 Book Challenge* has introduced two new components: the IRLA is a set of formative assessments linked to the Common Core Standards in Reading that guide teachers and students forward through independent reading levels. IRLA assessments are an integral part of *100 Book Challenge* conferencing and student monitoring. The program has also developed an online data management tool, called *School Pace*, which collects and collates data generated in reading conferences. Teachers will have 4-5 sessions with a program consultant to support the IRLA and *School Pace*.

In 2010-11, we are rolling out a new literacy program called *Language*, and teachers will receive substantial support with this program. All teachers in grades 3-5, plus two AIS Reading teachers, an ESL teacher, the Literacy and Math Coaches, the SETSS/IEP teacher and the Speech/Language Provider, participated in two five-hour Saturday sessions in October to introduce the program. (Five of those teachers had already attended a three-day training in *Language* in 2007.) All teachers will have several visits from

Language consultants over the 2010-11 school year. Also, in early September 2010, twelve teachers attended a full day workshop on *Foundations*, an early literacy intervention that is used in our school.

Other professional development planned for 2010-11 includes support for *Envision Math* and *Mind Math* from the Math Staff Developer and program consultants. PD in math is also being offered through the STEM grant awarded to our CEI-PEA network. One teacher is taking an online course in math through STEM, and five teachers are taking online science courses and/or attending science workshops provided by the STEM grant, including the science cluster teacher, who is working toward a Master's degree in science.

All teachers receive professional development related to English Language Learners (ELLs) from the school's two ESL teachers and Network Staff, or outside the school at offerings from BETAC or OELL. Training in the *Language* program, described above, will support teachers of ELLs by providing explicit ESL teaching strategies, and by focusing teachers on their own use of language (e.g., using idioms) in classroom talk. Also, the ESL coordinator will turnkey parts of a three day SIOP training she attended in June. During several sessions of Tuesday Extended Day, classroom teachers of ELLs will focus on setting language and content goals, activating prior knowledge, and providing comprehensible speech to scaffold ELLs up to English proficiency. Also, the school has invested in a professional development package called *Teaching Strategies for ELLs*, which includes online and paper tutorials and resources, and makes connections to RTI and the Common Core Standards. The ESL teachers and classroom teachers of ELLs will participate in this program. Other ELL-related trainings will be offered as they arise through the year.

Finally, all teachers will receive professional development related to RTI and Phase I. This will include PD about learning disabilities and IEPs, social/emotional development, classroom management and crisis intervention. Details of these PD are set out below, in sections about Phase I and the measures we are taking to improve discipline and school tone.

Response to Intervention (RTI)

Response to Intervention (RTI) is an instructional framework in which students receive increasingly intense interventions based on identified need. Ongoing measures of progress monitor students' responses to instruction. RTI is a tiered model. Tier I, the primary level of prevention, is the core curriculum delivered to all students. Students at risk of poor outcomes in Tier I receive supplemental, evidence-based interventions in Tier II. A small percentage of students may require the more intense support of Tier III, in which instruction is provided individually or in very small groups. RTI is an approach to instruction, and it is also a means of identifying students with learning disabilities and determining eligibility for referral to Special Education services.

P.S. 146 is implementing RTI in 2010-11. An RTI Team has been formed, and its members are the Principal, Assistant Principal, SETSS/IEP Teacher, Psychologist, Social Worker, Guidance Counselor, Speech/Language Provider, Literacy Coach, Math Staff Developer, ESL Coordinator, and AIS Reading and AIS Math teachers. The RTI Team meets weekly to identify students at risk of poor learning outcomes and to track their progress. The Team examines the evidence of students' needs, determines the appropriate interventions, and monitors students' responsiveness to those interventions. The anticipated outcome is a decrease in behavior problems and an increase in academic achievement for every child.

Success in RTI entails facility with collection and analysis of student data. Teachers and the RTI team must know specifically what is going wrong with an individual student in order to apply effective interventions. As discussed earlier, P.S. 146 has been growing its capacity at using data to improve student performance, and RTI is a natural extension of this growth. RTI also requires a high degree of organization in school programming, to allow the flexibility needed to apply Tier II and Tier III interventions as soon as a need is identified.

Several of the literacy and math programs described above are Tier II interventions. *Waterford* and *SuccessMaker* continually assess students, and scale material up or down to meet each student's needs. *KidBiz300* also assesses individuals and differentiates content for the student's reading level. *Envision Math* and *Mind Math* similarly slow the pace and boost support for weak areas, and accelerate instruction for strengths. In *ReadWell*, students are grouped by skill level, and frequent assessments and regrouping means that students move through the program at their own pace. *100 Book Challenge*, with the IRLA, is another individualized program that provides extra instruction and support for weak areas, and produces consistent evidence of students' responsiveness to that intervention.

Another Tier II intervention, which is new to the school in 2010-11, is the program *Language*. This program scaffolds students to reading and writing with explicit instruction in English sounds, vocabulary and grammar. Lessons address spelling and writing conventions, and have oral and written activities to promote fluency and comprehension. The program includes many features for ELLs, including ESL activities and information for teachers about ELLs' first languages. *Language* also has supplemental activities for students with disabilities, and an accelerated delivery plan for students who demonstrate mastery. There are frequent assessments to monitor progress, and an online tool called VPort to manage data. *Language* will be delivered in groups of 10-12 students which are formed by skill level, and may mix students on different grades. Schedules have already been constructed to allow this cross-grade grouping. *Language* groups will also mix Special Education and General Education students, as part of the school's implementation of Phase I.

Additional Tier II interventions planned for 2010-11 are:

- Extra instruction in foundational reading skills using Foundations for targeted 2nd graders (Extended Day, 100 min/wk)
- Extra instruction in reading foundational skills and comprehension strategies, including delivery of Foundations, to targeted 3rd graders (Extended Day, 100 min/wk and Lunch-and-Learn 50 min/wk)
- Guided reading delivered by Literacy Coach and AIS Reading teacher for targeted 4th and 5th graders (100 min/alternate weeks)
- SETSS at-risk services, including delivery of Foundations, for targeted K-1 students (50 min/day)
- Push-in Math AIS delivered by Math AIS teacher to targeted students in grades 2-5 (100 min/wk)
- Wilson reading as at-risk SETSS for identified students in grade 3-5 (50 min/day)
- Targeted re-teaching of specific weak skills using Acuity, SuccessMaker, and Performance Series delivered by AIS Reading teacher to identified students in grades 3-5 (as needed)
- Extra instruction in Science grade 4 students in Lunch-and-Learn (75 min/wk, March-April 2011)

Students who are unresponsive to Tier II interventions will be provided with more intensive instruction in Tier III. These interventions may consist of individual instruction from an AIS teacher or coach, or work in a very small group of three or fewer students. So far in 2010-11, we have identified a need for Tier III math interventions for a few grade 5 students. These students will have small group math instruction as a Lunch-and-Learn, for 75 minutes/week, until they show improvement and can be moved back into Tier II interventions.

RTI requires educators to consider students as individuals, customize their instruction, and watch closely to make sure that instruction is effective. It requires consistent, reliable measures of need and progress, and proven intervention practices. The goal of RTI is positive outcomes for all students. If we are successful, we should see improvements in all students, including those in the low-performing ELL and Special Education subgroups. Additional efforts to support Special Education students will be put in place as our school enters Phase I.

Phase I

Phase I is an initiative to improve service to students in Special Education by better customizing students' programs to address their educational goals. Research shows that Special Education students achieve better outcomes when they are integrated with General Education students of the same age and/or grade level, in the least restrictive environment. Therefore, in Phase I, Special Education students should be mainstreamed with General Education students for instruction in core subjects as much as possible, and given support services only as needed. In 2010-11, our Special Education program will enter Phase I.

In September 2010, an RTI Team was formed. Team members are the Principal, Assistant Principal, SETSS/IEP Teacher, Psychologist, Social Worker, Guidance Counselor, Speech/Language Provider, Literacy Coach, Math Staff Developer, ESL Coordinator, and AIS Reading and AIS Math teachers. Together with Special Education teachers, RTI Team members reviewed every IEP to determine which students would benefit from mainstreamed instruction. Parents were invited to the school to meet Team members, review their student's program, and agree to changes in IEPs.

In 2009-10, P.S. 146 had four self-contained Special Education classes: one 12:1 Kindergarten class and three 12:1:1 classes for students in grade 1-5. In 2010-11, we have five self-contained Special Education classes: two 12:1 classes (Kindergarten and grade 1) and three 12:1:1 classes for students in grades 2-5.

Special Education students have never been fully segregated from General Education students at P.S. 146. Special Education students have the same curriculum and programs as General Education students, with adjustments in pacing and other teaching modifications aimed at meeting students' learning goals. Special Education and General Education students already mix in the computer lab, gym and cafeteria, as well as for ESL instruction and in Afterschool. The school also has a well-established practice of mainstreaming individual Special Education students for instruction in core subjects alongside General Education students.

With the implementation of Phase I, we will increase the number of students receiving mainstreamed instruction in core subjects. In 2010-11, two Special Education students in grade 4 will be fully mainstreamed for instruction in all subjects. All other Special Education students in grades 3-5 (twelve students) will be mainstreamed for delivery of the *Language* program, daily for 50 minutes. As discussed earlier, *Language* is a literacy intervention program that scaffolds reading and writing with explicit instruction in English. *Language* will be delivered to all students in grades 3-5 in groups of 10-12 students that are formed by skill level, rather than grade level. The twelve partially mainstreamed Special Education students will participate in *Language* alongside General Education students at their same skill level. Mainstreamed students will be provided with extra supports as needed. The SETSS/IEP teacher or an AIS teacher will push-in to provide that additional support. This is designed to ensure a seamless transition into the mainstream, and to scaffold instruction if and when needed. The RTI Team, along with Special Education and General Education teachers, will monitor students closely through the year.

The school is organized for this effort. Class schedules have been aligned to allow fluid movement of students between General Education and self-contained Special Education classes. Special Education and General Education teachers have regular time for collaboration in weekly common planning periods, and professional development for General Education teachers regarding IEPs has been planned. Technology and other resources are in place to streamline the analysis of the data used to monitor student progress. A schoolwide behavior plan is in place with tools to monitor behavior. With all of these pieces in place, we expect success in Phase I.

School Tone

The 2009-2010 Learning Environment Survey (or NYC School Survey) shows a need to address the area of Safety & Respect. Levels of satisfaction with Safety & Respect declined from the previous year, and P.S. 146 compares poorly with other elementary schools on this measure. Teachers gave negative responses to questions about levels of respect and enforcement of discipline, and parents and teachers both identified bullying as an issue. The school is taking a number of steps to address these concerns.

Respect For All is an anti-bullying, anti-bias program from the Anti-Defamation League. The Assistant Principal and the Parent Coordinator are trained and leading the implementation, along with the Guidance Counselor. All teachers received individual copies of a book about bullying, along with suggested lessons and other resources about character-building. In November, teachers will view a training video about bullying prevention, and the Parent Association will screen the same video at a PA meeting. All teachers reviewed the DOE Discipline Code and Standards of Intervention and Discipline Measures with their students in child-friendly language, and each class developed and signed individual behavior contracts. Assemblies will be held to inform students about bullying and bias, and to rally support for a change. Anti-bullying posters supplied by Respect For All are posted around the school, and children will design their own anti-bullying posters and slogans that will also be posted around the school. A world map will be put up in the school lobby showing where our students come from as part of the effort to promote acceptance and prevent bias.

All teachers will participate in professional development about classroom management and discipline. Every teacher submitted a description of his or her classroom management policies in September 2010. Teachers will review and share their management strategies and policies with colleagues, and a list of teacher's favorite or innovative techniques and systems will be distributed to all staff. Professional development in classroom management and Therapeutic Crisis Intervention (TCI) will be provided by STOPP (Strategies,

Techniques, Options Prior to Placement) to large and small groups of teachers inside and outside of the school. Individual sessions may also be provided to teachers with greater need. Also, the Guidance Counselor and selected teachers will get a training called *Play Therapy and Beyond*, to learn how to use play to develop relationships with children and teach them to monitor and modify their own behavior.

One of our biggest efforts to improve Safety & Respect is the development and implementation of a school-wide discipline plan. This program, called Steps to Success, was designed by our teachers (based in part on the PBIS program used in many other schools) and rolled out in early October 2010. Steps to Success is a system of rewards for positive behavior and consequences for negative behavior. For positive behavior, there are individual rewards (“gold feet”) that teachers pass out to reward kindness, politeness, and on-task behavior. There are also whole-class rewards (“big feet”) that are given if the entire class shows good behavior in the hallway, auditorium or cafeteria, or for 100% attendance or 100% in uniform. Every two weeks, a prize is given to the student with the highest number of gold feet in each class, and every month, the class with the most big feet wins a pizza party.

To regulate negative behavior, “pink slips” are given out for infractions. The infractions come from the Chancellor’s Regulations. When a staff member sees a child commit an infraction, the pink slip records the date, time, location and the nature of the infraction. Part of the pink slip is torn off and handed to the child, and the rest is collected in a central location, where Steps to Success Team members log infractions at the end of each day. A first time level 1 infraction results in the loss of a classroom privilege. The second occurrence triggers a letter to parents, and the third occurrence results in lunchtime detention. Subsequent infractions trigger, with parental consent, Friday after school detention for increasing amounts of time (up to 30 minutes). A collection of five or more pink slips for various level 1 infractions within one month also triggers a letter home and lunch detention. More serious infractions (at level 2 or higher) may trigger immediate step 2 (letter home) and step 3 (lunch detention) responses, or the matter may be referred directly to the Principal.

Steps to Success has been in place for less than a month, but we have already seen improvements in behavior across the school. Three refinements of the program are already underway. First, to enhance the rewards system, we will open a school store where children can “spend” their gold feet slips for small items. The school store will be overseen primarily by the Parent Association, with assistance of the 5th grade officers of our Student Government. Second, we plan to involve our Student Government Officers in a peer mediation or peer counseling program with students in (lunchtime and/or after school) detention. The Guidance Counselor and other members of the RTI Team are researching supports for this kind of peer counseling effort. Last but not least, we will computerize the record keeping system, to look for patterns of infractions in location, time of day, participants and other antecedents, and identify preventative measures.

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: 80% of all students will achieve at least one year of progress in ELA and Math. Students in grades 3-5 will achieve at least the 70th growth percentile on NYS assessments. Progress in K-2 students will be measured by reading and math benchmarks. (September-June 2011)

Implementation of RTI. We will continue to expand our capacity to use data to identify student needs and track progress toward goals. All teachers will participate in Inquiry Team work to improve instruction. Programming will be aligned to allow facilitate fluid grouping of students and delivery of Tier II and Tier III interventions.

Goal 2: We will increase the number of Special Education students who are mainstreamed into General Education in core subjects, and those students will meet or exceed their IEP goals. (September-June 2011)

Implementation of Phase I. An IEP/RTI Team will review the long- and short-term goals in every IEP, and evaluate each student's performance and progress in core subject areas. With the consent of parents, Special Education students will, when appropriate, mix with General Education students for instruction. Professional development will be provided to all teachers, and collaboration between Special Education and General Education teachers will be facilitated during weekly common planning time. Programs will be aligned to allow fluid grouping of students in general and special education for instruction in core subjects. Students will be closely monitored to ensure that they are making progress toward their learning goals.

Goal 3: To improve school tone, safety and respect by strengthening classroom and school-wide discipline, resulting in a lower number of suspensions and improved responses on the 2011 Learning Environment Survey. (September-June 2011)

All teachers will have professional development to improve or enhance classroom management practices. We will implement a school wide discipline plan, based on the Chancellor's Regulations, which incentivizes good behavior and imposes consistent consequences for negative behavior. Our goal is to increase self-monitoring among students and staff, and prevent unwanted behaviors. We will collect and analyze data to identify patterns of infractions and explore measures to improve school tone, safety and respect.

Goal 4: All teachers will participate in at least 20 hours of Professional Development about the Common Core Standards in Reading and Writing. There will be evidence of implementation of those standards in classroom practices and improved student work. (September-June 2011)

Teachers will conduct concentrated, rigorous study of Common Core Standards for ELA in grade-level groups and teacher teams. All teachers will use Inquiry methods, supported by data, to increase fidelity of instruction to standards. Evidence of success will be found in classroom practices, observations and improved student work.

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, Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>80% of all students will achieve at least one year of progress in ELA and Math. Students in grades 3-5 will achieve at least the 70th growth percentile on NYS assessments. Progress in K-2 students will be measured by reading and math benchmarks. (September-June 2011)</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>	<ul style="list-style-type: none"> • Implementation of RTI, including <ul style="list-style-type: none"> - formation of an RTI Team to oversee the tiered instructional model - using reliable assessments to produce evidence of specific areas of need in individual students; - providing appropriate, effective interventions of increasing intensity (Tier II and Tier III); and - monitoring evidence of students’ responses to interventions • Professional development for all teachers to improve capacity to use data to improve instruction, including participation of all teachers in Inquiry Teams.
<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>Fair Student Funding FSF General Hold Harmless FSF Legacy Teacher Supplement NYSTL Title I ARRA SWP Children First Funding Title I (professional development)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Monitoring of progress through SuccessMaker, Waterford, ReadWell, Envision Math at least biweekly (September-June) • Periodic, Interim, Formative, teacher-made assessments • IRLA and 100 Book Challenge

Subject/Area (where relevant): Implementation of Phase I

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the number of Special Education students who are mainstreamed into General Education in core subjects, and those students will meet or exceed their IEP goals. (September-June 2011)</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>	<ul style="list-style-type: none"> • Implementation of Phase I <ul style="list-style-type: none"> - formation of RTI Team, review of student data and IEP, design of individual programming, meetings with parents to amend IEPs (September 2010) - constant monitoring of progress and performance of students in mainstreamed and self-contained instruction (September-June) • Mainstreaming of all students in grades 3-5 for delivery of Language program, 50 min/day • Mainstreaming of two students for instruction in all core subjects
<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>Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> - Ongoing monitoring of mainstreamed student's progress through observations and interviews - Ongoing monitoring of mainstreamed student's progress through examination of all data - Evaluation of student progress in collaboration and discussions between RTI Team and Special Education and General Education teachers

Subject/Area (where relevant): Improving School Tone

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will improve school tone, safety and respect by strengthening classroom and school-wide discipline, resulting in a lower number of suspensions and improved responses on the 2011 Learning Environment Survey. (September-June 2011)</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>	<ul style="list-style-type: none"> • Implementation of Respect For All anti-bullying, anti-bias program • Schoolwide review of DOE discipline codes • Implementation of the Steps to Success schoolwide discipline plan • Professional development in classroom management, social/emotional development, crisis intervention
<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>Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Decrease in “pink slips” for infractions in Steps to Success schoolwide discipline program • Decrease in the number of suspensions • Improved responses in the area of Safety & Respect on the 2011 School Survey

ELA Professional Development

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>All teachers will participate in at least 20 hours of Professional Development about the Common Core Standards in Reading and Writing. There will be evidence of implementation of those standards in classroom practices and improved student work. (September-June 2011)</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>	<ul style="list-style-type: none"> • Completion of SBO to add Tuesday Extended Day (50 min/wk) PD session • Delivery of PD in monthly Faculty Meetings and Grade Meetings, Tuesday Extended Days • Turnkey trainings by Network staff, schedule additional trainings from Network • All teachers participate in Teacher Inquiry Teams align ELA instruction to standards
<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>Title I</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Evidence of Common Core Standards in classrooms • Evidence of Common Core Standards in observations of lessons • Improved student work

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	72	0	N/A	N/A				
1	67	9	N/A	N/A				
2	80	23	N/A	N/A				
3	83	76	N/A	N/A				
4	62	29	40					
5	62	0						
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.).
ELA:	<ul style="list-style-type: none"> • Differentiated instruction and continuous assessment with <i>SuccessMaker</i> (grades 3-5) and <i>Waterford</i> (grades K-2) are provided for all students (100 min/wk); targeted students at all grade levels receive an additional 50 min/wk; • Targeted instruction on specific weak skills using <i>Acuity</i>, <i>KidBiz3000</i> and <i>Performance Series</i> for identified students in grades 3-5, 30 min/wk; • Push-in by AIS and trained paraprofessionals for small group guided reading using <i>ReadWell</i> in grades K-2, 50 min/day; • Additional 50 min/day of ELA programming for lower-performing classes in grades K-1 for literacy centers and targeted reteaching; • <i>Foundations</i> intervention for identified students in grade 2 (80 min/wk) and grade 3 (40 in/wk) during Lunch-and-Learn and Extended Day; • Pull out SETSS at-risk using <i>Foundations</i> for identified students in grades K-2, 50 min/day • Pull-out for <i>Wilson Reading</i> as at-risk SETSS for identified students in grades 3-5, 50 min/day; • Push-in guided reading for identified students in grades 4-5, 100 min/alternate weeks; • Small group tutoring for identified 1st and 2nd graders and all students in 3-5, in Extended Day, 100 min/wk;
Mathematics:	<ul style="list-style-type: none"> • Differentiated instruction and continuous assessment with technology programs <i>SuccessMaker</i> (grades 3-5) and <i>Waterford</i> (grades K-2) are provided for all students (100 min/wk); targeted students at all grade levels receive an additional 50 min/wk; • Differentiated instruction in <i>Envision Math</i> (grades 3-5) • Differentiated instruction in <i>Mind Math</i>, 2 days/wk for 90 min. (grades 2-3); • Push-in small group support from AIS/Math teacher for targeted students (grades 2-5); • Lunch and-Learn for targeted students in grades 3-5, 50 min/wk, November-April; • Principal’s After School for identified 5th graders for extra instruction, 6 hrs/wk, November-April.
Science:	<ul style="list-style-type: none"> • Lunch-and-Learn small-group instruction in science content for at-risk 4th and 5th graders, 3 days/week for 30 minutes, March-April. • Emphasis of science content in <i>Waterford</i> (gr. K-2), <i>ReadWell</i> (gr. K-2), and <i>SuccessMaker</i> (gr. 3-5)
Social Studies:	<ul style="list-style-type: none"> • Emphasis of social studies content in <i>Waterford</i> and <i>ReadWell</i>, and programming of extra time with these programs for lower-performing students (grades K-2) • Use of <i>KidBiz3000</i> and <i>StudyZone</i> for focused social studies activities (grades 4-5).

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> - Awareness of one's feelings, and those of others, impulse control - Stress and anger management, character development, interpersonal skills - Preparation for transition to middle school
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> - Personal and social development: self-awareness, positive attitudes, healthy choices - Academic development: following directions, time management, good study habits, consequences - Career development; career choices, relationship of school subjects, interests and skills to career goals
At-risk Health-related Services:	

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) K-5 _____ Number of Students to be Served: _____ 55 LEP _____ Non-LEP _____
Number of Teachers _____ 2 Other Staff (Specify) _____ 0 _____

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: P.S.146 (08X146) BEDS Code: 320800010146

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	\$15,000	Title III funds are applied to an ESL Teacher’s salary under the “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP) (see Appendix 4).
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials o Must be supplemental. o Additional curricula, instructional materials. Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

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“Aiming for Excellence”

LAP Responses

November 1, 2010

Part II ELL Identification Process

1. Potential ELLs are identified at registration. Every new registrant is met by one of the school's two licensed ESL teachers, who assist with the completion of the Home Language Survey (HLIS) and conduct an initial assessment of the entering student. This system ensures that potential ELLs are identified quickly and accurately.

If the registering student is new to the NYC school system, the parent completes a HLIS, with the assistance of a licensed ESL teacher. The form is available in English, Spanish and French (to match our community's needs), and translations into other languages are downloaded from DOE website as needed. The ESL teacher assists the parent with the HLIS, and conducts a brief interview about the student's home language and previous schooling. Translation into Spanish or French is provided by the ESL teacher or other bilingual school staff. Translation into lower-incidence languages may be provided by parent volunteers, or if necessary, school staff can contact the DOE Translation and Interpretation Unit for assistance.

If the registering student is not new to the NYC school system, information about home language, previous assessments and service entitlement status is retrieved from previous school records and/or the ATS system.

All entering students, including potential ELLs, are given an initial assessment to help guide class placement. The assessment is administered by an ESL teacher as part of the registration process. Tasks address all four language modalities: students are asked to describe a complex picture and answer questions about it, read aloud from leveled texts and answer comprehension questions, and provide a small, age-appropriate writing sample.

If the HLIS indicates that the student's home language is other than English, the LAB-R is administered within 10 days of registration. These tests are hand-scored to determine eligibility for services, and submitted to the DOE on regularly scheduled dates. Students who qualify for language services by their home language and LAB-R score, are (subject to parental choice - see below) provided with ESL services, as described elsewhere in this document.

ELLs are assessed annually with NYSESLAT in accordance with NYSED and NYC DOE guidelines. NYSESLAT is administered to students singly (for the Speaking tasks) or in small groups of 18 or fewer, by the ESL teachers, in the ESL classroom. The ESL classroom is in testing condition, with charts and other materials covered and desks separated in rows. A "Testing Do Not Disturb" sign is posted on the door. All school staff are informed of the testing schedule by memo, and announcements are made requesting quiet around the ESL classroom during testing. All ELLs who fall within a NYSESLAT grade band may be grouped together for testing, including newcomer, SIFE and long-term ELLs and ELLs who are SWD. Testing is scheduled as early in the day as possible, and without disrupting students' regularly scheduled lunchtimes or dismissals. Testing materials are kept secure, and testing is conducted with strict adherence to the guidelines set out in NYSESLAT materials and memoranda.

2. Parents of ELLs who are newly identified by LAB-R are invited to the school to learn about their options for language services. Parent Orientation meetings are held in September and October, as soon as LAB-R testing is completed. The Orientation Meetings, which are conducted by the ESL teachers and the Parent Coordinator, are scheduled at various times of day to accommodate parents' needs. Meetings take place in the ESL classroom, allowing parents to see some of the resources available to their children at our school. Parents are invited to the meetings by flyers and telephone calls. Information is posted at the entrance to the school and in the Main Office, and the meetings are advertised in the school's monthly calendar. The Orientation Meetings are aimed primarily at parents of newly-entitled ELLs, but are open to all parents of ELLs at our school, including those continuing in ESL from our school or another NYC school.

At the Orientation Meetings, parents are informed about the ELL identification process and about their choices of language programs. Parents view the DOE video, in their choice of language, which describes the ESL, TBE and Dual Language programs. They are also offered a DOE brochure about the programs, again in their choice of language. Parents are given ample opportunity to ask questions about the options. School staff provide information in English, Spanish or French. Translation into lower-incidence languages may be provided by parent volunteers.

If a parent is unable to attend any of the Orientation Meetings, they are invited to meet the ESL teacher individually and provided with the same information about their choices in language programs. Similarly, parents of ELLs who enter our school later in the school year are met individually to discuss their child's service options. Because we have small numbers of newly-entitled ELLs, typically fewer than 15 per year, we have little difficulty accommodating each parent to make sure they understand their options and complete a Parent Survey and Program Selection form.

3. Entitlement letters and Parent Survey and Program Selection forms are generated and distributed by the ESL teachers. Parents of newly-entitled ELLs are asked to complete a Parent Survey and Program Selection form after they have attended a Parent Orientation meeting. Parents who are unable to attend any of our Orientation Meetings are invited to the school by appointment to review their program choices and make a selection.

Parents of ELLs with continuing entitlement are asked to sign and return the DOE's continuing entitlement letter to indicate their desire to have their child continue in the ESL program. Parents of continuing ELLs are also invited to Parent Orientation meetings, and letters may be collected there. If a parent does not return a continuing entitlement letter sent home with their child, the ESL teachers telephone the parent to ensure that they are aware that their child continues to be in ESL. The school's Family Assistant may also be sent to the student's home to obtain the parent's acknowledgment of continuing ESL services.

4. ELLs are placed in an ESL program based on parent choice. After attending a Parent Orientation Meeting and receiving information about their options, parents complete a Parent Survey and Program Selection form. Nearly all parents opt for ESL (see 5 below). The few parents who express interest in TBE or Dual Language are provided with information about those programs in nearby schools, and assisted with setting up visits to those schools. Information and assistance with language program choice are provided by school staff in the parent's preferred language.

5. Parents of ELLs overwhelmingly choose ESL. So far in 2010-11, we have 6 newly-entitled ELLs, and all parents have chosen ESL. In 2009-10, we had 13 newly-entitled ELLs, and all parents chose ESL. In fact, we have to go back to 2005-06 when, out of 17 parents, two chose TBE and one chose Dual Language as their preferred program. Most parents say that they want their child to learn English in school, and that they will teach the home language at home.

6. The program model offered at our school is aligned with parent requests.

Part IV: ELL Programming

A. Programming and Scheduling Information

1. ESL instruction is delivered in a combination of push-in and pull-out sessions. The ESL teacher pushes in to a classroom to support ELLs in their regular classroom curriculum. ELLs are also pulled out to the ESL classroom for supplemental instruction that addresses their particular needs. Grouping is heterogeneous, mixing ELLs at all proficiency levels. ESL groups may combine adjacent grades, with K-1, 2-3 or 4-5 students grouped together. ESL groups also mix together special education and general education ELLs.
2. P.S. 146 has two fully-certified, full-time ESL teachers serving 53 ELLs. This high level of staffing ensures that ELLs receive more than the mandated minutes of ESL instruction. Students at an Advanced proficiency level on NYSESLAT receive four 50-minute periods (200 min.) per week of ESL instruction, while students at Beginner or Intermediate levels receive eight 50-minute periods (400 min.) of ESL per week.. ESL instruction is delivered in a combination of push-in and pull-out sessions. For example, an ESL teacher may push in and support all of the ELLs in a class four times a week, and pull-out just the Beginner and Intermediate students (perhaps mixing those students with ELLs on an adjacent grade) for an additional four sessions in the ESL classroom.

This mix of push-in and pull-out ESL is beneficial. The push-in component focuses ESL support on the content that students need to master at their grade level. Push-in also promotes close collaboration between ESL and classroom teachers, and ensures that classroom teachers are attuned to ELLs' needs and ESL teaching methods. Pull-out sessions allow ESL instruction to address the specific needs of ELLs, and to use the supplemental materials and resources in the ESL classroom. Pull-outs also allow the use of some ESL teaching methods that might not be appropriate for English proficient students, such as read alouds, vocabulary study activities or songs and chants. Also, pull-out sessions make it possible to meet the mandated instructional minutes for all ELLs, because students from different classes or grades can be grouped together for pull-out instruction.

ESL instruction may be scheduled during periods devoted to any content area, including ELA, Writing, Math, Social Studies or Science. The goal of ESL instruction is to support ELLs in mastery of both English and the content knowledge required for academic success. Thus, ESL support is provided in all content areas, not just ELA.

All students at P.S. 146 are programmed for ELA instruction for a minimum of 12-15 periods (of 50 minutes each) per week. Because Advanced ELLs receive 4 periods of ESL instruction (and not all of those are during ELA periods), it is clear that Advanced ELLs are receiving well more than the mandated 180 minutes/week of ELA instruction in addition to ESL, per CR Part 154.

3. ESL instruction supports students in both English proficiency and content-area knowledge. ESL instruction is delivered in English, with native language supports appropriate to the student's age, native language literacy, and English proficiency level (see 11 below for a description of native-language supports).

ESL instruction makes content comprehensible by employing a variety of research-based teaching methods. ESL instruction makes extensive use of modeling, think-alouds and demonstrations. It provides scaffolding and bridging activities, such as KWL charts, word banks, Think-Pair-Share, brainstorming, graphic organizers and storymaps. It taps into peer support and interactive language development with partner and group work, and breaks down content into chunks with jigsaw activities. Technology, including interactive software, SmartBoards and listening centers, support language acquisition and content comprehension. Read alouds and shared reading promote oral language and ensure a common knowledge base. Content is presented in a variety of modalities, using visual aids, realia and manipulatives, and retention is reinforced with songs and chants, games, role-play and experiential and hands-on learning activities. Extended projects and an inquiry-based approach promote academic rigor and deep learning, and also ensure that students at all proficiency levels have a point of entry into content knowledge. ESL instruction addresses ELL-specific language needs, such as phonemic awareness, vocabulary development, grammar acquisition and first language support (e.g., using cognates) or interference (e.g., in word order). At the same time, ESL instruction supports ELLs in learning the content that is expected of all students at their grade level.

ESL instruction is guided by data, which is drawn from ELL-specific assessments (LAB-R, NYSESLAT and ELL periodic assessments) and from data collected for all students, including all formative and summative assessments and data derived from several literacy and math programs used in our school, including *ReadWell* and *Waterford* (K-2), *SuccessMaker* and *KidBiz3000* (3-5), *100 Book Challenge* (K-5), *EveryDayMath* (K-2) and *Envision Math* (3-5). Classroom, ESL and AIS teachers review data on an ongoing basis to monitor student progress, and adjust instruction to develop strengths and address weaknesses. ELLs have been monitored as part of Inquiry Team work, and all teachers receive ongoing professional development in analyzing and applying student data to improve classroom instruction.

For example, the data show (see Part V. Assessment Analysis) that many of our ELLs have strong oral English and relatively poor written English. Therefore, ESL instruction emphasizes reading and writing. Students are taught comprehension strategies (e.g., identifying main ideas and details, using context clues to understand new words, and making inferences) and exposed to a variety of fiction and nonfiction texts. Students plan, draft and edit a variety of writing projects, including informative reports, stories, memoirs, letters, poems, and advertisements. Moreover, because the ELL data show high oral English proficiency, instruction exploits oral language to support written language tasks. Students prepare for reading and writing with oral activities like questioning, brainstorming, building word banks or Think-Pair-Share, and leverage their oral proficiency to create KWL charts, outlines or other graphic organizers before they read or write.

ELLs are supported in their acquisition of content knowledge by the many resources available in their regular classrooms and the school's computer labs, and by the wealth of ELL-specific materials available in the ESL classroom (see 10 below). ELLs are also supported, as necessary, by the targeted intervention programs that are available to all students in the school (see 5 below). Spanish-speaking ELLs are provided with native language supports in several literacy and math programs used in the school (see 11 below). Finally, ELLs are supported by the professional development given to classroom and cluster teachers (see Part D below), and by collaboration between the those teachers and the ESL teachers.

4. Differentiating instruction for ELL Subgroups

a. SIFE students are identified at registration by an ESL teacher and members of the Response to Intervention (RTI) Team. SIFE students are placed in an age-appropriate class and given all appropriate intervention services (described in 5 below). Subject to home language, LAB-R results and parent program choice, the student is given ESL support for a minimum of 400 minutes/week. SIFE ELLs receive both push-in ESL support in their regular classrooms, and pull-out ESL instruction, where they are grouped with other Newcomer ELLs and given the basic English instruction and practice that they need. P.S. 146 currently has no SIFE students. However, two SIFE students graduated from our school, with NYS ELA scores at grade level, in 2008.

b. P.S. 146 is an elementary school, and most of our Newcomer ELLs are in the lower grades K-2. Most of these students are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in a mix of push-in and pull-out sessions, addresses all content areas, employs a variety of research-based teaching methods, and uses data to target instruction at student needs.

Newcomer ELLs in the lower grades who have had prior schooling and have some literacy in their home language are grouped together with Newcomer ELLs in the upper grades who are within 2 years of arrival, and pulled-out for ESL instruction that targets their particular needs. This group is taught basic vocabulary and survival English, and given native language support for instruction in content areas. Materials in the ESL classroom (see 10 below), including computer workstations and a multi-lingual library of fiction and non-fiction books, support Newcomer instruction. Newcomers may be asked to read or write in their home language, or demonstrate understanding of material through a picture or a physical response. As their English develops, these students are provided with high-interest low-level materials to help them progress toward grade-level standards. In 2009-2010, our Newcomer group consisted of twelve students in grades 1-5. So far in 2010-2011, we have five students in grades 3-5 who fit this newcomer profile and are given separate ESL instruction.

Newcomer ELLs who have been in US schools for more than one year are required to take the NYS ELA exam in addition to the NYSESLAT. These students are given all possible supports. Because the ELLs are fully integrated with

English proficient students, they are provided with the same curricula, programs, intervention services and supplemental instruction to prepare them for the ELA exam that all students receive. Of course, these ELLs also receive ESL support in push-in and pull-out sessions, as described above. ESL instruction that directly supports test-taking ELLs is scheduled during Lunch-and-Learn (60 min/week), Extended Day (150mins/week) and AfterSchool (6 hours/week). For Lunch-and-Learn and Extended Day, ELLs practice reading skills with the *BuckleDown* series of books. In After School, test preparation materials include the *Aim Higher!* series and *Finish Line for ELLs*. ELLs are also given explicit instruction about testing formats and directions. Also, throughout the year, ELLs are given the testing accommodations for diagnostic or formative assessments that they have for formal summative assessments (150% time, separate location and native language supports).

c. ELLs receiving service for 4-6 years are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in a mix of push-in and pull-out sessions, addresses all content areas, employs a variety of research-based teaching methods, and uses data to target instruction at student needs.

d. Long-Term ELLs, who have completed 6 years of service, are very few at P.S. 146. Because we are a K-5 school, and students are placed in a grade according to their age, Long-Term ELLs are 5th graders who have repeated a grade at some time in their schooling. Most of these students are Proficient in oral English, but not in written English, although they are typically at an Advanced proficiency in Reading/Writing on NYSESLAT. These students are given ESL support with other ELLs on their grade, in push-in and pull-out sessions, and are provided with any interventions available in the school (see 5 below) to address their identified needs. In 2010-11, we have no Long-Term ELLs.

e. ELLs identified as Students With Disabilities (SWD) are mainstreamed in ESL. The ESL teachers review the student's IEP, and consult with the IEP and Special Education teachers about the student's strengths, weaknesses, and learning goals. ESL teachers attend periodic reviews of students' IEPs and consult with parents. SWD ELLs receive ESL instruction in grade-level groups alongside their General Education peers.

B. Programming and Scheduling Information --Continued

5. ELLs may participate in any appropriate targeted intervention program available to any other student at P.S. 146. In 2010-11, the school is adopting the Response to Intervention (RTI) instructional framework, and providing academic interventions in this tiered model. All students, including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.

Tier II interventions include computer-based programs *Waterford*, *SuccessMaker*, *KidBiz3000* and *Evision Math* and *Mind Math*, which continually assess students and present material at their individual level, and in their individual areas of need. All students use these programs, and identified students may be scheduled for extra time in the computer lab. Students in grades 3-5 are grouped by skill level for *Language*, an intervention program initially designed for ELLs. Two AIS Reading teachers and the Literacy Coach provide extra support to identified students in guided reading groups. In K-2, AIS Reading teachers and trained paraprofessionals support small, leveled, guided reading groups in *ReadWell*. Identified students in K-5 may receive *Foundations* or *Wilson* from an AIS Reading teacher or the SETSS teacher during the day, in Lunch-and-Learn, or in Extended Day. In math, targeted students receive extra support from a push-in AIS Math teacher and the Math Staff Developer. Lunch-and-Learn is also used to support identified students in math and science. Students who do not respond to Tier II interventions will receive support on Tier III, in very small groups of three or fewer, or individually. P.S. 146 has a well-developed ability to monitor student data and provide appropriate interventions. A more detailed description of intervention programs can be found in the school's 2010-11 CEP. ELLs are not excluded from any intervention used in the school.

6. ELLs who reach proficiency on NYSESLAT receive transitional support for two years. Former ELLs are monitored by an ESL teacher during push-in ESL sessions, and are given supplemental ESL support as needed. Former ELLs receive the same testing accommodations as currently-entitled ELLs (150% time, separate location, bilingual glossaries, and native language testing materials for math, science and social studies), and these accommodations are offered for

practice, interim and summative State assessments. Former ELLs are also encouraged to attend After School, where they are grouped with current ELLs and instructed with the ESL methods described in answer #3 above.

7. A new program planned for the 2010-11 school year is *Language*. This program scaffolds students to reading comprehension and writing with focused study of English. Originally designed as an intervention for ELLs, *Language* provides explicit instruction in English grammar, with each lesson building up from sounds to words to phrases in support of reading comprehension and writing. The program includes explicit teaching of vocabulary, spelling and writing conventions, and includes strong fluency components. *Language* includes supplemental activities for ELLs, and provides reference material for teachers about ELLs' first languages to support ESL instruction. In 2010-11, *Language* will be used with all students in grades 3-5, including ELLs. All teachers in grades 3-5, including cluster, AIS and ESL teachers, will receive 15-20 hours of professional development to support the roll-out of *Language*. We expect the implementation of this program to be a great added support for our ELLs.

Other improvements planned for 2010-11 are technological enhancements of the ESL program. We plan to purchase new language-learning software *Rosetta Stone* with part of our Title III funds. This software will be used on the six computer workstations in the ESL classroom. It will be used by Newcomer ELLs to support acquisition of basic English vocabulary and phrases. It will also be used as a supplemental activity in the ESL After School program. A second planned technological improvement is the installation of a SmartBoard in the ESL classroom. Interactive white boards have already been installed in each classroom in grades 3-5, and so ELLs are already getting the benefit of this technology. As the school budget allows, an interactive whiteboard will be installed in the ESL classroom, for use in ESL pullout instruction.

8. No programs or services for ELLs will be discontinued in 2010-2011.

9. ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are placed in classes with English proficient students, and provided with push-in and pull-out ESL support, as described above. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs.

ELLs have the same opportunities as English proficient students to participate in After School, Saturday Academy and all other supplemental programs. Since 2008-09, the NY Junior Tennis League has offered an After School program to all students (K-5), including ELLs. In 2009-2010, P.S. 146 ran a Saturday Academy, providing instruction in ELA and Math, as well as chess and drama, to all students in grades 3-5, including ELLs. Several ELLs also participated in a Step club on Fridays after school. ELLs also took part in a supplemental arts program and a leadership program that were conducted by outside contractors during the school day.

In 2009-2010, budgetary constraints prevented P.S. 146 from running an academic After School program, as it had for the preceding several years, and will again in 2010-11. However, Title III funds were used to provide an ESL After School program, for six weeks (6hrs/wk) in March-April, to prepare ELLs for the NYSESLAT. Both licensed ESL teachers participated, serving about 25 ELLs (70%) in grades 3-5. Students were provided with special materials (*Empire State NYSESLAT* and *Finish Line for ELLs*) and instruction focused on students' weaknesses in reading and writing. ESL After School, which began in 2008-09, will continue in 2010-11.

10. ELLs have same curriculum as English proficient students (supplemented with push-in and pull-out ESL). Therefore, they are provided with all of the instructional materials that are given to English proficient students.

P.S. 146 has adopted a number of instructional programs that include special supports for ELLs or were designed specifically to address ELLs' needs. *EveryDay Math* (K-2) and *EnVision Math* (3-5) include Spanish language materials that we use with Spanish-speaking Newcomer ELLs. *SuccessMaker*, a computer-based literacy and math program that all students (3-5) use for 150-200 minutes/week, also has Spanish-language components to support Newcomer ELLs in learning content material. *Making Meaning* (K-5) provides instructional strategies and activities to improve ELLs' reading comprehension. *100 Book Challenge* (K-5) incentivizes Newcomer ELLs to practice independent reading strategies with native-language books until they are ready to work with English texts. *KidBiz3000*, which we have used

with all students (3-5) since 2007, was designed specifically for ELLs to provide high-interest, low-level materials suitable for uppergrade ELLs. *KidBiz3000* also offers Spanish-language supports. *Language* is another program designed for ELLs which P.S. 146 has adopted for all students (3-5). *Language* scaffolds students to reading and writing by providing explicit instruction in English. *Language* includes a substantial component of ESL activities, and provides teachers with other useful information to support ELL instruction, such as a guides to ELLs' native language phonology, morphology and syntax.

P.S. 146 has invested heavily in technology to support instruction. Every classroom in grades 3-5 is equipped with an interactive white board. The school also has two full-size Technology Labs. The lower-grade Technology Lab has 24 desktop workstations where K-2 students (including ELLs) work primarily with the *Waterford* literacy and math program. The upper-grade Technology Lab has 32 workstations, where 3-5 students (including ELLs) work with *SuccessMaker*, *KidBiz3000*, and various online tutoring and assessment tools (*Acuity*, *Performance Series*), and can access the Internet for research and projects. ELLs have full access to all technological equipment in the school.

ELLs have extra resources in the ESL classroom. Since 2007, the ESL classroom has had a mini Technology Lab, with 6 desktop workstations. The two main programs used on the ESL classroom computers are *ELLIS Kids* and *Award Reading*. *ELLIS Kids* uses video, graphics and games to support English acquisition in real-life contexts. It promotes fluency by allowing students to record their own speech, and also includes substantial native language (Spanish or French) supports. *Award Reading* is a highly engaging animated reading and writing program for ELLs. In 2007, P.S. 146 was chosen to pilot *Award Reading* for grades K-1, which focuses on phonemic awareness, phonics and emergent reading skills. This program was highly successful with lower-grade ELLs and also with upper-grade Newcomers and struggling readers. In 2009, the school purchased *Award Reading* for Grade 2 and Grade 3, which expands on comprehension skills and introduces grammar and writing conventions. In 2010-11, we will add *Rosetta Stone*, a language-learning software that will support the acquisition of basic English by Newcomer ELLs and supplement instruction for orally-proficient ELLs. In addition to working with these programs, ELLs use the ESL classroom computers to access the Internet for research and to obtain materials in English and in their home languages.

The ESL classroom provides many other resources for ELLs. These include a large leveled library of fiction and non-fiction trade books, including texts that address ELL needs, such as wordless books, repetitive and cumulative texts, and phonics readers. There are big books, reference books, and guided reading book sets. There is a listening center with a library of leveled fiction and non-fiction texts. There are bilingual and native language materials, including Spanish/English and French/English dictionaries and glossaries, and Spanish and French fiction and non-fiction trade books. In 2009-2010, Title III funding was used to purchase a library of Spanish-language Science and Social Studies trade books suitable for our upper-grade Newcomers. The ESL classroom also has a large collection language learning tools and manipulatives, such as picture cards, letter stamps and tiles, word puzzles, language and math games, and realia like play food and money. The classroom is equipped with a globe, maps and atlases, a balance scale and graduated cylinders, and other tools to support content-area knowledge. ESL instruction provides as many material scaffolds as possible, and the school fully supports this with funding for teaching materials.

11. ESL instruction is in English. However, native language support is available. ELLs with native language literacy are provided with bilingual dictionaries (pre-literate ELLs are given picture dictionaries). ELLs also have the use of many Spanish language materials in the ESL classroom, including a large collection of fiction and non-fiction trade books. In 2009-10, Title III funds were used to purchase classroom libraries of Science and Social Studies materials to help upper-grade Newcomer ELLs learn content material. Several of the literacy and math programs used in the school have Spanish-language components for Newcomers; these include *SuccessMaker*, *KidBiz3000*, *Envision Math* and *Everyday Math*. Newcomer ELLs are provided with Spanish-language versions of practice and summative assessments in Math, Science and Social Studies. Spanish-speaking Newcomers are also provided with Spanish-English glossaries to support them in ELA assessments. For Newcomers who have had prior schooling in French, oral translation of assessment materials is provided by a bilingual teacher. If no French-speaking teachers are available, assistance is requested from the DOE's Translation & Interpretation Unit.

12. Required services support, and resources correspond, to ELLs' ages and grade levels. Native language supports are available to Newcomer ELLs who need them. When students progress to English texts, they are provided with high-interest, low-level materials to support mastery of content knowledge appropriate to their grade level.

13. New ELLs are identified by administration of LAB-R at the start of the school year.
14. Language electives are not offered at P.S. 146.

D. Professional Development

1. All teachers of ELLs are provided with professional development (PD) to support ELL instruction. Some PD takes place outside of the school, at meetings and workshops offered by BETAC, OELL, or Network staff or consultants. Other ELL PD is given inside our school by the certified ESL teachers, Network staff or outside experts. All staff, including Assistant Principals, ESL Teachers, Common Branch Teachers, Special Education Teachers, the Guidance Counselor and the Parent Coordinator, receive PD related to ELLs.

In September 2010, the school completed an SBO to designate every Tuesday Extended Day a 50-minute PD session. Professional Development also takes place in early September (before students arrive) and on designated days in November and June. PD is also given at monthly Faculty Conferences and Grade Meetings, and during the school day in weekly common planning periods.

A major PD initiative at P.S. 146 in 2010-11 is to roll out the new Common Core Standards to all teachers. This year, we will focus on aligning instruction to the new ELA standards. Grade-level Teacher Teams will study the standards over a period of weeks during Tuesday Extended Day sessions. Staff trained by the Network (Coaches, AIS Teachers, ESL Coordinator) will turnkey that training to all teaching staff. Another major PD undertaking is the school-wide expansion of Inquiry Team work. All teachers, in grade-level Teacher Teams, will identify and monitor select students and work collaboratively to explore teaching strategies to bring those weak students up to (some specific component of) the Common Core Standards in Reading. Teachers will learn to analyze data collected from a variety of sources, and how to apply what they see in the data to improve the quality and effectiveness of instruction. Professional development in Inquiry, as well as professional development about RTI (see 5 above) will support all teachers, including teachers of ELLs.

In 2010-11, the school adopting the program Language for students in grades 3-5, and professional development about Language will have beneficial effects for ELLs. This program scaffolds students to reading comprehension and writing by explicitly teaching about English language sounds, words and phrases. Initially designed as an ELL intervention, the program includes substantial components for ELLs, including ESL teaching strategies and information about ELLs' native languages. All teachers in grades 3-5, plus the Coaches, ESL, AIS, SETSS, and Speech/Language teachers, will receive 15-20 hours of PD about the program over the year, including two Saturday sessions in October and several visits from a Language consultant through the year.

All teachers of ELLs receive in-house PD from the licensed ESL teachers about ELL identification and assessment. ESL teachers and classroom teachers of ELLs review the NYSESLAT exam and their students' performance on the previous year's administration. Teachers also receive PD about ESL teaching strategies. In June 2010, one of the ESL teachers attended a 3 day workshop about SIOP offered by the Network. Over several sessions of Tuesday Extended Day PD, the ESL teacher and Network Staff will turnkey parts of the SIOP protocol to classroom teachers of ELLs. To start, we will consider how to set simultaneous language and content goals, activate prior knowledge (Building Background) and maintain awareness of the complexity of teacher talk (Comprehensible Input).

For classroom teachers of ELLs and the ESL teachers, the school has purchased a professional development package called *Teaching Strategies for ELLs*, which includes both online tutorials and hardcopies of resources. The courses cover a wide range of topics, are based on the Common Core Standards, and make connections to RTI. The program is equivalent to 10 professional development hours.

2. Staff are supported in assisting ELLs as they transition to middle school by school administrators, the ESL teachers, the Guidance Counselor, the Parent Coordinator and the Parent Association. Students and parents are provided with information about middle school applications and information fairs. Parents with limited English proficiency are

assisted by bilingual staff, including an ESL teacher and the Guidance Counselor. In November 2010, Learning Leaders will conduct a workshop, in English and Spanish, to get families started on the middle-school application process. Other events and information about the process will be provided to parents as they arise through the year.

3. P.S. 146 has little teacher turnover, and many teachers have already completed 7.5 hours of ELL training per Jose P. For example, in 2007, eight classroom and cluster teachers received certificates in ELL teaching strategies by completing a 5-day workshop offered by QTEL, which focused on ELL writing, and in 2008, four classroom teachers of ELLs attended a daylong workshop about teaching math to ELLs. The ELL PD planned for the 2010-11 school year described in 1 above is more than adequate to fulfill Jose P. requirements for any teacher who has not already done so.

E. Parental Involvement

1. Parents, including parents of ELLs, are active at P.S. 146. The Parent Coordinator is highly competent, and the Parent Association is an active presence in the school. Parents participate in many academic and social events throughout the year. Parents hold fund-raising campaigns, including, in 2010-11, offering homecooked lunches to school staff. Parents volunteer in classrooms on field trips, and provide homework help and educational fun in the NYJTL After School program.

The Learning Leaders organization is active in our school. Parents are trained to assist teaching and learning in classrooms. In November 2010, Learning Leaders will hold a three day training workshop to bring more parents into the school.

Parent involvement is promoted in many different ways. The school communicates with parents frequently, through calendars of events, information flyers, and the weekly homework sheets provided for every child in the school. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit.

The school holds many workshops and information meetings for parents, including parents of ELLs. Workshops and meetings are conducted in English and Spanish, and translation to lower-incidence languages is provided by parent volunteers whenever necessary and possible. Workshop topics include all of the NYS assessments and many of the literacy and math programs used in the school, including information about home-based components and Internet resources like *EDM Games Online*, *KidBiz3000*, and *Study Zone*. Other workshops address social and emotional development, transitions to Kindergarten or Middle School, and how to use reporting tools like ARIS and the DOE and NYSED websites.

The school acts as a resource for parents, providing information about services available outside the school. Information about DOE events, including all workshops aimed at parents of ELLs, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a Parent Room with a library of resources for parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges, and CBOs.

The school also promotes parent involvement through a number of academic and social events, competitions and celebrations. There is an annual Multi-Cultural Day, which culminates a study of our students' own and other cultures. We have Spelling Bee and a Multiplication Showdown to promote and celebrate achievement in spelling and math. Annual events like the Father-Daughter and Mother-Son Dances, holiday parties, and the Family Day Carnival effectively draw parents into the school.

2. Three CBOs that the school works with are the Citizen's Advice Bureau, which provides adult ESL classes as well as immigration and refugee services, including translation and interpretation; Beulah/Heiskell Enterprise Center, which focuses on the West African immigrant community and offers programs for adults, such as computer training, and can also help with translation and interpretation; and the Catholic Charities of NY, which also offers immigration and refugee services. All of these CBOs also refer out to other organizations for needed services. Parents of ELLs can access any of these CBOs through the school's Parent Coordinator.

3. The needs and wants of parents, including parents of ELLs, are assessed annually through a survey conducted by the Parent Coordinator and Parent Association (PA) President. The survey assesses parent satisfaction and levels of involvement, and tries to identify barriers to parent participation. The survey is distributed in English and Spanish, with oral translation into low-incidence languages provided by parent volunteers. In addition to the formal survey, parents are always invited to share their needs and wants through the PA, at monthly PA meetings, or with the Parent Coordinator. The Principal also maintains an Open Door Policy and encourages parents to share their concerns with her.

The ESL teachers focus on parents of ELLs. Each year, every ELL parent is asked to come in to a Parent Orientation Meeting, to choose a program for a new student or acknowledge continuing services for their child. ESL teachers informally assess the needs of parents of ELLs at these and other meetings throughout the year. ESL teachers also monitor the Parent Preferred Language codes collected from the Home Language Identification Survey (HLIS) and support efforts to facilitate communication between the school and parents of ELLs.

4. Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door policy for all parents. Parents are directly surveyed about their needs, and teachers and administrators reach out to all parents in writing and in person for feedback about their child’s education. As described above, we offer a variety of activities, opportunities and services to address the needs of parents.

Part V: Assessment Analysis

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

1. The early literacy skills of ELLs are assessed with LAB-R, NYSESLAT, and ECLAS2. ELLs in grades K-2 are also assessed, on a continual basis, with the computer-based program Waterford. Ongoing assessment is also part of the ReadWell program. ELLs are also assessed through the year in 100 Book Challenge, and progress is tracked through the benchmarks of the IRLA (Independent Reading Level Assessment Framework), which is aligned with the Common Core Standards.

Assessments show that many of our K-1 ELLs struggle with phonemic awareness, and that it is helpful to provide explicit instruction in the sounds of English. Many ELLs master phonemic awareness skills within a year, but some students continue to struggle with phonemic awareness and phonics into 2nd or 3rd grade. Instruction strategies to address this deficit include the use of phonics-based texts in ReadWell, extra phonemic awareness and phonics instruction with Waterford, use of phonics literacy centers in all classrooms, use of Words Their Way and Explode the Code for extra phonics instruction, reinforcement of phonemic awareness and phonics through songs, chants and games, and close monitoring of student progress with ReadWell, Waterford and IRLA data.

2. There are two clear patterns in our LAB-R and NYSESLAT data. First, students are making progress in English proficiency as they advance through the grades. This can be seen in the “Overall NYSESLAT Proficiency Results” chart, which reports on our current 2010-2011 population. The progression is even clearer in the complete NYSESLAT data. NYSESLAT results from 2009 and 2010 show that younger students cluster at lower proficiency levels, while upper-grade students ELLs have higher English proficiency.

2009 NYSESLAT, Overall English Proficiency Level by Grade

	Beginner	Intermediate	Advanced	Proficient	Totals
Kindergarten	10	2			12
Grade 1	3	5	4		11
Grade 2	3	8	3	1	15
Grade 3	1	5	5	2	13
Grade 4	3	3	4	6	16
Grade 5	3	3	5	4	15
PL Totals	23 = 28%	26 = 31%	21 = 25%	13 = 16%	82

2010 NYSESLAT, Overall English Proficiency Level by Grade

	Beginner	Intermediate	Advanced	Proficient	Totals
Kindergarten	7	3		1	11
Grade 1	5	4	2	1	12
Grade 2	1	7	3		11
Grade 3		6	4	3	13
Grade 4	3	4	4	2	13
Grade 5	3	5	3	1	12
PL Totals	19 = 26%	29 = 40%	16 = 22%	8 = 11%	72

The progression from Beginner in Kindergarten to Advanced or Proficient in the upper grades suggests that instruction of ELLs is effective, and our students are acquiring English.

The second obvious pattern in the NYSESLAT data is that our ELLs are stronger in oral English than in written English. Of the 72 ELLs given the NYSESLAT in 2010, 49% are Proficient in Listening/Speaking, while just 11% are Proficient in Reading/Writing (this is shown in the “NYSESLAT Modality Analysis” chart above). Also, among the ELLs who continue in the program, 75% are at a higher level in Listening/Speaking than in Reading/Writing. The remaining 25% are a equal proficiency in oral and written language; no student did better in Reading/Writing than in Listening/Speaking. Instructional strategies used to leverage our ELLs’ strong oral English to improve written language skills are discussed in #3 and #4 below.

ELLs’ relative weakness in written English is also evident in the ELA data. However, it is noteworthy that ELL’s performance in ELA is not much different than the performance of non-ELL students. In 2007, the first year that elementary-level ELLs took the ELA in significant numbers, about 25% of ELLs met standards, 25% were well below at level 1, and about half of the ELLs were at level 2, and this distribution is quite similar to the aggregate performance of All Students in that year. In 2008 and 2009, ELLs and non-ELLs alike made great strides in ELA. In fact, in 2009, ELLs outperformed non-ELLs. In 2010, standards were raised, and performance levels fell. Just 31% of All Students met standards in ELA in 2010, and ELLs performed significantly worse, with only 17% on level.

2007-2010 NYS English Language Arts (ELA) scores

		# tested	% Level 1	% Level 2	%Level 3-4
2007	ELLs	37	24	52	24
	All students	187	21	48	30
2008	ELLs	35	17	40	43
	All students	186	65	44.1	49.5
2009	ELLs	37	0	35	65
	All students	190	2.6	35.3	62.1
2010	ELLs	29	38	45	17
	All students	190	25	44	31

Similar patterns appear in the NYS Mathematics assessment data. In 2007 and 2008, ELLs' performance rose, and ELLs performed just a few points lower than All Students. In 2009, ELLs did very well in math, significantly outperforming All Students. In 2010, standards were raised and math scores fell. In Math, as in ELA, the ELLs did much worse than non-ELLs in 2010.

2007-2010 NYS Mathematics scores

		# tested	% Level 1	% Level 2	%Level 3-4
2007	ELLs	43	11.6	23.3	65
	All students	192	7.8	23.4	68.8
2008	ELLs	40	10	12.5	77.5
	All students	194	3.1	15.5	81.4
2009	ELLs	41	5	12.2	83
	All students	201	2.6	10.8	66.7
2010	ELLs	37	27	46	27
	All students	199	12	42	46

The steep fall in performance levels in NYS ELA and Math assessments due to the raising of standards, and is not unique to our school. To get a deeper view of our students, we examined the scale scores of the 2009 and 2010 administrations, to see if there was progress over the year. As set out in the following chart, ELLs made slightly less progress than All Students in ELA, and slightly more progress than All Students in Math.

2010 ELA and Math Progress: Raising Scale Scores

ELA	# with '09 and '10 scores	% raised Scale Score	Math	# with '09 and '10 scores	% raised Scale Score
All Students	118	56	All Students	120	38
ELLs	16	50	ELLs	11	42

ELLs' performance on Grade 4 Science and Grade 5 Social Studies assessments are also tracked. However, because we have relatively small numbers of ELLs, results can vary from year to year. In 2009, 88% of the ELLs who took the NYS Grade 4 Science exam achieved level 3 or better, while in 2010, only 46% of ELLs met the standard in science. There is similar variation in social studies. On the 2008-09 administration of the NYS Grade 5 Social Studies test, 64% of ELLs achieved level 3, while in 2009-10 only 18% met the standard.

The data reveal that ELLs need support in both language acquisition and mastery of content material. However, the consistency between ELL and non-ELL math and ELA test scores in 2007-2009, when ELLs' performance rose steeply right alongside that of other students, suggests that the integration of ELLs with English proficient students is beneficial. ELLs receive the same curriculum and instruction, and the same academic intervention services as English proficient students, and ELLs have added support of ESL instruction. The sharp differences between ELLs and non-ELLs in 2010 are attributable in part to the high numbers of Newcomer ELLs in testing grades and the poor performance of Special Education ELLs in that year. Nevertheless, the steep fall of ELLs in ELA and Math show that we need to do more to support them. Several innovations for 2010-11 should address this, including the implementation of RTI and Phase I, the addition of Language to our ELA curriculum, and professional development to align curricula and instruction to the new Common Core Standards and to improve our ability to use data to improve instruction practices.

3. Patterns across NYSESLAT modalities show that our ELLs are stronger in oral language than in written language. As noted, many of our ELLs are Proficient in oral English, but still struggle with reading and writing. Deficits in written English are not unique to our ELLs. Many of our native English-speaking students also perform poorly in reading and writing, and the school has several programs in place to address these needs. ELLs receive the same curriculum as non ELLs, and are not segregated for instruction. Any instructional supports available to non-ELLs are also available to ELLs.

P.S. 146 is an RTI school. This means that we consider each child individually, provide evidence-based interventions, and closely monitor students' responses with ongoing assessments. All students, including ELLs, are provided with some level of Tier II interventions, in computer programs like *Waterford*, *SuccessMaker* and *Envision Math*, which continually assess students and scale material up or down to meet individual needs. Differentiation and frequent assessment and regrouping of students is an integral part of the *ReadWell* and *100 Book Challenge* programs. Another Tier II intervention that ELLs in grades 3-5 will receive is *Language*, an ELL intervention program that scaffolds students to reading comprehension with explicit study of English. The RTI framework emphasizes individualized evaluation and instruction. All students, including ELLs, should be making progress in an RTI school.

For our ELLs with strong oral English and poor written English, it is important to leverage their oral skills in support of reading and writing tasks. Encouraging students to speak (in a Think-Pair-Share or KWL or word bank activity) before they read will activate prior knowledge, including word knowledge, and provide a reading or writing scaffold. Similarly, graphic organizers, which allow for a quick and easy conversion from oral language to written language, exploit students' oral strengths. The intervention program *Language* builds in these oral language scaffolds, and includes phonemic awareness and phonics activities with every lesson, which should be very helpful for many of our ELLs.

4. Patterns in student results across proficiencies and grades have already been discussed in detail above. Because we are an ESL program, students do not take Native Language Arts assessments. However, Newcomer ELLs in the testing grades are provided with Spanish translations of NYS Math, Science and Social Studies exams. For students with native language literacy, this is very beneficial. Unfortunately, however, many Newcomers who are provided with this accommodation still do poorly on exams, because they are Newcomers and have not received the content area instruction necessary to meet the standards.

Teachers, administrators and other members of school leadership use the results of ELL Periodic Assessments to monitor ELLs' progress in the acquisition of English and to identify areas or skills that need to be retaught or reinforced for particular students. However, the ELL Periodic Assessments are just one of many tools that we use to do that. Most of the literacy and math programs used in the school generate data about student progress, and these assessments are more frequent, and more fine-grained, than the Periodic Assessment results. Therefore, we consider the Periodic assessments one of our tools, even it is not our most useful tool, for measuring ELLs' progress. The ELL Periodic Assessments are very valuable, however, in familiarizing ELLs with the format of the NYSESLAT exam, and give us a welcome opportunity to practice the test's directions and tasks.

5. P.S. 146 does not have a Dual Language program.

6. We measure the success of our ESL program by the growth and achievements of our students. We also measure success as full integration of ELLs, with full access to all resources in the school. We measure success in our parent surveys, by the numbers of parents who choose to place their children in our ESL program, and by the lack of barriers to the school for immigrant parents. We measure success by the development of our teachers, and their growing confidence and expertise in teaching the ELLs. Most importantly, we measure success by the progress we see in our students, as they work toward their short and long-term goals.

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.

Information about parents' preferred languages is collected on the Home Language Survey (HLIS), and entered into ATS. The HLIS is completed with the assistance of a licensed ESL teacher and includes a brief interview about home language. An annual survey conducted by the Parent Association also assesses parents' language needs and any perceived language barriers to the school. Survey results are analyzed by the School Leadership Team, which takes responsibility for ensuring that parents' language needs are met.

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.

A significant number of parents prefer to communicate in Spanish. Of the 625 parents for whom preferred language information is recorded, 137 (22%) prefer Spanish. Small numbers of parents prefer to communicate in an African language: 7 parents prefer Mandingo (7 parents), and Twi (6 parents) or Fulani (4 parents). One parent selected Bengali, and one French. Parents' preferred language data is reported to the school community at the beginning of the year, by disseminating ATS reports to teachers and other staff.

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 written communications with parents will be provided in English and Spanish. All materials and records related to a student's registration, academic performance, conduct, health or safety, which are generated centrally or by the region, will be provided in the relevant languages. Letters and notices from the school will be translated into Spanish or French by in-house staff or parent volunteers. When possible, written communications to parents will be translated into Spanish or French by the Translation and Interpretation Unit of the DOE. When we cannot provide a written translation of a document, we will provide information about how to get translation services.

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.

Spanish oral interpretation will be provided at registration, and for all other administrative functions conducted at the school. Spanish translation will also be provided at meetings between parents and administrators, parent-teacher conferences, and parent workshops. Spanish translation will be provided by in-house staff or parent volunteers. When possible, translation into other languages will be provided by bilingual parents or other family members, or by telephone communication with the Translation and Interpretation Unit of the DOE.

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>.

To fulfill Section VII of Chancellor's Regulations A-663, we will inform parents of their right to have translation and interpretation services at the school, and give them information about how to get translation services. We will inform parents in a written communication (in English, Spanish and French), and also post the information in the Main Office. Staff and Parent Association Officers will be informed about parents' rights, and about available translation resources, so that parents are not prevented from communicating with the school's administration solely by language barriers.

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:	\$542,218	\$76,117	\$618,335
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,422	\$761	\$6,183
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$27,111	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$54,222	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100% ____

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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Janet-Ann Sanderson-Brown, Principal
Cynthia A. Carter, Assistant Principal

Title I Parent Involvement Policy

2010-2011

I. General Expectations

PS 146X 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 146X** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

Parents are involved in the development of the P.S. 146 Parent Involvement Policy through School Leadership Team meetings, discussions between the Principal and the Title I Committee of the Parent Association, Parent Association meetings, and an annual Title I meeting held by the Principal for all parents of Title I participating children.

2. **PS 146X** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- Provide timely information about their individual child's progress;
- Hold workshops to inform parents about each State assessment, including periodic Interim Assessments, and how teachers use these and other data to improve instruction;
- Inform parents about reviews and assessments of the school (State test scores, Quality Review, Progress Report, etc.) by sending the information home and displaying it in the school;
- Receive parent input on school programs, goals, and performance through School Leadership Team meetings, Parent Association meetings, an annual parent survey, and the Principal's open-door policy.

3. **PS 146X** 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:

- Inform parents of school events and activities in monthly calendars and reminder notices;
- Provide a weekly homework sheet for every child in the school;
- Promote frequent communication between parents and teachers to monitor each child's progress;
- Provide workshops on each State assessment (ELA, Math, Science, Social Studies; see #6a below);
- Provide workshops on reporting tools such as ARIS Parent Link, the Quality Review and Progress Report, and the CEP online;
- Provide workshops on literacy and math programs used in the school (*EveryDay Math*, *100 Book Challenge*, *Junior Great Books*) including computer lab programs (*SuccessMaker*, *Waterford*) and internet programs (*EDM Games Online*, *KidBiz*) that can be accessed at home;
- Provide and support all home-based components of our literacy and math programs, such as *EDMath's* home lesson plans and *100 Book Challenge's* parent contracts;
- Provide information about homework-help resources including Dial-a-Teacher, public libraries, and internet sites such as *StudyZone*;
- Provide workshops on socialization, behavior management and other ways to help children be successful in school;
- Provide workshops for Pre-K parents on school readiness and the transition to Kindergarten;
- Provide information about parent (and parent-teacher) workshops and meetings held outside of the school, including those offered by the DOE, UFT, and CBOs;
- Provide school notices to parents in English and Spanish, and oral translation into Spanish at school workshops and meetings, and also support translation into lower-incidence languages;
- Encourage parents to make use of the assistance and resources of the Parent Coordinator;
- Provide opportunities to train as Learning Leaders and volunteer in classrooms;
- Support the Parent Association with information about resources and programs for monthly PA meetings;
- Maintain a library of information and resources for parents in a Parent Room;
- Encourage parent involvement in academic special events (graduation, Multi-Cultural Day, Multiplication Showdown, Spelling Bee, literacy and arts performances) and non-academic events (mother-son and father-daughter dances, holiday celebrations, Family Day Carnival).

4. **PS 146X** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs by:
 - Maintaining information about programs like Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs in the school's Parent Room;
 - Providing information about programs and resources at Parent Association Meetings;
 - Offering the assistance of the Parent Coordinator with outreach to programs.

5. **PS 146X** 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 the quality of its Title I Part A program. 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 of 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.

The Parent Coordinator and Parent Association (PA) President will conduct an annual survey of parents to evaluate the content and effectiveness of this parental involvement policy and identify barriers to parent participation in the school. The survey will be distributed in English and Spanish. Oral translation into low-incidence languages will be provided by parent volunteers.

Surveys will be disseminated annually in March. Parent feedback will also be recorded on an ongoing basis at PA meetings and other parent forums, SLT meetings, and other meetings between parents and the Principal or other school staff.

Survey results and other parent feedback will be considered by the School Leadership Team and the PA Executive Committee, who will make recommendations about amendments to this parent involvement policy.

6. **PS 146X** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved 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:

 - The school offers workshops on each State assessment (ELA, Mathematics, Science and Social Studies) and City assessments like ECLAS2. Workshops are led by administrators, Staff Developers and/or teachers. At each workshop, the learning standards and performance indicators for the content area are discussed. Sample test materials and scoring rubrics are also

presented. Parents are offered materials and resources that can help their child reach content and achievement standards.

- The school offers workshops on instructional programs used in the school (*EveryDay Math, 100 Book Challenge, Junior Great Books, SuccessMaker, Waterford, KidBiz*). Workshops are led by Staff Developers and teachers. Presentations and discussions include the State's academic content and achievement standards, and how the program can help children reach them.
 - The school distributes written information about the State's academic content and achievement standards. Academic expectations for each grade level and content area are posted prominently in the school.
 - The school provides frequent progress reports on each child. In addition to Parent-Teacher conferences, there is a regularly scheduled monthly time-slot when parents can meet with teachers on each grade. The Principal maintains an open-door policy for parents, and teachers are available by appointment throughout the school year.
 - The school offers workshops on accessing ARIS Parent Link, and the DOE and NYSED websites. With these tools, parents can inform themselves about the State's academic and content standards, and monitor their child's and the school's progress.
- b. **PS 146X** 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:
- Providing a weekly homework sheet for every child in the school;
 - Providing workshops on the instructional programs used in the school;
 - Providing all home-based components of instructional programs (e.g., *EDM HomeLinks, 100 Book Challenge* reading logs and contracts);
 - Providing workshops on internet-based programs that can be used at home (*KidBiz, EDM Games Online*);
 - Providing information about other educational internet resources, such as the social studies site *StudyZone.com*, and including homework-help websites;
 - Providing opportunities to train as Learning Leaders and volunteer in classrooms;
 - Maintaining information and other resources in the school's Parent Room about programs available to parents outside the school, such as literacy training, English as a Second Language classes, computer training, etc.;
 - Providing the assistance of the Parent Coordinator to parents seeking materials and training to help them work with their children to improve academic achievement.
- c. **PS 146X** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals 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 how to implement and coordinate parent programs and build ties between parents and schools by:
- Providing professional development on social and emotional development and ways to support the whole child;
 - Providing support to teachers using the home-based components of instructional programs;
 - Providing opportunities for teachers to meet and work with parents, including establishing a regular monthly time-slot for parent-teacher meetings;
 - Informing teachers and other staff of workshops on parent outreach that are offered outside the school, by the DOE, UFT or CBOs.

- d. **PS 146X** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- Maintaining information about these programs and other CBOs in the school's Parent Room;
 - Providing information about programs and resources at Parent Association Meetings;
 - Offering the assistance of the Parent Coordinator with outreach to programs.
- e. **PS 146X** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- All information related to the school and parent-programs, meetings and other activities, is sent to parents in English and Spanish.
 - Translation of this information into lower-incidence languages is available from parent volunteers.
 - Parents may request assistance from the Parent Coordinator, Principal or other school staff to understand this information.
 - All information that is sent home is kept on file and is available in the school's Parent Room.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by signatures of the members of the School Leadership Team on this Comprehensive Educational Plan. This policy was adopted by P.S. 146 on 10/30/09 and will be in effect for the period of the 2009-2010 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 15, 2009.

Principal's Signature: _____ Date _____
 Janet-Ann Sanderson, Principal

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Title I Parent Involvement Policy
Política del distrito para la participación de los padres
2010-2011

I. EXPECTATIVAS GENERALES

El P.S. 146 acuerda implementar los siguientes requisitos estatutarios:

- El distrito escolar pondrá en práctica programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con programas del Título I, Parte A, conforme al Artículo 1118 de la ESEA. Estos programas, actividades y procedimientos serán planeados y llevados a cabo luego de una consulta significativa con los padres de los niños participantes.
- De acuerdo al Artículo 1118, el distrito escolar trabajará con sus escuelas a fin de asegurar que las políticas para la participación de los padres exigidas a nivel escolar cumplan con los requisitos del Artículo 1118(b) de la ESEA, y cada uno incluye, como componente, un pacto entre la escuela y los padres en conformidad con el Artículo 1118(d) de la ESEA.
- El distrito escolar incorporará esta política del distrito para la participación de los padres a su plan LEA desarrollado bajo el Artículo 1112 de la ESEA.
- Al llevar a la práctica los requerimientos del Título I, Parte A para la participación de los padres, el distrito escolar y sus escuelas brindarán amplias oportunidades para la participación de padres con dominio limitado de inglés, padres con discapacidades, y padres de niños inmigrantes, inclusive brindarán información y boletines de calificaciones como lo exige el Artículo 1111 de la ESEA: en un formato comprensible y uniforme, ofreciendo formatos alternativos, si se solicitan, y, en la medida de lo posible, en un idioma que comprendan los padres.
- Si el plan LEA para Título I, Parte A, desarrollado bajo el Artículo 1112 de la ESEA, no resulta satisfactorio a los padres de los niños participantes, el distrito escolar presentará los comentarios de los padres junto con el plan cuando lo presente al Departamento de Educación del Estado.
- El distrito escolar hará partícipes a los padres de los niños que asisten a las escuelas del Título I, Parte A de las decisiones acerca de cómo se utiliza el 1 por ciento de los fondos del Título I, Parte A reservado para la participación de los padres, y asegurará que no menos del 95 por ciento de ese uno por ciento reservado vaya directamente a las escuelas.
- El distrito escolar se regirá por la siguiente definición estatutaria de participación de los padres, y espera que sus escuelas del Título I lleven a cabo programas, actividades y procedimientos conforme a dicha definición:
 - La participación de los padres se refiere a la participación de los padres de manera regular, recíproca, y la comunicación significativa que involucre el aprendizaje académico del estudiante y otras actividades escolares, incluso asegurar:
 - que los padres tengan un papel integral para asistir en el aprendizaje de su hijo
 - que se incentive a los padres a participar activamente en la educación de su hijo

- en la escuela
- que los padres sean socios de tiempo completo en la educación de sus hijos y sean incluidos, si corresponde, en la toma de decisiones y en los comités de asesoramiento a fin de asistir en la educación de sus hijos la realización de otras actividades, tales como aquellas descritas en el Artículo 1118 de la ESEA
- [Para aquellos estados donde existe un Centro de recursos e información para padres] El distrito escolar informará a los padres y a las organizaciones de padres acerca del objetivo y la existencia del Centro de recursos e información para padres en cada estado.

II. DESCRIPCIÓN DE CÓMO IMPLEMENTARÁ EL DISTRITO LOS COMPONENTES DE LA POLÍTICA DEL DISTRITO PARA LA PARTICIPACIÓN DE LOS PADRES

1. El **PS 146X** tomará las siguientes medidas a fin de involucrar a los padres en el desarrollo conjunto de su plan del distrito para la participación de los padres bajo el Artículo 1112 de la ESEA:

Los padres participan en el desarrollo del PS 146 Participación del Padre Política por reuniones de el Grupo de Liderazgo de la Escuela, las discusiones entre la Directora y el Comité de el Título I de la Asociación de Padres, reuniones de la Asociación de Padres, y una reunion anual de el Título I llamada por la Directora para todos los padres de niños participando en el Título I.

2. El **PS 146X** tomará las siguientes medidas a fin de involucrar a los padres en el proceso de revisión y mejora de la escuela bajo el Artículo 1116 de la ESEA:

- Proporcionar información oportuna sobre el progreso de su niño individual;
- Tener seminarios para informar a padres acerca de cada evaluación del Estado, inclusive Evaluaciones Provisionales periódicas, y cómo maestros utilizan estos y otros datos para mejorar instrucción;
- Informar a padres acerca de revisiones y evaluaciones de la escuela (puntuaciones del Estado, Revisión de Calidad, el informe sobre el progreso, etc.) enviando la información a la casa y demostrandolo en la escuela;
- Pedir opinions de padres sobre programas de la escuela, objetivos, y el desempeño por reuniones de del Grupo de Liderazgo, reuniones de la Asociación de Padres, una inspección anual de padre, y la política de “puerta abierta” de la Directora.

3. El **PS 146X** brindará la coordinación, asistencia técnica y cualquier otro apoyos necesarios para colaborar con las escuelas del Título I, Parte A en el planeamiento y la implementación de actividades efectivas para la participación de los padres a fin de mejorar el logro académico del estudiante y el rendimiento escolar:

- Informar a padres de los acontecimientos de la escuela y actividades en notas mensuales de calendarios y recordatorio;
- Proporcionar una hoja semanal de tareas para cada niño en la escuela;
- Tener comunicación frecuente entre padres y maestros para vigilar el progreso de cada niño;
- Proporcionar seminarios en cada evaluación del Estado (ELA, las Matemáticas, la Ciencia, Estudios Sociales; vea #6a abajo);
- Proporcionar seminarios en cobertura instrumentos como Lazo de Padres de ARIS, la Revisión de Calidad e informe sobre el progreso, y el CEP en línea;
- Proporcionar seminarios en programas de capacidad de leer y escribir y matemáticas utilizados en la escuela (las Matemáticas Diarias, 100 Desafío de Libro, Junior Gran Libros) inclusive programas de

laboratorio de ordenador (SuccessMaker, Waterford) y programas de Internet (Juegos de EDM en línea, KidBiz) que se pueden acceder en la casa;

- Proporcionar y apoyar todos componentes basados en el hogar de nuestros programas de capacidad de leer y escribir y matemáticas, como planes de la clase de hogar de EDMath y contratos de los padres del 100 Desafío de Libro;
 - Proporcionar información sobre recursos de tarea inclusive Llamar un Maestro, las bibliotecas públicas, y sitios de Internet como StudyZone;
 - Proporcionar seminarios en la socialización, gestión de conducta y otras maneras de ayudar a niños tener éxito en la escuela;
 - Proporcionar seminarios para padres de estudiantes preescolar sobre preparar a su niño para la transición a Kindergarten;
 - Proporcionar información sobre seminarios y reuniones para padres (y de padres y maestros) fuera de la escuela, inclusive éstos ofrecidos por el DOE, por UFT, y por CBOs;
 - Proporcionar las notas de la escuela a padres en inglés y español, y traducción oral en español durante seminarios de escuela y reuniones, y también traducción de apoyo en idiomas de más bajo-incidencia;
 - Apoyar a padres que utilicen la ayuda y los recursos de la Coordinadora de Padres;
 - Proporcionar oportunidades de entrenar en Apredisaje de Líderes y voluntarios en los salones;
 - Apoyar la Asociación de Padres con información sobre recursos y programas para reuniones mensuales;
 - Mantener una biblioteca de información y recursos para padres en una Habitación de Padres;
 - Favorecer participación de padres en acontecimientos especiales académicos (graduación, Día Pluricultural, Contienda de Multiplicación, Competición de Deletreo, desempeños de capacidad de leer y escribir y artes) y otros acontecimientos (bailes de madre-hijo y padre-hija, celebraciones de días festivos, Día Familiar Carnaval).
4. El **PS 146X** coordinará e integrará estrategias para la participación de los padres en la Parte A con estrategias para la participación de los padres bajo estos otros programas: [Insertar los programas, tales como: Programa preescolar estatal *Head Start*, Programa La lectura primero, Programa La lectura primero para pre jardín de infantes, Programa familiar de alfabetización *Even Start*, Programa Padres como maestros, Programa de enseñanza en el hogar para niños de edad preescolar (HIPPPY, por sus siglas en inglés), y Programas para preescolar a cargo del estado], a través de:
- Manteniendo información sobre programas como Ventaja, Leyendo Primero, Leyendo Temprano Primero, Aún Comienzo, Cría como Maestros, Programa de Instrucción en Casa para Jóvenes Preescolares, y para programas preescolares operados por el estado en la Habitación del Padres de la escuela;
 - Proporcionando información sobre programas y recursos en las Reuniones de la Asociación de Padres;
 - Ofreciendo la ayuda de la Coordinadora de Padres con programas.
5. El **PS 146X** tomará las siguientes medidas para llevar a cabo, con la participación de los padres, una evaluación anual del contenido y la eficacia de esta política para la participación de los padres en la mejora de la calidad de sus escuelas del Título I, Parte A. La evaluación incluirá identificar los obstáculos que existan para una mayor participación de los padres en actividades para participación de los padres (prestando especial atención a los padres de bajos recursos económicos, discapacitados, con dominio limitado de inglés, con bajo nivel de alfabetización o pertenecientes a una minoría racial o étnica). El distrito escolar utilizará las conclusiones de la evaluación sobre su política y actividades para la participación de los padres para diseñar estrategias a fin de hacer más efectiva dicha participación, y para revisar, si es necesario (y en conjunto con los padres), sus políticas para tal

participación.

La Coordinadora de Padres y el Presidente de la Asociación de Padres realizará una inspección anual de padres para evaluar el contenido y la eficacia de esta política paternal de participación e identificar barreras para la participación de padres en la escuela. La inspección será distribuida en inglés y español. La traducción oral en idiomas de bajo-incidencia será proporcionada por voluntarios de padre.

Las inspecciones serán difundidas anualmente en marzo. La reacción de los padres también será registrada en una base progresiva en reuniones de la Asociación de Padres y otros foros de padres, reuniones de SLT, y otras reuniones entre padres y la Directora o otro personal de la escuela.

Los resultados de la inspección y otras reacciones de los padres serán considerados por el Grupo de Liderazgo de la Escuela y el Comité ejecutivo de la Asociación de Padres, que hará recomendaciones acerca de enmiendas a esta política de la participación de padres.

6. El **PS 146X** trabajará sobre la capacidad de las escuelas y los padres para una mayor participación, a fin de asegurar una participación efectiva y formar una sociedad entre la escuela involucrada, los padres y la comunidad a fin de mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades específicamente descritas a continuación:

a. El distrito escolar brindará asistencia, junto con sus escuelas del Título I, Parte A, a los padres de los niños que asisten a la escuela o distrito escolar, si corresponde, para comprender temas tales como los que se describen a continuación, mediante las acciones mencionadas en este párrafo--

- i. Los estándares del estado sobre el contenido académico
 - ii. Los estándares del estado sobre el rendimiento académico del estudiante
 - iii. Las evaluaciones estatales y locales, incluso evaluaciones alternativas, Los requisitos de Parte A, Cómo controlar el progreso de sus hijos, Cómo trabajar con los educadores
- La escuela ofrece seminarios en cada evaluación del Estado (ELA, las Matemáticas, la Ciencia y Estudios Sociales) y evaluaciones de Ciudad como ECLAS2. Los seminarios son dirigidos por administradores, Reveladores de Personal y/o maestros. En cada seminario, los estándares y indicadores de aprendizaje en cada área son discutidos. Ejemplos de la material y rúbricas también son presentadas. Los padres están ofrecidos materias y recursos que pueden ayudar a su niño alcanzar los estándares de logro.
 - La escuela ofrece seminarios en programas instruccionales utilizados en la escuela (las Matemáticas Diarias, 100 Desafío de Libro, Junior Gran Libros, SuccessMaker, Waterford, KidBiz). Los seminarios son dirigidos por Reveladores de Personal y maestros. Las presentaciones y las discusiones incluyen el Estado académicos y estándares de logro, y cómo el programa puede ayudar a niños alcanzarlos.
 - La escuela distribuye información escrita sobre el Estado académicos y estándares de logro. Las esperanzas académicas para cada nivel de grado son anunciadas en un papel prominente en la escuela.
 - La escuela proporciona informes frecuentes sobre el progreso de cada niño. Además de las conferencias de padres y maestros, hay un tiempo mensual cuando padres pueden encontrarse con maestros en cada grado. La Directora mantiene una política de “puerta abierta” para padres, y los maestros están disponibles por cita a través del año escolar.
 - La escuela ofrece seminarios sobre cómo conseguir acceso a Lazo de Padres de ARIS, y al DOE y NYSED en el internet. Con estos instrumentos, los padres pueden informarse a sí mismo acerca de los estándares académicos del Estado, y vigilar su niño y el progreso de la escuela.

b. El distrito escolar brindará, con la asistencia de sus escuelas, los materiales y la capacitación para

ayudar a los padres a trabajar con sus hijos a fin de mejorar su rendimiento académico. Entre las actividades ofrecidas se encuentran capacitar para la alfabetización y utilizar tecnología, si corresponde, para fomentar la participación de los padres, a través de:

- Proporcionando una hoja semanal de tarrea/deberes de casa para cada niño en la escuela;
 - Proporcionando seminarios en los programas instruccionales utilizados en la escuela;
 - Proporcionando todos componentes para el hogar basados en programas instruccionales (por ejemplo, EDM HomeLinks, 100 Desafío de Libro, contratos de leer);
 - Proporcionando seminarios en programas Internet-basados que pueden ser utilizados en casa (KidBiz, Juegos de EDM en línea);
 - Proporcionando información sobre otros recursos educativos de Internet, como los estudios sociales sitúan StudyZone.com, e inclusive sitios web de ayuda con tarrea/deberes de casa;
 - Proporcionando oportunidades de entrenar como Líderes de Aprendizaje y voluntarios en el salón;
 - Manteniendo a que información y otros recursos en la Habitación de Padres de la escuela acerca de programa disponible a padres fuera de la escuela, como la instrucción de capacidad de leer y escribir, inglés como una clases de segunda lengua, la instrucción de ordenador, etc.;
 - Proporcionando la ayuda de la Coordinadora de Padres para los padres que buscan materias y entrenan para ayudarlos a trabajar con sus niños para mejorar el logro académico.
- c. El distrito escolar, con el apoyo de sus escuelas y padres, educará a sus maestros, al servicio de asistencia a los estudiantes, a directores y a otros miembros del personal para que se acerquen a los padres y se comuniquen y trabajen con ellos como socios igualitarios, en el valor y la utilidad de las contribuciones de los padres, y en cómo implementar y coordinar los programas para padres y construir lazos entre los padres y la escuela, a través de:
- Proporcionando el desarrollo profesional en el desarrollo y maneras sociales y emocionales para apoyar al niño entero;
 - Proporcionando apoyo a maestros que utilizan los componentes hogar-basados de programas instruccionales;
 - Proporcionando oportunidades para maestros para encontrar y trabajar con padres, inclusive establecer un tiempo mensual para reuniones de padres y maestros;
 - Informando a maestros y otro personal de seminarios en alcance de los padres que son ofrecidos fuera de la escuela, por el DOE, UFT o CBOs.
- d. Hasta donde sea posible y apropiado, el distrito escolar coordinará e integrará los programas y actividades para la participación de los padres con el Programa preescolar estatal *Head Start*, el Programa La lectura primero, el Programa La lectura primero para pre jardín de infantes, el Programa familiar de alfabetización *Even Start*, el Programa HIPPI, el Programa Padres como maestros, los programas para el preescolar público, y otros programas. También llevará a cabo otras actividades, tal como el centro de recursos para padres, que incentiva y apoya a los padres a participar enteramente en la educación de sus hijos, a través de:
- Manteniendo información sobre estos programas y otro CBOs en la Habitación de Padres de la escuela;
 - Proporcionando información sobre programas y recursos en lasreuniones de la Asociación de Padres;
 - Ofreciendo la ayuda de la Coordinadora de Padres con programas.
- e. El distrito escolar tomará las siguientes medidas a fin de asegurar de que la información relacionada con programas para los padres y la escuela, reuniones y otras actividades, se envía a los padres de los niños participantes en un formato comprensible y uniforme, ofreciendo formatos alternativos y, dentro de lo posible, en un idioma que los padres comprendan:

- Toda información relacionado a la escuela y programas, las reuniones y otras actividades, son enviados a padres en inglés y español;
- Traducción de esta información en idiomas de más bajo-incidencia está disponible de voluntarios de padres;
- Padres pueden solicitar ayuda de la Coordinadora de Padres, la Directora y otro personal de la escuela para comprender esta información;
- Toda información que es enviada es mantenida en la escuela en el archivo y está disponible en la Habitación de Padres de la escuela.

III. ADOPCIÓN

Esta Política del distrito para la participación de los padres ha sido desarrollada en conjunto y en acuerdo con los padres de los niños que participan en los programas del Título I, Parte A, como lo demuestra signatures of the members of the School Leadership Team on this Comprehensive Educational Plan. Esta política fue adoptada por PS 146X el 30/10/2009 y estará en vigencia durante el período de school year 2009-2010. El distrito escolar distribuirá esta política a todos los padres de los niños participantes en el Título 1, Parte A hasta el 15 Noviembre, 2009.

Firma de Principal's: _____ Fecha _____
 Janet-Ann Sanderson, Principal

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“Aiming For Excellence”

Janet-Ann Sanderson-Brown, Principal
Cynthia A. Carter, Assistant Principal

School-Parent Compact

PS 146X, 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 2009-2010.

School Responsibilities

PS 146X will:

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards, as follows:
 - data-driven, differentiated instruction;
 - rigorous curriculum coordinated across grade levels;
 - strong technological components in instruction;
 - academic interventions for identified students; and
 - recruitment and retention of high-quality teachers and ongoing professional development.

- ⇒ 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:
 - Tuesday, November 9, 2010, 12:30 pm- 3:20 pm and 5:30 pm- 8:00 pm
 - Tuesday, March 16, 2011, 12:30 pm-3:20 pm and 5:30 pm-8:00 pm.

- ⇒ provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Individual student assessment reports from NYSED are sent home annually in September.
 - Assessment portfolios are maintained for each child and made available to students, parents and educators in each child’s classroom;
 - Parents receive progress reports during Open School in September, and at Parent-Teacher conferences in November and March.
 - Parents are invited to receive a progress report once each month, at a regularly-scheduled time (the grade’s common planning period).

- Parents may receive progress reports by appointment with teachers before, after, or during the school day.
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
- The Principal has an open-door policy for parents.
 - Staff are available on Open School Night in September, and at Parent-Teacher conferences in November and March.
 - Parents are invited to meet the teacher once each month, at a regularly-scheduled time (the grade's common planning period).
 - Staff are available by appointment before, after or during school.
- ⇒ provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:
- Parents may, at any time, ask the Principal for permission to observe, volunteer and participate in their child's classroom.
 - The school provides opportunities to train as Learning Leaders and volunteer in classrooms.
 - Parents are invited to observe and participate in several annual academic events, including the Multi-Cultural Festival, Science Fair, Grade 5 Poetry Slam, Multiplication Showdown, Spelling Bee, literacy events such as "Read for the Record", and Arts performances and exhibitions.
 - Parents are routinely recruited to volunteer for class field trips.
- ⇒ involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- ⇒ involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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.
- ⇒ 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 (i.e. as per NCLB.)

Parent Responsibilities

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

- ⇒ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that homework is completed;
 - monitoring the amount of television my children watch;
- ⇒ completing forms that are important for my child's well-being, such as Blue Emergency Cards, Meal Forms, and health forms;
- ⇒ attending meetings that relate to my child's specific academic needs, such as IEP conferences and type 3 conferences;
- ⇒ volunteering in my child's classroom;
- ⇒ participating, as appropriate, in decisions relating to my children's education;
- ⇒ promoting positive use of my child's extracurricular time.
- ⇒ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- ⇒ reading together with my child every day;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

Student Responsibilities

I, as a student, will:

- Push myself, and always do the best I can.
- Be a leader, not a follower.
- Make my parents and my school proud of me.

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name(s)		
Student – Print Name		

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PACTO ENTRE LA ESCUELA Y LOS PADRES

La P.S. 146X , y los padres de los alumnos que participan en las actividades, servicios y programas financiados por el Título I, Parte A de la ESEA (niños participantes), aceptan que este pacto describa la manera en que los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes, y los medios por los cuales la escuela y los padres construirán y desarrollarán una sociedad para ayudar a los estudiantes a alcanzar los altos estándares del estado. Este Pacto entre la escuela y los padres está en vigencia durante el año lectivo 2009-2010.

Responsabilidades de la escuela

La P.S. 146X:

- ï Brindará un plan de estudios y una enseñanza de calidad dentro de un ambiente educativo solidario y efectivo que permita a los niños participantes los estándares del estado sobre el rendimiento académico del estudiante de la siguiente manera:
 - instrucción diferenciada basada en datos-conducidos;
 - plan riguroso coordinó a través de niveles de grado;
 - componentes tecnológicos fuertes en la instrucción;
 - intervenciones académicas para estudiantes identificados; y
 - contratación y retención de maestros de gran calidad y desarrollo profesional progresivo.

- ï Realizará reuniones de padres y maestros (al menos una vez al año en las escuelas primarias) durante las cuales se discutirá este pacto en lo que refiere al rendimiento de cada estudiante. Específicamente, dichas reuniones se programarán:
 - el martes, el 9 de noviembre del 2010, de las 12:30 de la tarde hasta las 3:20 de la tarde y de 5:30 de la tarde hasta las 8:00 de la noche
 - el martes, el 16 de marzo del 2011 de las 12:30 de la tarde hast alas 3:20 de la tarde y a las 5:30 de la tarde hast alas 8:00 de la noche.

- ï Entregará a los padres informes frecuentes sobre el progreso de sus hijos. Específicamente, la escuela entregará informes de la siguiente manera:
 - Informes individuales de evaluación de cada estudiante de NYSED son enviados a la casa anualmente en septiembre.
 - Cartas de evaluación son mantenidas para cada niño y hechos disponible a estudiantes, los padres y los educadores en el salon de cada niño;

- Padres reciben informes sobre el progreso en la Noche Abierta de la Escuela en septiembre, y en conferencias de padres y maestros en noviembre y marzo.
 - Padres son invitados a recibir un informe sobre el progreso una vez cada mes, en un tiempo regularmente-planificado (el período común de planificación del grado).
 - Padres pueden recibir informes sobre el progreso por cita con maestros antes, después, o durante el día lectivo.
- ï Ofrecerá a los padres un acceso razonable al personal. Específicamente, el personal estará disponible para brindar asesoría a los padres de la siguiente manera:
- La Directora tiene una política de puerta abierta para padres.
 - El Personal está disponible en la Noche Abierta de la Escuela en septiembre, y en conferencias de padres y maestros en noviembre y marzo.
 - Padres son invitados a encontrarse con el maestro una vez cada mes, en un tiempo regularmente-planificado (el período común de planificación de grado).
 - El Personal está disponible por cita antes, después de o durante la escuela.
- ï Brindar a los padres oportunidades para ofrecerse como voluntario y participar en la clase de su hijo, y observar las actividades que se desarrollan allí, de la siguiente manera:
- Los padres pueden, en tiempo, preguntarle a la Directora para el permiso para observar, ofrecerse y tomar parte en el salón de su niño.
 - La escuela proporciona oportunidades de entrenar como Aprendiendo que Líderes y voluntario en el salón.
 - Padres son invitados a observar y tomar parte en varios acontecimientos académicos anuales, inclusive el Festival Pluricultural, la Feria de La Ciencia, el Grado 5 Leyenda de Poesía, Contienda de Multiplicación, Deletreando Abeja, acontecimientos de capacidad de leer y escribir como "Leyó para el Registro", y desempeños de Artes y exposiciones.
 - Padres son alistados rutinariamente para voluntarios en viajes de estudio de clase.
- ï Involucrar a los padres en la planificación, revisión y mejora de la política para la participación de los padres en la escuela, de manera organizada, continua y oportuna.
- ï Involucrar a los padres en el desarrollo conjunto de cualquier plan del programa escolar integral, de manera organizada, continua y oportuna.
- ï Realizar reuniones anuales para informar a los padres acerca de la participación de la escuela en los programas del Título I, Parte A, y explicar los requisitos del Título I, Parte A y el derecho de los padres a participar en los programas del Título I, Parte A. La escuela organizará la reunión a una hora conveniente para los padres y ofrecerá una cantidad flexible de reuniones adicionales para la participación de los padres, las que podrán ser por la mañana o noche, para que pueda asistir la mayor cantidad de padres posible. La escuela invitará a esta reunión a todos los padres de los estudiantes que participan en los programas del Título I, Parte A (estudiantes participantes), y los incentivará a asistir.
- ï Brindar información a los padres de los estudiantes participantes en un formato comprensible y uniforme, ofreciendo formatos alternativos y, dentro de lo posible, en un idioma que los padres comprendan

- ï Brindar a los padres de los niños participantes información oportuna acerca de los programas del Título I, Parte A que incluya una descripción y una explicación del plan de estudios escolar, los métodos de evaluación académica utilizados para medir el progreso de los niños y los niveles de dominio que los estudiantes deben alcanzar.
- ï A solicitud de los padres, brindar oportunidades de reuniones regulares para que los padres puedan formular sugerencias y participar, según corresponda, en la toma de decisiones acerca de la educación de sus hijos. La escuela responderá todas las sugerencias tan pronto como sea posible.
- ï Brindar a cada padre un informe individual del estudiante acerca del rendimiento de su hijo en la evaluación estatal al menos en matemática, artes del idioma y lectura.
- ï Enviar a todos los padres la notificación oportuna de cuándo su hijo ha sido asignado o ha tenido por cuatro (4) semanas consecutivas o más a un maestro que no se encuentra altamente capacitado de acuerdo a los términos del Artículo 200.56 de la Normas finales del Título I (Federal 67, Norma 71710, 2 de diciembre de 2002).

Responsabilidades de los padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos al:

- ⇒ Apoyar a mi niño a aprender haciendo la educación una prioridad en nuestro hogar en la manera siguiente:
 - asegurando que mi niño sea puntual y preparado diario para la escuela;
 - vigilando a asistencia;
 - planificando tiempo diario de deberes;
 - proporcionando un ambiente conducente para el estudio;
 - asegurándose de que los deberes son completados;
 - vigilando la cantidad de televisión que mis niños miran
- ⇒ completar formas que son importantes para el bienestar de mi niño, como Tarjetas Azules de Emergencia, Formas de Comida, y formas de salud;
- ⇒ asistiendo reuniones que relacionan a mis necesidades del niño, como conferencias de IEP académicas específicas y conferencias de tipo 3;
- ⇒ ofrecer a ser voluntario en el salon de mi niño;
- ⇒ participar, como apropiado, en las decisiones que se relacionan a la educación de mis niños;
- ⇒ promover el uso positivo de el tiempo fuera de la escuela de estudios de mi niño.
- ⇒ permanecer informado acerca de la educación de mi niño y comunicando con la escuela al leer inmediatamente todas notas de la escuela o el distrito de la escuela que recibido por mi niño o por correo y respondiendo como apropiado;
- ⇒ servir, hasta el punto posible, en la política los grupos consultores, como es el Título I, la Parte A representante de padres en el Equipo de Mejora de la Escuela de la escuela, el Título I Comité consultivo de Política, el Distrito la Política ancha el Concilio Consultor, el Comité del Estado de Facultativos, el Equipo de Apoyo de Escuela u otra escuela consultores o grupos de política.
- ⇒ leer junto con mi niño cada día;
- ⇒ comunicar caracteres positivos de valores y carácter, como respeta, el trabajo dedicado y la responsabilidad;
- ⇒ el respeto de las diferencias culturales de otros;
- ⇒ ayudar a mi niño a aceptar consecuencias de la conducta negativa;
- ⇒ estar consciente de y seguir las reglas y las regulaciones de la escuela y el distrito;
- ⇒ expresar elogio alto de esperanza y oferta y ánimo para el logro.

Responsabilidades de los estudiantes

Yo, como estudiante, hare lo siguiente:

- Hacer esfuerzo, y siempre hacer lo mejor que pueda.
- Ser un líder, no un seguidor.
- Hacer a mis padres y mi escuela orgullosos de mí.

Nombre	Signatura	Fecha
Escuela – Imprima el Nombre		
Padre(s) – Imprima Nombre(s)		
Estudiante – Imprima Nombre		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See Section IV of this CEP for a summary of the comprehensive Needs Assessment.

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

See Section IV (Needs Assessment) and Appendix 1 (Academic Intervention Services Summary Form) for a description of academic programs and services..

3. Instruction by highly qualified staff.

100% of our teaching staff is certified.

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.

See Section IV (Needs Assessment), Section V (Annual School Goals), Section VI (Action Plans) and the Language Allocation Policy attached to Appendix 2 for descriptions of professional development activities.

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

We attend hiring halls and job fairs. We post advertisements at local and out-of-state colleges and universities.

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

- Workshops to inform parents about content-area assessments in ELA, Math, Science, Social Studies.
- Workshops to inform parents about Title I and NCLB requirements.
- Training parents to use on-line resources at home, including ARIS Parent Link, Acuity and KidBiz3000.
- Training parents as “reading coaches” in the 100 Book Challenge reading program.
- Training parents in EveryDay Math and EDM games on line.
- Training parents as Learning Leaders and encouraging parent participation in classroom activities and field trips.
- Involving parents in academic events and celebrations such as the 3rd Grade Multicultural Festival, 5th grade Poetry Slam, Multiplication Showdowns and Spelling Bees.
- Involving parents in programs like the NY Junior Tennis League’s After School Program, and Girl Scouts.
- Involving parents in social events (Father-Daughter and Mother-Son Dances, Family Day Carnival, holiday celebrations) and fundraising (Scholastic Book Fair, Penny Harvest, P.S.146 weekly Lunch Sales).

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.

- Workshops for parents whose children are in transition to Kindergarten, led by an early childhood social worker, parent coordinator, and the Pre-K family assistant. The workshops cover a range of issues, including schedules, curriculum, assessments and expectations for Kindergarten students and parents.
- Open house for Pre-K students to visit with Kindergarten teachers and students.

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

Teachers are included in decisions regarding instruction and assessment through surveys, questionnaires, and discussions with the Principal and Assistant Principal, Literacy Coach and Math Staff Developer, UFT Chapter Leader, and other school leaders. Teachers set annual goals and review progress. Teachers give input about the usefulness of instructional programs and assessments. Teachers are surveyed about professional development needs. Teachers participate in professional development during weekly Common Planning periods, monthly at Faculty Meetings and Grade Meetings, and every Tuesday Afternoon during Extended Day (this new PD session was added by the teachers completing an SBO). Teachers serve on numerous committees and teams, including the School Leadership Team, RTI Team, BRT Team, Safety Committee, Consultation Committee, Language Allocation Policy Team, and Inquiry Teams. In 2010-11, all teachers will be members of Teacher Teams for Inquiry studies that use academic assessments to improve the achievement of students and the overall instructional plan.

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.

See Section IV Needs Assessment and Appendix 1 for a description of core and supplemental academic programs and Academic Intervention Services.

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.

The Parent Coordinator and Parent Association officers are available in the school to assist parents. The Parent Coordinator's office is an important source of information about many different kinds of resources, including housing, adult education (including English as a Second Language), job training and employment opportunities, and health and nutrition information and assistance. The Parent Coordinator conducts workshops and informational meetings on a variety of topics throughout the year. The Parent Coordinator also maintains a library of informational materials in English and Spanish for parents' use.

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” ⁹³ 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 ⁹⁴ of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$455,463	✓	pp.7-20
Title I, Part A (ARRA)	Federal	✓			\$75,356	✓	pp.7-20
Title II, Part A	Federal	✓			\$23,633	✓	pp.7-20
Title III, Part A	Federal	✓			\$15,000	✓	pp.7-20, Appendix 2
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			\$2,289,512	✓	pp.7-20

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.

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.

Appendix 5 does not apply to P.S. 146.

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

All SURR schools must complete this appendix.

Appendix 6 does not apply to P.S. 146.

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.)

We have 16 students in temporary housing. (October 2010)

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

The STH population is provided with services as needed. School staff, including Administrators, the Parent Coordinator and the Guidance Counselor provide assistance upon request with food, clothing or school supplies. School staff provide information about After School programs and transportation services. Assistance is also given in areas of health and nutrition, adult education. Students in Temporary Housing are fully integrated into the student population, and receive the same curriculum and instruction as other students, including any supplemental academic intervention services.

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. 146 Edward Collins					
District:	8	DBN:	08X146	School		320800010146

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	36	36		90.4	91.0	90.1
Kindergarten	59	74	72				
Grade 1	96	75	69	Student Stability - % of Enrollment:			
Grade 2	79	99	73	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	60	74	82		86.9	85.2	90.9
Grade 4	65	60	61				
Grade 5	68	72	61	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		89.0	97.4	95.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		16	84	73
Grade 12	0	0	0				
Ungraded	0	3	3	Recent Immigrants - Total Number:			
Total	462	493	457	(As of October 31)	2007-08	2008-09	2009-10
					2	7	11

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	32	44	39	Principal Suspensions	2	9	13
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	5	0	6
Number all others	23	30	20				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	40	36	37
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	9	5
# receiving ESL services only	74	72	TBD				
# ELLs with IEPs	0	9	TBD				

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

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	4	4	8

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	97.2	100.0
				% more than 2 years teaching in this school	57.5	66.7	91.9
				% more than 5 years teaching anywhere	60.0	61.1	78.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	78.0	81.1
American Indian or Alaska Native	0.4	0.2	0.9	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	44.6	43.0	42.2				
Hispanic or Latino	53.7	55.6	55.4				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.2				
White	0.9	0.6	0.4				
Male	49.6	48.7	47.9				
Female	50.4	51.3	52.1				

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

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
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	-	-	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	27.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	4.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	16.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

**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 CEI-PEA CFN 534	District 8	School Number 146	School Name Edward J. Collins
Principal Janet-Ann Sanderson		Assistant Principal	
Coach Lisanne Schatz (Literacy)		Coach Ellen Nelson (Math)	
Teacher/Subject Area Laura Benua/ESL		Guidance Counselor	
Teacher/Subject Area Annie Arroyo/ESL		Parent	
Teacher/Subject Area Edwin Bueno/2nd grade		Parent Coordinator Yvette Johnson	
Related Service Provider Geraldine Hilson/SETTS & IEP		Other	
Network Leader Ben Waxman		Other	

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

C. School Demographics

Total Number of Students in School	456	Total Number of ELLs	53	ELLs as Share of Total Student Population (%)	11.62%
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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.

1. Potential ELLs are identified at registration. Every new registrant is met by one of the school's two licensed ESL teachers, who assist with the completion of the Home Language Survey (HLIS) and conduct an initial assessment of the entering student. This system ensures that potential ELLs are identified quickly and accurately.

If the registering student is new to the NYC school system, the parent completes a HLIS, with the assistance of a licensed ESL teacher. The form is available in English, Spanish and French (to match our community's needs), and translations into other languages are downloaded from DOE website as needed. The ESL teacher assists the parent with the HLIS, and conducts a brief interview about the student's home language and previous schooling. Translation into Spanish or French is provided by the ESL teacher or other bilingual school staff. Translation into lower-incidence languages may be provided by parent volunteers, or if necessary, school staff can contact the DOE Translation and Interpretation Unit for assistance.

If the registering student is not new to the NYC school system, information about home language, previous assessments and service entitlement status is retrieved from previous school records and/or the ATS system.

All entering students, including potential ELLs, are given an initial assessment to help guide class placement. The assessment is administered by an ESL teacher as part of the registration process. Tasks address all four language modalities: students are asked to describe a complex picture and answer questions about it, read aloud from leveled texts and answer comprehension questions, and provide a small, age-appropriate writing sample.

If the HLIS indicates that the student's home language is other than English, the LAB-R is administered within 10 days of registration. These tests are hand-scored to determine eligibility for services, and submitted to the DOE on regularly scheduled dates. Students who qualify for language services by their home language and LAB-R score, are (subject to parental choice - see below) provided with ESL services, as described elsewhere in this document.

ELLs are assessed annually with NYSESLAT in accordance with NYSED and NYC DOE guidelines. NYSESLAT is administered to students singly (for the Speaking tasks) or in small groups of 18 or fewer, by the ESL teachers, in the ESL classroom. The ESL classroom is in testing condition, with charts and other materials covered and desks separated in rows. A "Testing Do Not Disturb" sign is posted on the door. All school staff are informed of the testing schedule by memo, and announcements are made requesting quiet around the ESL classroom during testing. All ELLs who fall within a NYSESLAT grade band may be grouped together for testing, including newcomer, SIFE and long-term ELLs and ELLs who are SWD. Testing is scheduled as early in the day as possible, and without disrupting students' regularly scheduled lunchtimes or dismissals. Testing materials are kept secure, and testing is conducted with strict adherence to the guidelines set out in NYSESLAT materials and memoranda.

2. Parents of ELLs who are newly identified by LAB-R are invited to the school to learn about their options for language services. Parent Orientation meetings are held in September and October, as soon as LAB-R testing is completed. The Orientation Meetings, which are conducted by the ESL teachers and the Parent Coordinator, are scheduled at various times of day to accommodate parents' needs. Meetings take place in the ESL classroom, allowing parents to see some of the resources available to their children at our school. Parents are invited to the meetings by flyers and telephone calls. Information is posted at the entrance to the school and in the Main Office, and the meetings are advertised in the school's monthly calendar. The Orientation Meetings are aimed primarily at parents of newly-entitled ELLs, but are open to all parents of ELLs at our school, including those continuing in ESL from our school or another NYC school.

At the Orientation Meetings, parents are informed about the ELL identification process and about their choices of language programs. Parents view the DOE video, in their choice of language, which describes the ESL, TBE and Dual Language programs. They are also offered a DOE brochure about the programs, again in their choice of language. Parents are given ample opportunity to ask questions about the options. School staff provide information in English, Spanish or French. Translation into lower-incidence languages may be provided by parent volunteers.

If a parent is unable to attend any of the Orientation Meetings, they are invited to meet the ESL teacher individually and provided with the same information about their choices in language programs. Similarly, parents of ELLs who enter our school later in the school year are met individually to discuss their child's service options. Because we have small numbers of newly-entitled ELLs, typically fewer than 15 per year, we have little difficulty accommodating each parent to make sure they understand their options and complete a Parent Survey and Program Selection form.

3. Entitlement letters and Parent Survey and Program Selection forms are generated and distributed by the ESL teachers. Parents of newly-entitled ELLs are asked to complete a Parent Survey and Program Selection form after they have attended a Parent Orientation meeting. Parents who are unable to attend any of our Orientation Meetings are invited to the school by appointment to review their program choices and make a selection.

Parents of ELLs with continuing entitlement are asked to sign and return the DOE's continuing entitlement letter to indicate their desire to have their child continue in the ESL program. Parents of continuing ELLs are also invited to Parent Orientation meetings, and letters may be collected there. If a parent does not return a continuing entitlement letter sent home with their child, the ESL teachers telephone the parent to ensure that they are aware that their child continues to be in ESL. The school's Family Assistant may also be sent to the student's home to obtain the parent's acknowledgment of continuing ESL services.

4. ELLs are placed in an ESL program based on parent choice. After attending a Parent Orientation Meeting and receiving information about their options, parents complete a Parent Survey and Program Selection form. Nearly all parents opt for ESL (see 5 below). The few parents who express interest in TBE or Dual Language are provided with information about those programs in nearby schools, and assisted with setting up visits to those schools. Information and assistance with language program choice are provided by school staff in the parent's preferred language.

5. Parents of ELLs overwhelmingly choose ESL. So far in 2010-11, we have 6 newly-entitled ELLs, and all parents have chosen ESL. In 2009-10, we had 13 newly-entitled ELLs, and all parents chose ESL. In fact, we have to go back to 2005-06 when, out of 17 parents, two chose TBE and one chose Dual Language as their preferred program. Most parents say that they want their child to learn English in school, and that they will teach the home language at home.

6. The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	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>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	44
		Special Education	5

SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	0
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Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education.

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	44	0	3	9	0	2	0	0	0	53
Total	44	0	3	9	0	2	0	0	0	53

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish	0																		0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	8	8	8	7	7								43
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2	3	1	2								10
TOTAL	6	9	10	11	8	9	0	0	0	0	0	0	0	53

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. ESL instruction is delivered in a combination of push-in and pull-out sessions. The ESL teacher pushes in to a classroom to support ELLs in their regular classroom curriculum. ELLs are also pulled out to the ESL classroom for supplemental instruction that addresses their particular needs. Grouping is heterogeneous, mixing ELLs at all proficiency levels. ESL groups may combine adjacent grades, with K-1, 2-3 or 4-5 students grouped together. ESL groups also mix together special education and general education ELLs.

2. P.S. 146 has two fully-certified, full-time ESL teachers serving 53 ELLs. This high level of staffing ensures that ELLs receive more than the mandated minutes of ESL instruction. Students at an Advanced proficiency level on NYSESLAT receive four 50-minute periods (200 min.) per week of ESL instruction, while students at Beginner or Intermediate levels receive eight 50-minute periods (400 min.) of ESL per week. ESL instruction is delivered in a combination of push-in and pull-out sessions. For example, an ESL teacher may push in and support all of the ELLs in a class four times a week, and pull-out just the Beginner and Intermediate students (perhaps mixing those students with ELLs on an adjacent grade) for an additional four sessions in the ESL classroom.

This mix of push-in and pull-out ESL is beneficial. The push-in component focuses ESL support on the content that students need to master at their grade level. Push-in also promotes close collaboration between ESL and classroom teachers, and ensures that classroom teachers are attuned to ELLs' needs and ESL teaching methods. Pull-out sessions allow ESL instruction to address the specific needs of ELLs, and to use the supplemental materials and resources in the ESL classroom. Pull-outs also allow the use of some ESL teaching methods that might not be appropriate for English proficient students, such as read alouds, vocabulary study activities or songs and chants. Also, pull-out sessions make it possible to meet the mandated instructional minutes for all ELLs, because students from different classes or grades can be grouped together for pull-out instruction.

ESL instruction may be scheduled during periods devoted to any content area, including ELA, Writing, Math, Social Studies or Science. The goal of ESL instruction is to support ELLs in mastery of both English and the content knowledge required for academic success. Thus, ESL support is provided in all content areas, not just ELA.

All students at P.S. 146 are programmed for ELA instruction for a minimum of 12-15 periods (of 50 minutes each) per week. Because Advanced ELLs receive 4 periods of ESL instruction (and not all of those are during ELA periods), it is clear that Advanced ELLs are receiving well more than the mandated 180 minutes/week of ELA instruction in addition to ESL, per CR Part 154.

3. ESL instruction supports students in both English proficiency and content-area knowledge. ESL instruction is delivered in English, with native language supports appropriate to the student's age, native language literacy, and English proficiency level (see 11 below for a description of native-language supports).

ESL instruction makes content comprehensible by employing a variety of research-based teaching methods. ESL instruction makes extensive

use of modeling, think-alouds and demonstrations. It provides scaffolding and bridging activities, such as KWL charts, word banks, Think-Pair-Share, brainstorming, graphic organizers and storymaps. It taps into peer support and interactive language development with partner and group work, and breaks down content into chunks with jigsaw activities. Technology, including interactive software, SmartBoards and listening centers, support language acquisition and content comprehension. Read alouds and shared reading promote oral language and ensure a common knowledge base. Content is presented in a variety of modalities, using visual aids, realia and manipulatives, and retention is reinforced with songs and chants, games, role-play and experiential and hands-on learning activities. Extended projects and an inquiry-based approach promote academic rigor and deep learning, and also ensure that students at all proficiency levels have a point of entry into content knowledge. ESL instruction addresses ELL-specific language needs, such as phonemic awareness, vocabulary development, grammar acquisition and first language support (e.g., using cognates) or interference (e.g., in word order). At the same time, ESL instruction supports ELLs in learning the content that is expected of all students at their grade level.

ESL instruction is guided by data, which is drawn from ELL-specific assessments (LAB-R, NYSESLAT and ELL periodic assessments) and from data collected for all students, including all formative and summative assessments and data derived from several literacy and math programs used in our school, including ReadWell and Waterford (K-2), SuccessMaker and KidBiz3000 (3-5), 100 Book Challenge (K-5), EveryDayMath (K-2) and Envision Math (3-5). Classroom, ESL and AIS teachers review data on an ongoing basis to monitor student progress, and adjust instruction to develop strengths and address weaknesses. ELLs have been monitored as part of Inquiry Team work, and all teachers receive ongoing professional development in analyzing and applying student data to improve classroom instruction.

For example, the data show (see Part V. Assessment Analysis) that many of our ELLs have strong oral English and relatively poor written English. Therefore, ESL instruction emphasizes reading and writing. Students are taught comprehension strategies (e.g., identifying main ideas and details, using context clues to understand new words, and making inferences) and exposed to a variety of fiction and nonfiction texts. Students plan, draft and edit a variety of writing projects, including informative reports, stories, memoirs, letters, poems, and advertisements. Moreover, because the ELL data show high oral English proficiency, instruction exploits oral language to support written language tasks. Students prepare for reading and writing with oral activities like questioning, brainstorming, building word banks or Think-Pair-Share, and leverage their oral proficiency to create KWL charts, outlines or other graphic organizers before they read or write.

ELLs are supported in their acquisition of content knowledge by the many resources available in their regular classrooms and the school's computer labs, and by the wealth of ELL-specific materials available in the ESL classroom (see 10 below). ELLs are also supported, as necessary, by the targeted intervention programs that are available to all students in the school (see 5 below). Spanish-speaking ELLs are provided with native language supports in several literacy and math programs used in the school (see 11 below). Finally, ELLs are supported by the professional development given to classroom and cluster teachers (see Part D below), and by collaboration between the those teachers and the ESL teachers.

4. Differentiating instruction for ELL Subgroups

a. SIFE students are identified at registration by an ESL teacher and members of the Response to Intervention (RTI) Team. SIFE students are placed in an age-appropriate class and given all appropriate intervention services (described in 5 below). Subject to home language, LAB-R results and parent program choice, the student is given ESL support for a minimum of 400 minutes/week. SIFE ELLs receive both push-in ESL support in their regular classrooms, and pull-out ESL instruction, where they are grouped with other Newcomer ELLs and given the basic English instruction and practice that they need. P.S. 146 currently has no SIFE students. However, two SIFE students graduated from our school, with NYS ELA scores at grade level, in 2008.

b. P.S. 146 is an elementary school, and most of our Newcomer ELLs are in the lower grades K-2. Most of these students are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in a mix of push-in and pull-out sessions, addresses all content areas, employs a variety of research-based teaching methods, and uses data to target instruction at student needs.

Newcomer ELLs in the lower grades who have had prior schooling and have some literacy in their home language are grouped together with Newcomer ELLs in the upper grades who are within 2 years of arrival, and pulled-out for ESL instruction that targets their particular needs. This group is taught basic vocabulary and survival English, and given native language support for instruction in content areas. Materials in the ESL classroom (see 10 below), including computer workstations and a multi-lingual library of fiction and non-fiction books, support Newcomer instruction. Newcomers may be asked to read or write in their home language, or demonstrate understanding of material through a picture or a physical response. As their English develops, these students are provided with high-interest low-level materials to help them progress toward grade-level standards. In 2009-2010, our Newcomer group consisted of twelve students in grades 1-5. So far in 2010-2011, we have five students in grades 3-5 who fit this newcomer profile and are given separate ESL instruction.

Newcomer ELLs who have been in US schools for more than one year are required to take the NYS ELA exam in addition to the NYSESLAT. These students are given all possible supports. Because the ELLs are fully integrated with English proficient students, they are provided with the same curricula, programs, intervention services and supplemental instruction to prepare them for the ELA exam that all students receive. Of course, these ELLs also receive ESL support in push-in and pull-out sessions, as described above. ESL instruction that directly supports test-taking ELLs is scheduled during Lunch-and-Learn (60 min/week), Extended Day (150mins/week) and AfterSchool (6 hours/week). For Lunch-and-Learn and Extended Day, ELLs practice reading skills with the BuckleDown series of books. In After School, test preparation materials include the Aim Higher! series and Finish Line for ELLs. ELLs are also given explicit instruction about testing formats and directions. Also, throughout the year, ELLs are given the testing accommodations for diagnostic or formative assessments that they have for formal summative assessments (150% time, separate location and native language supports).

c. ELLs receiving service for 4-6 years are given ESL support with their grade-level group at the appropriate levels indicated by LAB-R or NYSESLAT data. As described in 2 and 3 above, ESL instruction is delivered in a mix of push-in and pull-out sessions, addresses all content areas, employs a variety of research-based teaching methods, and uses data to target instruction at student needs.

d. Long-Term ELLs, who have completed 6 years of service, are very few at P.S. 146. Because we are a K-5 school, and students are placed in a grade according to their age, Long-Term ELLs are 5th graders who have repeated a grade at some time in their schooling. Most of these students are Proficient in oral English, but not in written English, although they are typically at an Advanced proficiency in Reading/Writing on NYSESLAT. These students are given ESL support with other ELLs on their grade, in push-in and pull-out sessions, and are provided with any interventions available in the school (see 5 below) to address their identified needs. In 2010-11, we have no Long-Term ELLs.

e. ELLs identified as Students With Disabilities (SWD) are mainstreamed in ESL. The ESL teachers review the student's IEP, and consult with the IEP and Special Education teachers about the student's strengths, weaknesses, and learning goals. ESL teachers attend periodic reviews of students' IEPs and consult with parents. SWD ELLs receive ESL instruction in grade-level groups alongside their General Education peers.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

5. ELLs may participate in any appropriate targeted intervention program available to any other student at P.S. 146. In 2010-11, the school is adopting the Response to Intervention (RTI) instructional framework, and providing academic interventions in this tiered model. All students, including ELLs, will be closely monitored by ongoing assessment, and students at risk of poor outcomes will receive Tier II or Tier III interventions as needed.

Tier II interventions include computer-based programs Waterford, SuccessMaker, KidBiz3000 and Evison Math and Mind Math, which continually assess students and present material at their individual level, and in their individual areas of need. All students use these programs, and identified students may be scheduled for extra time in the computer lab. Students in grades 3-5 are grouped by skill level for Language, an intervention program initially designed for ELLs. Two AIS Reading teachers and the Literacy Coach provide extra support

to identified students in guided reading groups. In K-2, AIS Reading teachers and trained paraprofessionals support small, leveled, guided reading groups in ReadWell. Identified students in K-5 may receive Foundations or Wilson from an AIS Reading teacher or the SETSS teacher during the day, in Lunch-and-Learn, or in Extended Day. In math, targeted students receive extra support from a push-in AIS Math teacher and the Math Staff Developer. Lunch-and-Learn is also used to support identified students in math and science. Students who do not respond to Tier II interventions will receive support on Tier III, in very small groups of three or fewer, or individually. P.S. 146 has a well-developed ability to monitor student data and provide appropriate interventions. A more detailed description of intervention programs can be found in the school's 2010-11 CEP. ELLs are not excluded from any intervention used in the school.

6. ELLs who reach proficiency on NYSESLAT receive transitional support for two years. Former ELLs are monitored by an ESL teacher during push-in ESL sessions, and are given supplemental ESL support as needed. Former ELLs receive the same testing accommodations as currently-entitled ELLs (150% time, separate location, bilingual glossaries, and native language testing materials for math, science and social studies), and these accommodations are offered for practice, interim and summative State assessments. Former ELLs are also encouraged to attend After School, where they are grouped with current ELLs and instructed with the ESL methods described in answer #3 above.

7. A new program planned for the 2010-11 school year is Language. This program scaffolds students to reading comprehension and writing with focused study of English. Originally designed as an intervention for ELLs, Language provides explicit instruction in English grammar, with each lesson building up from sounds to words to phrases in support of reading comprehension and writing. The program includes explicit teaching of vocabulary, spelling and writing conventions, and includes strong fluency components. Language includes supplemental activities for ELLs, and provides reference material for teachers about ELLs' first languages to support ESL instruction. In 2010-11, Language will be used with all students in grades 3-5, including ELLs. All teachers in grades 3-5, including cluster, AIS and ESL teachers, will receive 15-20 hours of professional development to support the roll-out of Language. We expect the implementation of this program to be a great added support for our ELLs.

Other improvements planned for 2010-11 are technological enhancements of the ESL program. We plan to purchase new language-learning software Rosetta Stone with part of our Title III funds. This software will be used on the six computer workstations in the ESL classroom. It will be used by Newcomer ELLs to support acquisition of basic English vocabulary and phrases. It will also be used as a supplemental activity in the ESL After School program. A second planned technological improvement is the installation of a SmartBoard in the ESL classroom. Interactive white boards have already been installed in each classroom in grades 3-5, and so ELLs are already getting the benefit of this technology. As the school budget allows, an interactive whiteboard will be installed in the ESL classroom, for use in ESL pullout instruction.

8. No programs or services for ELLs will be discontinued in 2010-2011.

9. ELLs have equal access to all school programs. ELLs are fully integrated with non-ELLs in our school. ELLs are placed in classes with English proficient students, and provided with push-in and pull-out ESL support, as described above. Because ELLs are not segregated, they are provided with all the materials that English proficient students get, and have equal access to all equipment, facilities, programs and services. There is no school program that is not available to ELLs.

ELLs have the same opportunities as English proficient students to participate in After School, Saturday Academy and all other supplemental programs. Since 2008-09, the NY Junior Tennis League has offered an After School program to all students (K-5), including ELLs. In 2009-2010, P.S. 146 ran a Saturday Academy, providing instruction in ELA and Math, as well as chess and drama, to all students in grades 3-5, including ELLs. Several ELLs also participated in a Step club on Fridays after school. ELLs also took part in a supplemental arts program and a leadership program that were conducted by outside contractors during the school day.

In 2009-2010, budgetary constraints prevented P.S. 146 from running an academic After School program, as it had for the preceding several years, and will again in 2010-11. However, Title III funds were used to provide an ESL After School program, for six weeks (6hrs/wk) in March-April, to prepare ELLs for the NYSESLAT. Both licensed ESL teachers participated, serving about 25 ELLs (70%) in grades 3-5. Students were provided with special materials (Empire State NYSESLAT and Finish Line for ELLs) and instruction focused on students' weaknesses in reading and writing. ESL After School, which began in 2008-09, will continue in 2010-11.

10. ELLs have same curriculum as English proficient students (supplemented with push-in and pull-out ESL). Therefore, they are provided with all of the instructional materials that are given to English proficient students.

P.S. 146 has adopted a number of instructional programs that include special supports for ELLs or were designed specifically to address ELLs' needs. EveryDay Math (K-2) and EnVision Math (3-5) include Spanish language materials that we use with Spanish-speaking Newcomer ELLs. SuccessMaker, a computer-based literacy and math program that all students (3-5) use for 150-200 minutes/week, also

has Spanish-language components to support Newcomer ELLs in learning content material. Making Meaning (K-5) provides instructional strategies and activities to improve ELLs' reading comprehension. 100 Book Challenge (K-5) incentivizes Newcomer ELLs to practice independent reading strategies with native-language books until they are ready to work with English texts. KidBiz3000, which we have used with all students (3-5) since 2007, was designed specifically for ELLs to provide high-interest, low-level materials suitable for uppergrade ELLs. KidBiz3000 also offers Spanish-language supports. Language is another program designed for ELLs which P.S. 146 has adopted for all students (3-5). Language scaffolds students to reading and writing by providing explicit instruction in English. Language includes a substantial component of ESL activities, and provides teachers with other useful information to support ELL instruction, such as a guides to ELLs' native language phonology, morphology and syntax.

P.S. 146 has invested heavily in technology to support instruction. Every classroom in grades 3-5 is equipped with an interactive white board. The school also has two full-size Technology Labs. The lower-grade Technology Lab has 24 desktop workstations where K-2 students (including ELLs) work primarily with the Waterford literacy and math program. The upper-grade Technology Lab has 32 workstations, where 3-5 students (including ELLs) work with SuccessMaker, KidBiz3000, and various online tutoring and assessment tools (Acuity, Performance Series), and can access the Internet for research and projects. ELLs have full access to all technological equipment in the school.

ELLs have extra resources in the ESL classroom. Since 2007, the ESL classroom has had a mini Technology Lab, with 6 desktop workstations. The two main programs used on the ESL classroom computers are ELLIS Kids and Award Reading. ELLIS Kids uses video, graphics and games to support English acquisition in real-life contexts. It promotes fluency by allowing students to record their own speech, and also includes substantial native language (Spanish or French) supports. Award Reading is a highly engaging animated reading and writing program for ELLs. In 2007, P.S. 146 was chosen to pilot Award Reading for grades K-1, which focuses on phonemic awareness, phonics and emergent reading skills. This program was highly successful with lower-grade ELLs and also with upper-grade Newcomers and struggling readers. In 2009, the school purchased Award Reading for Grade 2 and Grade 3, which expands on comprehension skills and introduces grammar and writing conventions. In 2010-11, we will add Rosetta Stone, a language-learning software that will support the acquisition of basic English by Newcomer ELLs and supplement instruction for orally-proficient ELLs. In addition to working with these programs, ELLs use the ESL classroom computers to access the Internet for research and to obtain materials in English and in their home languages.

The ESL classroom provides many other resources for ELLs. These include a large leveled library of fiction and non-fiction trade books, including texts that address ELL needs, such as wordless books, repetitive and cumulative texts, and phonics readers. There are big books, reference books, and guided reading book sets. There is a listening center with a library of leveled fiction and non-fiction texts. There are bilingual and native language materials, including Spanish/English and French/English dictionaries and glossaries, and Spanish and French fiction and non-fiction trade books. In 2009-2010, Title III funding was used to purchase a library of Spanish-language Science and Social Studies trade books suitable for our upper-grade Newcomers. The ESL classroom also has a large collection language learning tools and manipulatives, such as picture cards, letter stamps and tiles, word puzzles, language and math games, and realia like play food and money. The classroom is equipped with a globe, maps and atlases, a balance scale and graduated cylinders, and other tools to support content-area knowledge. ESL instruction provides as many material scaffolds as possible, and the school fully supports this with funding for teaching materials.

11. ESL instruction is in English. However, native language support is available. ELLs with native language literacy are provided with bilingual dictionaries (pre-literate ELLs are given picture dictionaries). ELLs also have the use of many Spanish language materials in the ESL classroom, including a large collection of fiction and non-fiction trade books. In 2009-10, Title III funds were used to purchase classroom libraries of Science and Social Studies materials to help upper-grade Newcomer ELLs learn content material. Several of the literacy and math programs used in the school have Spanish-language components for Newcomers; these include SuccessMaker, KidBiz3000, Envision Math and Everyday Math. Newcomer ELLs are provided with Spanish-language versions of practice and summative assessments in Math, Science and Social Studies. Spanish-speaking Newcomers are also provided with Spanish-English glossaries to support them in ELA assessments. For Newcomers who have had prior schooling in French, oral translation of assessment materials is provided by a bilingual teacher. If no French-speaking teachers are available, assistance is requested from the DOE's Translation & Interpretation Unit.

12. Required services support, and resources correspond, to ELLs' ages and grade levels. Native language supports are available to Newcomer ELLs who need them. When students progress to English texts, they are provided with high-interest, low-level materials to support mastery of content knowledge appropriate to their grade level.

13. New ELLs are identified by administration of LAB-R at the start of the school year.

14. Language electives are not offered at P.S. 146.

RESPONSES TO QUESTIONS 9-14 DO NOT FIT INSIDE THIS TEXT BOX SEE ATTACHED LAP RESPONSES.

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

D. Professional Development and Support for School Staff

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

1. All teachers of ELLs are provided with professional development (PD) to support ELL instruction. Some PD takes place outside of the school, at meetings and workshops offered by BETAC, OELL, or Network staff or consultants. Other ELL PD is given inside our school by the certified ESL teachers, Network staff or outside experts. All staff, including Assistant Principals, ESL Teachers, Common Branch Teachers, Special Education Teachers, the Guidance Counselor and the Parent Coordinator, receive PD related to ELLs.

In September 2010, the school completed an SBO to designate every Tuesday Extended Day a 50-minute PD session. Professional Development also takes place in early September (before students arrive) and on designated days in November and June. PD is also given at monthly Faculty Conferences and Grade Meetings, and during the school day in weekly common planning periods.

A major PD initiative at P.S. 146 in 2010-11 is to roll out the new Common Core Standards to all teachers. This year, we will focus on aligning instruction to the new ELA standards. Grade-level Teacher Teams will study the standards over a period of weeks during Tuesday Extended Day sessions. Staff trained by the Network (Coaches, AIS Teachers, ESL Coordinator) will turnkey that training to all teaching staff. Another major PD undertaking is the school-wide expansion of Inquiry Team work. All teachers, in grade-level Teacher Teams, will identify and monitor select students and work collaboratively to explore teaching strategies to bring those weak students up to (some specific component of) the Common Core Standards in Reading. Teachers will learn to analyze data collected from a variety of sources, and how to apply what they see in the data to improve the quality and effectiveness of instruction. Professional development in Inquiry, as well as professional development about RTI (see 5 above) will support all teachers, including teachers of ELLs.

In 2010-11, the school adopting the program Language for students in grades 3-5, and professional development about Language will have beneficial effects for ELLs. This program scaffolds students to reading comprehension and writing by explicitly teaching about English language sounds, words and phrases. Initially designed as an ELL intervention, the program includes substantial components for ELLs, including ESL teaching strategies and information about ELLs' native languages. All teachers in grades 3-5, plus the Coaches, ESL, AIS, SETSS, and Speech/Language teachers, will receive 15-20 hours of PD about the program over the year, including two Saturday sessions in October and several visits from a Language consultant through the year.

All teachers of ELLs receive in-house PD from the licensed ESL teachers about ELL identification and assessment. ESL teachers and classroom teachers of ELLs review the NYSESLAT exam and their students' performance on the previous year's administration. Teachers also receive PD about ESL teaching strategies. In June 2010, one of the ESL teachers attended a 3 day workshop about SIOP offered by the Network. Over several sessions of Tuesday Extended Day PD, the ESL teacher and Network Staff will turnkey parts of the SIOP protocol to classroom teachers of ELLs. To start, we will consider how to set simultaneous language and content goals, activate prior knowledge (Building Background) and maintain awareness of the complexity of teacher talk (Comprehensible Input).

For classroom teachers of ELLs and the ESL teachers, the school has purchased a professional development package called Teaching Strategies for ELLs, which includes both online tutorials and hardcopies of resources. The courses cover a wide range of topics, are based on the Common Core Standards, and make connections to RTI. The program is equivalent to 10 professional development hours.

2. Staff are supported in assisting ELLs as they transition to middle school by school administrators, the ESL teachers, the Guidance Counselor, the Parent Coordinator and the Parent Association. Students and parents are provided with information about middle school applications and information fairs. Parents with limited English proficiency are assisted by bilingual staff, including an ESL teacher and the Guidance Counselor. In November 2010, Learning Leaders will conduct a workshop, in English and Spanish, to get families started on the middle-school application process. Other events and information about the process will be provided to parents as they arise through the year.

3. P.S. 146 has little teacher turnover, and many teachers have already completed 7.5 hours of ELL training per Jose P. For example, in 2007, eight classroom and cluster teachers received certificates in ELL teaching strategies by completing a 5-day workshop offered by QTEL, which focused on ELL writing, and in 2008, four classroom teachers of ELLs attended a daylong workshop about teaching math to ELLs. The ELL PD planned for the 2010-11 school year described in 1 above is more than adequate to fulfill Jose P. requirements for any teacher who has not already done so.

E. Parental Involvement

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

1. Parents, including parents of ELLs, are active at P.S. 146. The Parent Coordinator is highly competent, and the Parent Association is an active presence in the school. Parents participate in many academic and social events throughout the year. Parents hold fund-raising campaigns, including, in 2010-11, offering homecooked lunches to school staff. Parents volunteer in classrooms on field trips, and provide homework help and educational fun in the NYJTL After School program.

The Learning Leaders organization is active in our school. Parents are trained to assist teaching and learning in classrooms. In November 2010, Learning Leaders will hold a three day training workshop to bring more parents into the school.

Parent involvement is promoted in many different ways. The school communicates with parents frequently, through calendars of events, information flyers, and the weekly homework sheets provided for every child in the school. All calendars and notices are provided in both English and Spanish. Translation to lower-incidence languages is done, as needed, by parent volunteers or, if necessary, the DOE Translation and Interpretation Unit.

The school holds many workshops and information meetings for parents, including parents of ELLs. Workshops and meetings are conducted in English and Spanish, and translation to lower-incidence languages is provided by parent volunteers whenever necessary and possible. Workshop topics include all of the NYS assessments and many of the literacy and math programs used in the school, including information about home-based components and Internet resources like EDM Games Online, KidBiz3000, and Study Zone. Other workshops address social and emotional development, transitions to Kindergarten or Middle School, and how to use reporting tools like ARIS and the DOE and NYSED websites.

The school acts as a resource for parents, providing information about services available outside the school. Information about DOE events, including all workshops aimed at parents of ELLs, is distributed by the school in English and Spanish, with oral translation as necessary into other languages. The school maintains a Parent Room with a library of resources for parents. Parents of ELLs can find information about adult ESL classes, housing services, Dial-A-Teacher, and programs for adults and kids offered by public libraries, community colleges, and CBOs.

The school also promotes parent involvement through a number of academic and social events, competitions and celebrations. There is an annual Multi-Cultural Day, which culminates a study of our students' own and other cultures. We have Spelling Bee and a Multiplication Showdown to promote and celebrate achievement in spelling and math. Annual events like the Father-Daughter and Mother-Son Dances, holiday parties, and the Family Day Carnival effectively draw parents into the school.

2. Three CBOs that the school works with are the Citizen's Advice Bureau, which provides adult ESL classes as well as immigration and refugee services, including translation and interpretation; Beulah/Heiskell Enterprise Center, which focuses on the West African immigrant community and offers programs for adults, such as computer training, and can also help with translation and interpretation; and the Catholic Charities of NY, which also offers immigration and refugee services. All of these CBOs also refer out to other organizations for needed services. Parents of ELLs can access any of these CBOs through the school's Parent Coordinator.

3. The needs and wants of parents, including parents of ELLs, are assessed annually through a survey conducted by the Parent Coordinator and Parent Association (PA) President. The survey assesses parent satisfaction and levels of involvement, and tries to identify barriers to parent participation. The survey is distributed in English and Spanish, with oral translation into low-incidence languages provided by parent volunteers. In addition to the formal survey, parents are always invited to share their needs and wants through the PA, at monthly PA meetings, or with the Parent Coordinator. The Principal also maintains an Open Door Policy and encourages parents to share their concerns with her.

The ESL teachers focus on parents of ELLs. Each year, every ELL parent is asked to come in to a Parent Orientation Meeting, to choose a program for a new student or acknowledge continuing services for their child. ESL teachers informally assess the needs of parents of ELLs at these and other meetings throughout the year. ESL teachers also monitor the Parent Preferred Language codes collected from the Home Language Identification Survey (HLIS) and support efforts to facilitate communication between the school and parents of ELLs.

4. Our parent involvement activities address the needs of parents by maintaining open lines of communication and an open-door policy for all parents. Parents are directly surveyed about their needs, and teachers and administrators reach out to all parents in writing and in person for feedback about their child's education. As described above, we offer a variety of activities, opportunities and services to address the needs of parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	7	4	2	0	4								20
Intermediate(I)		2	4	7	4	1								18
Advanced (A)	3		2	2	4	4								15
Total	6	9	10	11	8	9	0	0	0	0	0	0	0	53

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

	A	0	2	3	4	4	3							
	P	1	1	0	3	2	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	3	2	0	9
4	3	5	2	0	10
5	2	4	1	0	7
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	4		5		2		1		12
4	2		8		3		0		13
5	5		4		2		1		12
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		7		4		2		13
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	6		3		2		0		11
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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.

1. The early literacy skills of ELLs are assessed with LAB-R, NYSESLAT, and ECLAS2. ELLs in grades K-2 are also assessed, on a continual basis, with the computer-based program Waterford. Ongoing assessment is also part of the ReadWell program. ELLs are also assessed through the year in 100 Book Challenge, and progress is tracked through the benchmarks of the IRLA (Independent Reading Level Assessment Framework), which is aligned with the Common Core Standards.

Assessments show that many of our K-1 ELLs struggle with phonemic awareness, and that it is helpful to provide explicit instruction in the sounds of English. Many ELLs master phonemic awareness skills within a year, but some students continue to struggle with phonemic awareness and phonics into 2nd or 3rd grade. Instruction strategies to address this deficit include the use of phonics-based texts in ReadWell, extra phonemic awareness and phonics instruction with Waterford, use of phonics literacy centers in all classrooms, use of Words Their Way and Explode the Code for extra phonics instruction, reinforcement of phonemic awareness and phonics through songs, chants and games, and close monitoring of student progress with ReadWell, Waterford and IRLA data.

2. There are two clear patterns in our LAB-R and NYSESLAT data. First, students are making progress in English proficiency as they advance through the grades. This can be seen in the “Overall NYSESLAT Proficiency Results” chart, which reports on our current 2010-2011 population. The progression is even clearer in the complete NYSESLAT data. NYSESLAT results from 2009 and 2010 show that younger students cluster at lower proficiency levels, while upper-grade students ELLs have higher English proficiency.

2009 NYSESLAT, Overall English Proficiency Level by Grade

	Beginner	Intermediate	Advanced	Proficient	Totals
Kindergarten	10	2			12
Grade 1	3	5	4		11
Grade 2	3	8	3	1	15
Grade 3	1	5	5	2	13
Grade 4	3	3	4	6	16
Grade 5	3	3	5	4	15
PL Totals	23 = 28%	26 = 31%	21 = 25%	13 = 16%	82

2010 NYSESLAT, Overall English Proficiency Level by Grade

	Beginner	Intermediate	Advanced	Proficient	Totals
Kindergarten	7	3	0	1	11
Grade 1	5	4	2	1	12
Grade 2	1	7	3		11
Grade 3		6	4	3	13
Grade 4	3	4	4	2	13
Grade 5	3	5	3	1	12
PL Totals	19 = 26%	29 = 40%	16 = 22%	8 = 11%	72

The progression from Beginner in Kindergarten to Advanced or Proficient in the upper grades suggests that instruction of ELLs is effective, and our students are acquiring English.

The second obvious pattern in the NYSESLAT data is that our ELLs are stronger in oral English than in written English. Of the 72 ELLs given the NYSESLAT in 2010, 49% are Proficient in Listening/Speaking, while just 11% are Proficient in Reading/Writing (this is shown in the “NYSESLAT Modality Analysis” chart above). Also, among the ELLs who continue in the program, 75% are at a higher level in Listening/Speaking than in Reading/Writing. The remaining 25% are a equal proficiency in oral and written language; no student did better in Reading/Writing than in Listening/Speaking. Instructional strategies used to leverage our ELLs’ strong oral English to improve written language skills are discussed in #3 and #4 below.

ELLs’ relative weakness in written English is also evident in the ELA data. However, it is noteworthy that ELL’s performance in ELA is not much different than the performance of non-ELL students. In 2007, the first year that elementary-level ELLs took the ELA in significant numbers, about 25% of ELLs met standards, 25% were well below at level 1, and about half of the ELLs were at level 2, and this distribution is quite similar to the aggregate performance of All Students in that year. In 2008 and 2009, ELLs and non-ELLs alike made great strides in ELA. In fact, in 2009, ELLs outperformed non-ELLs. In 2010, standards were raised, and performance levels fell. Just 31% of All Students met standards in ELA in 2010, and ELLs performed significantly worse, with only 17% on level.

2007-2010 NYS English Language Arts (ELA) scores

		# tested	% Level 1	% Level 2	%Level 3-4
2007	ELLs	37	24	52	24
	All students	187	21	48	30
2008	ELLs	35	17	40	43
	All students	186	65	44.1	49.5
2009	ELLs	37	0	35	65
	All students	190	2.6	35.3	62.1
2010	ELLs	29	38	45	17
	All students	190	25	44	31

Similar patterns appear in the NYS Mathematics assessment data. In 2007 and 2008, ELLs' performance rose, and ELLs performed just a few points lower than All Students. In 2009, ELLs did very well in math, significantly outperforming All Students. In 2010, standards were raised and math scores fell. In Math, as in ELA, the ELLs did much worse than non-ELLs in 2010.

2007-2010 NYS Mathematics scores

		# tested	% Level 1	% Level 2	%Level 3-4
2007	ELLs	43	11.6	23.3	65
	All students	192	7.8	23.4	68.8
2008	ELLs	40	10	12.5	77.5
	All students	194	3.1	15.5	81.4
2009	ELLs	41	5	12.2	83
	All students	201	2.6	10.8	66.7
2010	ELLs	37	27	46	27
	All students	199	12	42	46

The steep fall in performance levels in NYS ELA and Math assessments due to the raising of standards, and is not unique to our school. To get a deeper view of our students, we examined the scale scores of the 2009 and 2010 administrations, to see if there was progress over the year. As set out in the following chart, ELLs made slightly less progress than All Students in ELA, and slightly more progress than All Students in Math.

2010 ELA and Math Progress: Raising Scale Scores

ELA	# with	'09 and '10 scores	% raised	Math	# with	'09 and '10 scores	% raised
All Students	118	56		All Students	120	38	
ELLs	16	50		ELLs	11	42	

ELLs' performance on Grade 4 Science and Grade 5 Social Studies assessments are also tracked. However, because we have relatively small numbers of ELLs, results can vary from year to year. In 2009, 88% of the ELLs who took the NYS Grade 4 Science exam achieved level 3 or better, while in 2010, only 46% of ELLs met the standard in science. There is similar variation in social studies. On the 2008-09 administration of the NYS Grade 5 Social Studies test, 64% of ELLs achieved level 3, while in 2009-10 only 18% met the standard.

The data reveal that ELLs need support in both language acquisition and mastery of content material. However, the consistency between ELL and non-ELL math and ELA test scores in 2007-2009, when ELLs' performance rose steeply right alongside that of other students, suggests that the integration of ELLs with English proficient students is beneficial. ELLs receive the same curriculum and instruction, and the same academic intervention services as English proficient students, and ELLs have added support of ESL instruction. The sharp differences between ELLs and non-ELLs in 2010 are attributable in part to the high numbers of Newcomer ELLs in testing grades and the poor performance of Special Education ELLs in that year. Nevertheless, the steep fall of ELLs in ELA and Math show that we need to do more to support them. Several innovations for 2010-11 should address this, including the implementation of RTI and Phase I, the addition of Language to our ELA curriculum, and professional development to align curricula and instruction to the new Common Core Standards and to improve our ability to use data to improve instruction practices.

3. Patterns across NYSESLAT modalities show that our ELLs are stronger in oral language than in written language. As noted, many of our ELLs are Proficient in oral English, but still struggle with reading and writing. Deficits in written English are not unique to our ELLs. Many of our native English-speaking students also perform poorly in reading and writing, and the school has several programs in place to address these needs. ELLs receive the same curriculum as non ELLs, and are not segregated for instruction. Any instructional supports available to non-ELLs are also available to ELLs.

P.S. 146 is an RTI school. This means that we consider each child individually, provide evidence-based interventions, and closely monitor students' responses with ongoing assessments. All students, including ELLs, are provided with some level of Tier II interventions, in computer programs like Waterford, SuccessMaker and Envision Math, which continually assess students and scale material up or down to meet individual needs. Differentiation and frequent assessment and regrouping of students is an integral part of the ReadWell and 100 Book Challenge programs. Another Tier II intervention that ELLs in grades 3-5 will receive is Language, an ELL intervention program that scaffolds students to reading comprehension with explicit study of English. The RTI framework emphasizes individualized evaluation and instruction. All students, including ELLs, should be making progress in an RTI school.

For our ELLs with strong oral English and poor written English, it is important to leverage their oral skills in support of reading and writing tasks. Encouraging students to speak (in a Think-Pair-Share or KWL or word bank activity) before they read will activate prior knowledge,

Part VI: LAP Assurances

ELLs.

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		