



**PS 246  
POE COTTAGE**

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

**SCHOOL:** DISTRICT 10/ BRONX/10X246  
**ADDRESS:** 2641 GRAND CONCOURSE, BRONX, NY, 10468  
**TELEPHONE:** 718-584-6764  
**FAX:** 718-584-7005

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 246      **SCHOOL NAME:** Poe Cottage

**SCHOOL ADDRESS:** 2641 Grand Concourse , Bronx, 10468

**SCHOOL TELEPHONE:** 718-584-6764      **FAX:** 718-584-7005

**SCHOOL CONTACT PERSON:** Beverly Miller      **EMAIL ADDRESS:** Bmiller2@schools.nyc.gov

**POSITION/TITLE** PRINCIPAL

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Susan Greenman

**PRINCIPAL:** Beverly Miller

**UFT CHAPTER LEADER:** Hirsa Jimenez

**PARENTS' ASSOCIATION PRESIDENT:** Luisa Keene

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

**DISTRICT AND NETWORK INFORMATION**

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

**NETWORK LEADER:** Maria Quail

**SUPERINTENDENT:** Sonia Menendez

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

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

<http://schools.nyc.gov/NR/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
Beverly Miller	*Principal or Designee	
Hirsa Jimenez	*UFT Chapter Chairperson or Designee	
Luisa Keene	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lourdes Moran	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Corinne Morales	CBO Representative, if applicable	
Alba Lopez-Linares	Member/Teacher	
Zulma Morales	Member/Paraprofessional	
Eleanor Rios	Member/Parent Coordinator	
Emma Green Allotta	Member/PTA	
	Member/	
	Member/	
	Member/	

(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.

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*PS 246, also known as the Poe Cottage School, is located in the Fordham Road section of the Bronx. We are an elementary kindergarten through sixth grade school with a current enrollment of 689 students. Our students are provided an instructional program that is holistic and comprehensive. The curriculum emphasizes meaning and understanding through active student participation. Our primary focus is to create a learning environment where children, in partnership with their parents, actively participate in their education so that they can be challenged to their fullest potential. We envision methodologies that allow for individual differences and learning styles. Our ultimate goal is to make all children successful learners.*

*The dedicated staff of PS 246 is committed to advancing our diverse student population. We are focused on meeting the needs of our students both academically and emotionally. We feel that instruction and time management should be an integral part of every child's formal education. We provide each student in grades K-5 with an attractive comprehensive daily planner/calendar that will help them set goals, record assignments and plan activities.*

*We truly nurture the whole child. This is done by offering our students a wide range of non-academic programs i.e. Arts programs, after-school program – Good Shepherd. We also offer a variety of extra curricular activities including ping-pong, baseball, guitar, basketball, track, tennis, and drama.*

*Our staff is comprised of administration and teachers working hand in hand to maximize the learning potential of all students. We continue to build capacity by involving our teachers in extensive professional development that they turnkey to staff members.*

*In 2006 we established a Smart Start Program to assess the social, emotional and academic developmental skills of our incoming kindergarten students, while providing parents with strategies and skills to actively partner in their child's early education. This initiative continues and with each yearly assessment we deepen our ability to use the data garnered from this process to develop classroom structures that support our students' academic and social development.*

**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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	PS 246 Poe Cottage				
<b>District:</b>	10	<b>DBN #:</b>	10X246	<b>School BEDS Code:</b>	321000010246

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.1	92.1	92.9		
Kindergarten	91	82	87						
Grade 1	116	119	107	<b>Student Stability: % of Enrollment</b>					
Grade 2	116	113	115	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	122	127	122		89.3	89.9	TBD		
Grade 4	98	119	127						
Grade 5	120	111	124	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	146	125	98	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		92.6	92.5	96.7		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	51	12		
Grade 12	0	0	0						
Ungraded	5	2	6	<b>Recent Immigrants: Total Number</b>					
	814	798	786	(As of October 31)	2007-08	2008-09	2009-10		
Total					5	2	0		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	37	34	38	Principal Suspensions	2	2	13		
No. in Collaborative Team Teaching (CTT) Classes	28	24	23	Superintendent Suspensions	14	5	2		
Number all others	71	71	67						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10
(As of October 31)				CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	118	119	108	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	154	134	157	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	15	9	63	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	67	66	58
				Number of Administrators and Other Professionals	3	3	3
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals	2	4	6
(As of October 31)	2007-08	2008-09	2009-10				
	1	0	2				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	98.5	100.0	98.5
American Indian or Alaska Native	0.4	0.4	0.4	Percent more than two years teaching in this school	71.6	68.2	65.7
Black or African American	10.9	13.9	11.7	Percent more than five years teaching anywhere	53.7	57.6	TBD
Hispanic or Latino	81.4	79.2	81.8				
Asian or Native Hawaiian/Other Pacific Isl.	5.2	4.6	3.8	Percent Masters Degree or higher	84.0	86.0	TBD
White	2.1	1.9	2.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	98.0	98.6
Multi-racial	53.9	53.8	52.0				
<b>Male</b>	53.9	53.8	52.0				
<b>Female</b>	46.1	46.2	48.0				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			✓
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

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

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

<b>Student Groups</b>	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	6	6	1				

**Key: AYP Status**

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	89.3	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	15.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	59.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	5.3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

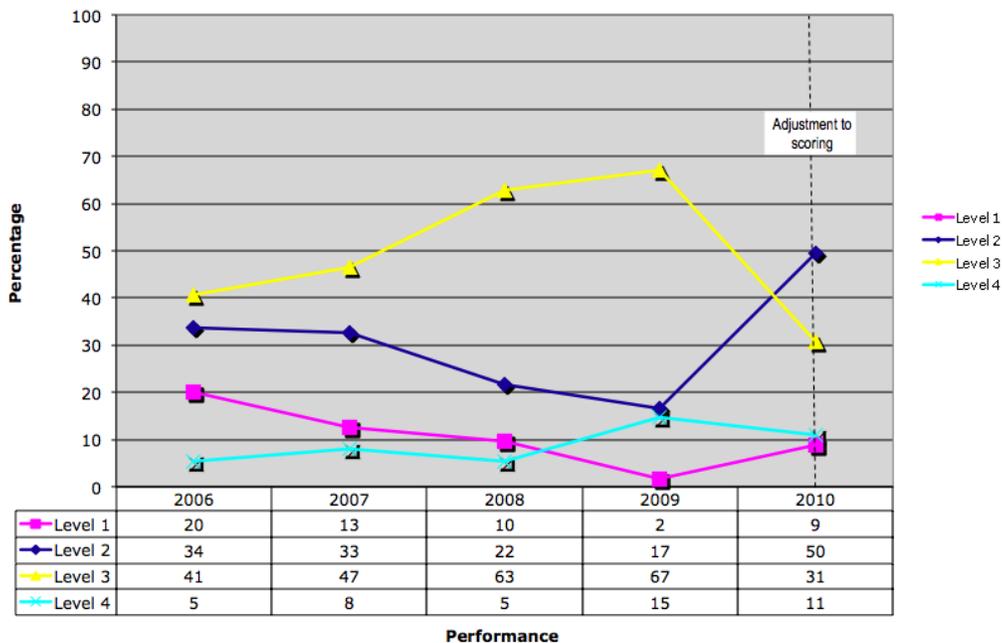
### Math Trends

Math continues to be a focus for PS 246 with student goal setting, formative assessments and differentiated strategies being planned to improve students’ skill development in targeted areas. In 2010 42% of students performed at Level 3 or 4 in Math, an 38.6% decrease over 2009. This decrease was caused by the change in scoring that saw the scale score widening in the Level 2 range. 98% of students performed at Level 2 and above in 2009 and 91% in 2010.

As indicated on the 2010 School Progress Report: 68% median growth percentile, 73% median growth amongst the lowest third

Our exemplary proficiency gains (% at 75<sup>th</sup> Growth Percentile or Higher) consist of: 30.3% of ELLs 44.4% of the lowest third citywide, 46.4% gain amongst self-contained/CTT/SETSS student

**PS 246 NYS Mathematics Performance - All Students 2005 - 2010**



### Math Sub-group Trends

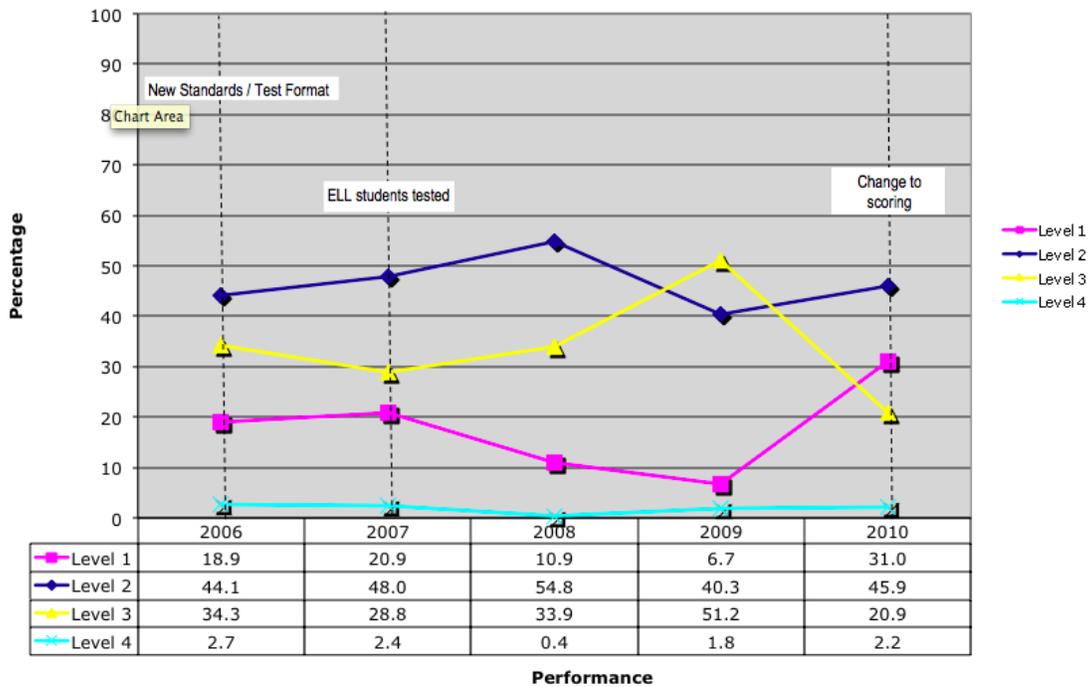
Another reflection in the changed scoring policy is indicated in the sub-group data. 23.0% of ELL students achieved Level 3 or above in 2010 in comparison to 77% in 2009. Additionally, 22.0% of Special Education students performed at Level 3 and above in Math in 2010, decreasing by 40.0%.

## ELA Trends

ELA remains a focal point for PS 246. Data trends indicate that further strategies need to be planned for grade levels K-5 and the sub-groups: ELL, and Students with Disabilities, in order to develop all students' reading comprehension, and writing skills.

Student Performance, when measured by the 2009 ELA Test shows an 29.7% decrease in the number of students who performed at Level 3 or 4 (52.8% in 2009 and 23.1% in 2010), a reflection of the adjustment to the scoring made for the 2010 test.

**PS 246 ELA Performance - All Students 2006 - 2010**



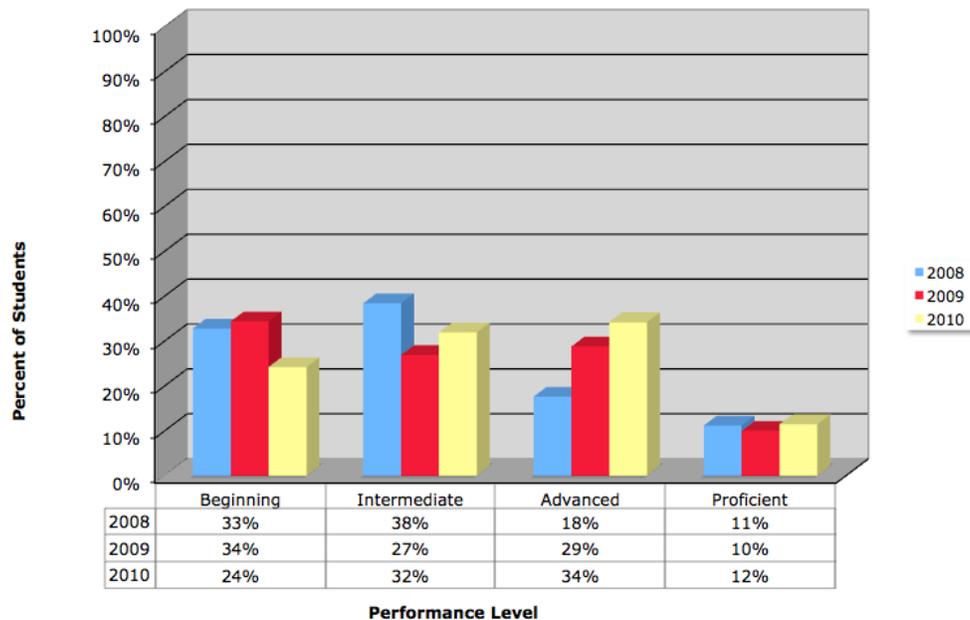
## ELA Sub-group Trends

Another reflection in the changed scoring policy is indicated in the sub-group data. 23.0% of ELL students achieved Level 3 or above in 2010. Additionally, 7.0% of Special Education students performed at Level 3 and above in ELA in 2010.

The school extended its focus on academic vocabulary acquisition for all students. Strategies were implemented and NYSESLAT scores continued to improve with 46% of ELL students achieving the advanced or proficient.

## NYSESLAT Trends 2007 – 2009

**PS 246 NYSESLAT Results 2008 - 2010**



## Science Trends

Maintaining a science staff developer K-6 and a science cluster teacher have continued the school focus on the science curriculum and improving the Grade 4 NYS Science Test scores. The Science staff developer coordinates the program providing teachers with in-class support, assessments and data analysis and follow-up lesson plans.

In 2009 87.5% of Grade 4 students performed at Level 3 or above, an improvement of 15.0% over 2008 and 35.4% over 2007 results.

## Greatest Accomplishments

- Strategic planning is linked to data analysis, needs based assessments, and leads to targeted professional development, and adjustments to organization of classes
- Inquiry based research led to specific vocabulary instruction for ELLs conducted by Fordham University on enhancing vocabulary instruction led to development of labsites on three grades to support teachers in trying new strategies and led to recognition and invitations to present at a NYSTESOL Conference in November 2009
- Publically recognizing students, and classes who have 95%+ attendance for the month has led to stabilizing of the attendance rate for the year
- Continued use of systems including uniform assessments, and use of analyzing templates that promote teacher accountability, and differentiated instruction. The curriculum binder requirements have promoted better access, organization and use of data and led to more effective, student based lesson planning and goal-setting
- Coaches have worked with teachers to develop data collection, collation and analysis systems and are now focused on in-class modeling of data driven instruction, engagement and differentiation strategies
- A change in focus from Reading First in K-3 with two literacy coaches working to implement a whole school approach to Balanced Literacy in 2009-2010
- A continued focus by staff on curriculum development, particularly in social studies and science – a Science and Social Studies specialist continues to develop standards-based pre, and post testing for each Social Studies and Science unit. She assists teachers in analyzing the data.
- Increased program integration, and collaborative planning, and more resources that are increasingly accessible
- Participation in monthly AUSSIE Math Calendar Days and turn-keying helped build capacity on each grade and brought new ideas for planning and teaching math into the school
- Maintaining the Smart Start Kindergarten Transition Program in 2006 - 2010 allows early targeting of students' strengths and attention to their challenges

## Most significant aids and/or barriers

### Aids

- Improved school wide behavior via a Citizen of the Month program as well as the appointment of a bilingual guidance counselor, and a fully staffed School Based Support Team
- Consistent focus and collaboration by staff on whole school goal setting, and action plan development
- An administration that holds teachers equally accountable, helping motivate teachers who have found comfort in 'the same old way' while giving accolades to members of our school community who continually go above and beyond the call of duty in order to help our students achieve in all areas of life.
- A culture of community that treats each student and staff member with respect
- Time for teachers to achieve the many data-related goals that we have set for ourselves is built into the schedules. Administrative support also takes the form of conveying expectations to teachers in a timely fashion so that we have the opportunity to incorporate ever-growing responsibilities into our already time-challenged daily schedules.

### Barriers

- School building condition – lack of physical space: undersized classrooms, no auditorium, no gym
- Due to the challenges our students encounter in the outside environment some need extended time in a nurturing environment to reach the required grade level standards
- Reduction in budget due to declining economy, and removal from the SINI List means less teacher resources, and extra-curricular student activities

## 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.

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1. Increase the number of students in Grades 3 – 5 performing at grade level and above on the 2011 NYS ELA Test by 12%. Monitor student progress in reading and writing in Grades 3 – 5 and use assessment data to set goals and inform classroom and targeted interventions.
2. Increase the number of students in grades 3 – 5 performing at grade level and above on the NYS Math Test and grade 2 on the June MAP assessment by 10%. Focus on student writing in math and use of a variety of assessments to identify student needs and set individual goals in Grades 2 - 5.
3. Increase the percentage of teachers involved in the work of collaborative inquiry to 90% -- a 15% increase from 2009-2010. Beginning in September 2010 through June 2011 teachers will continue to improve student learning by exploring the:
  - ⇒ Effects of feedback,
  - ⇒ Immersion of students in academic language and
  - ⇒ Analysis of student writing.
4. Increase the number of Grade 4 students on or above grade level on the NYS Science Test 2011 to 92%. Continue to build and strengthen the science program and improve student learning through on-going progress monitoring and by building capacity in the K-3 grades with a particular focus on Grade 3.
5. Develop the use of 21<sup>st</sup> century skills by providing interactive and collaborative technologies in the Special Education and CTT classrooms to support learning in Literacy, Math, Social Studies and Science. Establish a collaborative virtual learning community at PS 246 using Google Education Edition with special education and CTT teachers using Google Docs to collaborate by June 2011.

**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):**  Literacy

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• Increase the number of students in Grades 3 – 5 performing at grade level and above on the 2011 NYS ELA Test by 12%. Monitor student progress in reading and writing in Grades 3 – 5 and use assessment data to set goals and inform classroom and targeted interventions.</li> </ul>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Implement:</p> <ul style="list-style-type: none"> <li>• TC Spelling Inventory to determine individual word study stage from “Emergent to “Derivational Relations”.</li> <li>• <i>Words Their Way</i>, a comprehensive word study program where students are grouped based on the results of the spelling inventory and participate in a variety of activities, word sorts and games to teach students spelling, phonics, reading and writing along the continuum of stages (3-5).</li> <li>• Work with students and their families to establish reading goals for each child, taking into account appropriate reading behaviors and achievements for students reading on a particular level (established by Fountas and Pinnell).</li> <li>• Students will read on level 20 minutes per day.</li> <li>• Students will be evaluated using running records every six to eight weeks with TC Reading assessment and during guided reading intervention every two to three weeks, with a focus on the aspects of reading with which they need help (meaning, visual, and syntax).</li> <li>• Data will be entered into the Teacher’s College Assessment Pro to track student progress in reading four times a year.</li> <li>• Teachers will meet with students of similar reading levels or needs in guided reading or strategy groups (struggling readers daily and other groups 5 times over a two week period).</li> <li>• Teachers will identify the area in which each student needs to improve (i.e., decoding, comprehension, etc.) and will conference with individual students to give them strategies for improving in these areas.</li> <li>• Continued use of <i>Phonics UnWrapped</i> program in Grades (K-2)</li> <li>• Institute a Saturday Academy for students in Grades 3-5 to support improvements in reading and writing.</li> <li>• Continue using a variety of formal and informal assessments in reading and writing throughout the</li> </ul>

year to identify student strengths and areas to improve in order to set goals, plan interventions, and establish guided groups:

- ⇒ Diagnostic writing rubrics (K-5)
- ⇒ Genre-based writing rubrics (K-5)
- ⇒ School-wide protocol for assessing student work through a common lens (K-5)
- ⇒ Exemplars of student writing (K-5)
- ⇒ Teacher's College Reading Assessment (3-5)
- ⇒ Teacher Observation notes
- ⇒ Kindergarten Smart Start Readiness Assessment
- ⇒ San Diego Quick Reading Test (1-2)
- ⇒ Reading Comprehension Retelling Checklist
- ⇒ Acuity-Predictive periodic assessments (3-5)
- ⇒ ELA simulation tests (3-5)
- ⇒ NYS ELA Test results

On-going Professional Development:

- ⇒ Develop standards-based curriculum, and formative and summative assessments (K-5)
- ⇒ Analysis of data from reading and writing assessments, periodic assessments, and student work to develop goals for individual student, class, and grade level (K-5)
- ⇒ Use of data systems (TC Assessment Pro and ARIS updates) (K-5)
- ⇒ Introduce new strategies and different resources for teaching writing skills in areas students are having difficulty with (K-5)
- ⇒ Professional Development provided by Literacy Coach and AIS personnel will target needs of students in order to align instruction according to students' needs by providing appropriate strategies
- ⇒ Literacy Coach continues to provide Academic Instructional Support through team teaching in classrooms
- ⇒ Teachers will develop students' sight word vocabulary using Fry's sight word list.
- ⇒ SETSS teachers, classroom teachers, AIS teachers and Educational Assistants will provide intervention services in order to align instruction according to individual needs in ELA.
- ⇒ Institute a Saturday Academy for students in Grades 3, 4 and 5 to assist in reading.
- ⇒ Teachers continue to be involved in data analysis sessions with Literacy Coach, and school based data specialists
- ⇒ Administrators regularly meet with teachers to discuss actions and goals resulting from data analysis and their implication for instruction
- ⇒ Teachers have opportunities for inter-visitations to observe best practices in literacy instruction
- ⇒ Teachers access a variety of professional literature focused on ELA strategies

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Provide funds for: <ul style="list-style-type: none"> <li>⇒ Professional literature in ELA strategies (<i>Fair student funding/NYSTL</i>)</li> <li>⇒ TC Assessment Pro system and professional development support</li> <li>⇒ 1 Literacy Coach (<i>Title 1</i>)</li> <li>⇒ Resource Room and AIS teacher support (<i>Fair student funding/Title 1</i>)</li> <li>⇒ Funding for Saturday Academy (<i>Title 1</i>)</li> </ul> </li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Assessments and data sources available <ul style="list-style-type: none"> <li>⇒ Diagnostic writing rubrics (K-5)</li> <li>⇒ Genre- based writing rubrics (K-5)</li> <li>⇒ Exemplars of student writing (K-5)</li> <li>⇒ Acuity-Predictive periodic assessments (3-5)</li> <li>⇒ Kindergarten Smart Start Readiness Assessment</li> <li>⇒ San Diego Quick Reading Test (1-2)</li> <li>⇒ Spelling Inventory (3-5)</li> <li>⇒ ELA simulation tests (3-5)</li> <li>⇒ NYS ELA Test results</li> </ul> </li> <li>• Standards- based units developed and used (K-5)</li> <li>• TC Assessment Pro and ARIS systems in use (K-5)</li> <li>• Professional Development Plans and Agendas reflect ELA PD action plan</li> <li>• Student, class, and grade goals documented and planned reviews in place (K-5)</li> <li>• Lesson Plans reflect vocabulary and differentiation PD strategies (K-5)</li> </ul>

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• Increase the number of students in grades 3 – 5 performing at grade level and above on the NYS Math Test and grade 2 on the June MAP assessment by 10%. Focus on student writing in math and use of a variety of assessments to identify student needs and set individual goals in Grades 2 - 5.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Introduce the Common Core Standards for Math</li> <li>• Align the NYS Standards to the Common Core Standards using the EDM program. Planning sessions will focus on:             <ul style="list-style-type: none"> <li>⇒ The implications for instructions in the teaching of math</li> <li>⇒ Particular emphasis on Grade K and 1 as these grades will only be assessed using the CCSS</li> <li>⇒ The 8 Standards for Mathematical Practice to encourage proficiency in math</li> </ul> </li> <li>• Focus on teachers who are teaching EDM for the first time or at a different grade level. Provide support by:             <ul style="list-style-type: none"> <li>⇒ In class demonstration lessons</li> <li>⇒ Co-teaching between coach and teacher</li> <li>⇒ Unit and lesson planning</li> <li>⇒ Familiarizing teachers with the standards for their grade</li> </ul> </li> <li>• Focus on writing in the math curriculum by:             <ol style="list-style-type: none"> <li>1. Common planning sessions by coach to include focus on writing. Sessions to include looking at different ways to enhance writing in the curriculum by:                 <ul style="list-style-type: none"> <li>• Incorporating math literature</li> <li>• Problem Solving</li> <li>• Using reflective writing</li> <li>• Explaining their work through writing</li> <li>• Looking at Student Work – written samples</li> <li>• Developing rubrics for problem solving and writing in math</li> <li>• Using accountable talk as a vehicle for students to articulate math ideas that will develop mathematical vocabulary knowledge and enhance written expression</li> </ul> </li> <li>2. Implementation of the open response questions from the Everyday Math Program</li> <li>3. Continuing the portfolio and writing tasks</li> <li>4. Teachers will provide time during the math block for writing 3 times a week</li> </ol> </li> <li>• AIS Math Support for at Risk Students to include:             <ul style="list-style-type: none"> <li>⇒ Small group work to help student with identified needs</li> <li>⇒ Focus on writing in math and problem solving</li> </ul> </li> <li>• Extend the use of math centers to support differentiated instruction and student learning:             <ul style="list-style-type: none"> <li>⇒ Choose monthly skills focus</li> <li>⇒ Include writing and problem solving center</li> <li>⇒ Launching of initial lab site by February, 2011</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Investigate math software to support K-3 math curriculum</li> <li>• Continue to provide unit pacing: <ul style="list-style-type: none"> <li>⇒ Align lessons to NYS Standards and CCSS</li> <li>⇒ Provide additional activities to support the curriculum</li> </ul> </li> <li>• Institute a Saturday Academy for students in Grades 3, 4 and 5 to assist in math.</li> <li>• Send a teacher from each grade level to attend AUSSIE Math Calendar Days for K-5 followed by capacity building periods where teachers share the learning, resources and ideas with other staff</li> <li>• Coach to attend at AUSSIE Math Coach Days: Grades K-2 and Grades 3-5</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Funds for professional literature and supplies (<i>Title 1/Tax Levy</i>)</li> <li>• 1 Coach (<i>Title 1</i>)</li> <li>• 1 AIS Support (<i>Title IIA Supplemental</i>)</li> <li>• Resource Room teachers (<i>Tax Levy</i>)</li> <li>• AUSSIE Math consultancy days (<i>Title 1</i>)</li> <li>• Saturday Academy (<i>Title 1</i>)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Assessment and goal setting records: <ul style="list-style-type: none"> <li>⇒ Student work samples K-5</li> <li>⇒ Periodic Assessment reports (3-5),</li> <li>⇒ Everyday Math end of unit assessments (K-5),</li> <li>⇒ Kindergarten Smart Start Readiness Program (K),</li> <li>⇒ In-school simulation using the NYS March 2010 test Book 2 and 3 (3-5) and grade 2 MAP assessment</li> <li>⇒ Goals are reflected on the completed data templates provided monthly by classroom teachers to the coach (3-5)</li> <li>⇒ Math Baselines (K-5)</li> <li>⇒ Acuity Periodic assessment test scores (3-5)</li> <li>⇒ NYS Math test 2011 results (3-5)</li> <li>⇒ Grade 2 MAP 2011 results</li> </ul> </li> </ul>

**Subject/Area (where relevant):**   Inquiry  

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<ul style="list-style-type: none"> <li>• Increase the percentage of teachers involved in the work of collaborative inquiry to 90% -- a 15% increase from 2009-2010. Beginning in September 2010 through June 2011 teachers will continue to improve student learning by exploring the:             <ul style="list-style-type: none"> <li>⇒ Effects of feedback,</li> <li>⇒ Immersion of students in academic language and</li> <li>⇒ Analysis of student writing.</li> </ul> </li> </ul>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• The model established in 2009 – 2010 during goal setting PDs, common prep periods and on-going individual support provided by the data specialist will continue during the 2010 – 2011 school year.</li> <li>• The model will be augmented through the integration of feedback into the goal setting protocol for ELA and Math</li> <li>• The data inquiry process will be supported through:             <ul style="list-style-type: none"> <li>⇒ Developing with grade teams feedback forms in ELA and math</li> <li>⇒ PDs that continue to assist teachers in identifying SMART instructional objectives</li> <li>⇒ Sustaining collaborative teams where teachers disaggregate grade respective data</li> <li>⇒ Develop pivotal questions focused on current academic challenges</li> <li>⇒ Work in grade specific teams analyzing students' work samples;                 <ul style="list-style-type: none"> <li>▪ conferring with each other</li> <li>▪ referring to anchors, rubrics, curriculum documents, and support materials</li> <li>▪ collaboratively determine goals and plan next steps and</li> </ul> </li> </ul> </li> <li>• This work will support the school community by:             <ul style="list-style-type: none"> <li>⇒ Enabling teachers to gain a more comprehensive understanding of what students know and are able to do over time</li> <li>⇒ Embedding ongoing conversations about teaching and learning in teachers' daily practices to improve student achievement</li> <li>⇒ Developing a culture of collective problem solving: that demonstrates the power of focusing multiple perspectives on a single issue and a community understanding of 'our students' rather than 'my students'.</li> <li>⇒ Collegial feedback and discussion enables teachers to critically analyze whether their lessons or units ask students to construct knowledge, develop habits of mind, and make connections between school and the real world.</li> <li>⇒ Developing shared, public criteria to assess student work allows a shared language and a common understanding of quality student.</li> </ul> </li> <li>• Continuation of the data inquiry team's focus on vocabulary development for our ELL target students, and an expansion of the strategies to the rest of the school population.             <ul style="list-style-type: none"> <li>⇒ Supporting the capacity and expertise of the ELL and monolingual teachers in vocabulary instruction throughout the school via interactive workshops utilizing observations; inter-visitations; collaborative planning sessions; videotaping of demonstration lessons; and readings on literacy based research and implementation of classroom instructional strategies</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>⇒ Augmenting teachers' capacity to become building-level leaders in the school's vocabulary initiative by taking on the role of Lab teachers.</li> <li>⇒ Creating opportunities, in the flow of the day, to allow Lab teachers to share best practices in vocabulary techniques with their colleagues.</li> <li>⇒ Supporting teachers from all grade levels through an inter-visitation schedule that will afford them the ability to observe Lab teachers' classes throughout the year and consult with them when needed.</li> <li>⇒ Instituting vocabulary instruction as a key part of each school day through lesson planning with Lab teachers allowing for vocabulary lessons to find a grounded, comprehensive, yet unobtrusive place in teacher's instructional plans</li> <li>⇒ Reinforcing the utilization of the vocabulary based lesson plan template through modeling its use through the Lab teachers. This template is an important part of vocabulary instruction as it allows teachers to identify daily vocabulary activities to reinforce the meaning of 8 to 10 key words of the week through active and authentic use of the words</li> <li>⇒ Expanding the use of the vocabulary observation template which was designed to focus the observer on important features of the lesson that aid in building word knowledge</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Saturday Academy addressing Level 1 and Level 2 students in ELA and Math and the redevelopment of test sophistication strategies addressing the new September – April indicators will be funded using Title 1 funds.</li> <li>• Training ESL and bilingual teachers on ways to integrate NYSESLAT skills and strategies into all content areas throughout the school year. <i>(Title III LEP funds)</i></li> <li>• Stipend for participating teachers will continue when funds are allocated to the school.</li> <li>• ELL program on Monday &amp; Friday afternoon. <i>(Title III)</i></li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Progress is monitored in: <ul style="list-style-type: none"> <li>⇒ Continuation of the use of student data folders that inform students, teachers and parents of child's on-going progress in areas of growth.</li> <li>⇒ Completed data profiles and portfolios showing vocabulary development</li> <li>⇒ Instructional planning records incorporating targeted and effective vocabulary lessons</li> <li>⇒ Goal setting charts showing growth in student achievement</li> <li>⇒ Feedback sheets which are an interactive dialogue between student and teachers around glows (strengths; grows, challenges; and next steps with a comment box for students to respond to their teachers' analysis and/or comments.</li> <li>⇒ NYSESLAT test results 2011</li> <li>⇒ ELA assessment data</li> </ul> </li> </ul>

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• Increase the number of Grade 4 students on or above grade level on the NYS Science Test 2011 to 92%. Continue to build and strengthen the science program and improve student learning through on-going progress monitoring and by building capacity in the K-3 grades with a particular focus on Grade 3.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Science specialist closely oversees the implementation of science in grade 3 and supports the teachers in implementing the core curriculum per the NYC Scope and Sequence.</li> <li>• The Science specialist facilitates the development and design of standards based assessments for each unit of study.</li> <li>• Science teaching is provided by both the science specialist and classroom teachers with grades K-2 receiving three periods of science a week, grades 3-4, four periods per week and grade 5, five periods per week.</li> <li>• The science program engages students with hands-on, memorable instruction and authentic experiences, covering content and concepts per the NYS core curriculum. As stipulated by NYS and the DOE, the science program will foster the development of the science inquiry skills, and provide students with opportunities to practice process skills through investigations that promote discovery.</li> <li>• Strategies for success have been developed by the science specialist to address areas of student weaknesses and the specific needs of our ELL and ESL student populations.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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>	<ul style="list-style-type: none"> <li>• PS 246 supplements core curriculum materials (Harcourt for grades K-4 and FOSS for grade 5) with materials, supplies, and equipment as required. Gardening supplies are supplemented by the Trust for Public Land. (NYSTL, Title 1 &amp; Tax Levy)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Item analyses and action plans are prepared by the science specialist and distributed to classroom teachers and administrators.</li> <li>• Students in grades 3 through 5 take pretests and posttests for each unit of study to measure progress and accomplishments.</li> <li>• Grades K to 2 students, are assessed authentically, on an ongoing basis through student observation and short quizzes.</li> <li>• Formal assessments in grades 2 to 5 include unit and end-term exams. Grade 4 also takes a practice ELS exam.</li> <li>• Results from the 2011 grade 4 NYS Science test</li> </ul>

**Subject/Area (where relevant):**  Learning Technology

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> <li>• Develop the use of 21<sup>st</sup> century skills by providing interactive and collaborative technologies in the Special Education and CTT classrooms to support learning in Literacy, Math, Social Studies and Science.</li> <li>• Establish a collaborative virtual learning community at PS 246 using Google Education Edition with special education and CTT teachers using Google Docs to collaborate by June 2011.</li> </ul>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Provide a series of workshops to:             <ul style="list-style-type: none"> <li>⇒ Prepare SE/CTT teachers in the use of interactive software to support Literacy, Math, Social Studies and Science</li> <li>⇒ Develop a variety of project based learning via KIM Grant in the SE classrooms that integrate technologies such as podcasting, digital storytelling, and use of digital cameras to demonstrate and apply concepts in Literacy, Math, Social Studies and Science</li> <li>⇒ Built capacity for long-term integration and classroom management of interactive technologies including interactive projectors through training, inter-visitations, and collaborative planning sessions that include the grade leaders and coaches</li> <li>⇒ Survey coaches, SE/CTT, and Grade Leaders pre and post training on their comfort levels in using technology to support student learning</li> <li>⇒ Set up a projector in each of the SE classroom and Resource room to allow viewing of websites, videos, student-created presentations, and slideshows</li> </ul> </li> <li>• Work with school administration and an Innovations Team to develop a Technology Plan             <ul style="list-style-type: none"> <li>⇒ Determine vision and needs and how technology (hardware/software) is distributed throughout school, and plan for upgrading the current technologies</li> <li>⇒ Locate and apply for grants to support an on-going Technology Purchasing Plan</li> <li>⇒ Establish and begin developing a virtual learning community using Google Education Edition Apps – Gmail, Docs, Calendars, Groups, Contacts, Sites and Video</li> <li>⇒ Choose and register a school domain name and set up Google Education Edition to develop the collaborative learning community</li> <li>⇒ Provide PD on Google Apps (Calendar, Docs, Gmail) so the Math and Literacy coaches can collaborate and plan curriculum together with grade leaders, and grade level teams using Google Docs</li> <li>⇒ Use Google Docs to record and publicize minutes/actions from meetings</li> <li>⇒ Create and use School Calendars to coordinate and publicize activities, tasks, meetings, and deadlines</li> </ul> </li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <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>	<ul style="list-style-type: none"> <li>• Technology Cluster position x1 (<i>Title 1</i>)</li> <li>• Technology Maintenance position x1</li> <li>• AUSSIE Consultant (<i>Title 1</i>)</li> <li>• Domain Name registration (\$15 per year, Google Education Edition is free)</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Inventory of hardware and software purchased and installed by January 2011</li> <li>• Results from pre and post training survey for teachers involved in workshop training</li> <li>• Login and usage records for Google EE Apps</li> <li>• Samples of SE student work using technologies</li> <li>• Central collection of collaboratively developed calendars and documents</li> </ul>

## **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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	42	N/A	N/A	N/A	3	1	N/A	N/A
2	7	N/A	N/A	N/A	5	N/A	N/A	N/A
3	18	5	N/A	N/A	8	N/A	N/A	N/A
4	15	21	14	35	11	3	N/A	N/A
5	17	24	17	50	6	2	1	N/A
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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p><i>During school day AIS staff for, general edu, special needs, and ELL's push into classes or pull out small groups (8-10 students)for focused instruction using various materials for Intervention (Harcourt) Decodable books: Grade 2, Great Leaps, Grade 3 Leap Track assessment followed by work on individual needs. Specific intervention is continued during extended day. Saturday enrichment will commence in January.</i></p>
<p><b>Mathematics:</b></p>	<p><i>Small group instruction is provided by teachers during the day school and during extended day tutoring sessions. Saturday Academy additional enrichment time will commence in January. Students attending the Saturday Academy in January will be grouped according to grade level and performance indicator and will be challenged based on the Everyday Math end of unit exams and ACUITY ITA assessments. Teachers will use the "Coach" book as an instructional intervention and guide, math journals, skill drills, math vocabulary building and authentic application of skills in preparing our students for academic success.</i></p>
<p><b>Science:</b></p>	<p><i>Specialist evaluates assessments so that areas of student and whole class weakness can be identified to inform instruction. During extended day teachers provide AIS instruction to a small group of up to 10 students utilizing project-based instruction. Students are immersed in analyzing those social issues that impact their environment as the instructional focus. Through this AIS model students have opportunities to be engrossed in the scientific method as a way to ask and answer scientific questions through observations, experimentation, background research, constructing a hypothesis, testing their hypothesis via experimentation, analyzing their data and drawing a conclusion, and communicating their results.</i></p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><i>Strategies used: Second Step character education, play therapy, art therapy. Instruction is delivered one to one and small group.</i></p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p><i>Conducts Functional Behavior Assessments (FBAs) &amp; Behavior Intervention plans with guidance prior to referrals for behavioral concerns. Formal &amp; informal classroom observations using methods including interval time sampling, anecdotal observations &amp; Antecedent Behavior Consequences (ABC) data collection to identify possible triggers and/or reinforcers of behaviors</i></p>

<b>At-risk Services Provided by the Social Worker:</b>	<i>Counseling (6-8 weeks) for the student who does not have an IEP but is at risk of a special education referral. An evaluation, functional behavioral assessment (FBA), a behavioral intervention plans (BIP). There was a consultation with the family who was referred to a community agency</i>
<b>At-risk Health-related Services:</b>	<i>Open Airways classes teach students with asthma how to function with asthma; warning signs for treatment; how to properly use medication. Vision &amp; hearing screenings ensures that students with vision or hearing problems are assisted with obtaining glasses or hearing aids. Free dental exams provide info about good dental practices. Doctors' sessions ensures that all students have a physical exam.</i>

**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.

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**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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.

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*We will continue to work toward narrowing the achievement gap between our English Language Learners (ELL) and native English speakers by implementing a Drama Club. Participating students will have the opportunity to express themselves in drama as well as literacy. The Drama Club will ensure that all students have the opportunity to express their creativity as their academic needs are addressed. We are dedicated to promoting their growth by providing exposure to the dramatic arts and in turn providing opportunities for listening, speaking, reading and writing. With this end in mind, the students' needs in English language acquisition are addressed through specific and focused targeted activities such as:*

- *strategies for scaffolding (read aloud, shared reading, choral reading, and echo reading, paired reading, etc)*
- *schema & activating prior knowledge*
- *extensive modeling and think-aloud*
- *graphic organizers*
- *elicit and encourage of frequent student responses*
- *encouragement of student interactions and group discussions*

*Targeted participants will engage in listening/speaking games of varying difficulty, write original monologues, and engage in Reader's Theatre. Students benefit from exposure to the theatrical arts by being encouraged to think creatively which will increase their self esteem and build their confidence. This will challenge learners to explore and to deepen their understanding of the world of the play while making connections to the world they live in. In collaboration with a consultant from Neighborhood Music and Art basic acting skill like stagecraft, pronunciation, improvisation, public speaking, timing and movement will be incorporated as students interact with other performers. Monologues and scene work will also be part of this program.*

*The program will take place twice a week from 3:00 pm to 5:00 pm starting in January. Provision of services will be based on the level of the student's needs as determined by both quantitative and qualitative data. We will target ELL students identified between 4 and 6 years of service in grades 4 through 6. The language of instruction will be English and will be implemented by a team of two teachers, one bilingual certified teacher and a monolingual/ESL certified teacher.*

**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.

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*We have outlined professional development opportunities below that will develop our teachers' knowledge in:*

- *The Core Curriculum State Standards in all content areas.*
- *Content knowledge, pedagogical knowledge, knowledge of learners and their characteristics, and knowledge of educational ends, purposes and values.*
- *Understanding of the principles of effective vocabulary instruction, such as integrating words with other knowledge, repetition, multiple exposures in multiple contexts, etc.*
- *How to enhance content by facilitating skills and knowledge ELLs may possess in their first language (cognates, morphology)*
- *Second language acquisition strategies and methodology*
- *Technology implementation*

Teachers have participated in the development and implementation of the vocabulary project in collaboration with a Fordham University consultant who conducted a six month study focusing on the development of lab sites embedding best instructional practices and vocabulary development for ELLs. A proposal submitted to the NYS TESOL Conference was approved and a teacher involved in this project and presented at the NYS TESOL Conference this year.

We will also hold bi-weekly Teacher Learning Workshops where teachers will meet after-school. These meetings will include staff that currently works with ESL students. During these meetings the following areas will be facilitated:

- Analysis and evaluation of student work
- Ongoing peer support
- Sharing and discussing issues of classroom implementation
- Sharing ideas for new lessons or next steps and
- Scheduling peer observation and coaching.

**Section III. Title III Budget**

School: PS 246 BEDS Code: 321000010246

<b>Allocation Amount:</b> \$40,200.00		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	35,621.00	<b>714 hours of per session for ESL and general Education teachers to support ELL students: 714 hours X 49.89=\$35,621.00</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	N/A	<b>N/A</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4,579.00	<b>Instructional books and consumables will be purchased for after school and Saturday Program.</b>
<b>Educational Software (Object Code 199)</b>	0	<b>N/A</b>
<b>Travel</b>	0	<b>N/A</b>
<b>Other</b>	0	<b>N/A</b>
<b>TOTAL</b>	<b>\$40,200</b>	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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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.

***Parent surveys are distributed to all parents during our first curriculum night in September and during our first monthly Parent Association meeting in September. All school notices and information generated by the school is translated into Spanish.***

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

***Seventy-nine percent of this population is Hispanic therefore translations and oral interpretations are done in Spanish by staff personnel.***

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

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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.

***See part A***

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.

***See part A***

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>.

***See part A***

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$1,061,837.00	\$38,058.00	\$1,099,895.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$10,618.00	\$380.58	\$10,998.95
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$53,091.85	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$106,183.70	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%
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.

*Five percent of the Title 1 funds will be utilized to assist less qualified staff to achieve certification as highly qualified which will include tuition assistance.*

\* 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.

## **PS 246 SCHOOL PARENTAL INVOLVEMENT POLICY**

### **PART B – GENERAL EXPECTATIONS**

*P.S. 246 agrees to implement the following statutory requirements:*

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

*In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111-State Plans of the ESEA in an understandable and uniform format 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.*

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

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication 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*
- *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-Parental Involvement of the ESEA.*

*P.S. 246 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.*

*Representatives from the elected PTA and School Leadership Team members will work closely with the school's Parent Coordinator to develop this action plan.*

*P.S. 246 will take the following actions to involve parents in the process of school review and improvement under Section 1116-Academic Assessment and Local Educational Agency and School Improvement of the ESEA:*

*As part of regularly scheduled sub-committee PTA meetings, and as part of the responsibilities of the Parent Coordinator, parents are invited to participate in principal led informational meetings/forums to increase parental awareness of the school's progress and plans.*

*P.S. 246 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:*

- *Title I Saturday ESL Program for Parents*
- *Title I Saturday Computer Classes for parents*
- *Everyday Math*
- *Science*
- *Good Shepherd after School Program*

*These programs are coordinator through the administration of the after-school program Good Shepherd Services in collaboration with the Parent Coordinator. Meetings are held with parents invited to elicit ideas and recommendations based on need.*

*The school pays reasonable and necessary expenses associated with parental involvement activities including transportation and childcare costs.*

*P.S. 246 will take the following actions to conduct with involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy and 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, or 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 policy:*

*The evaluation will be conducted through survey*

*The Parent Coordinator will be responsible for the survey*

*Parents will be involved in development of the survey and interpreting the results*

*P.S. 246 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 academic achievement, through the following activities specifically described below:*

*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:*

*Parents will be invited to workshops and open house(s) to learn about the grade level standards, expectations and curriculum. Written announcements, informational booklets and various educational websites will be provided. Parents will have access to standardized test results. Regular and flexible meeting times are available for parents to meet with their child's educational provider(s).*

*The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, using technology, as appropriate, to foster parental involvement.*

*The school 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 in how to implement and coordinate parent programs and build ties between parents and schools by attending regional workshops as offered. The School will to the extent feasible and appropriate, coordinate and integrate parental involvement programs in activities. Activities include, ESL and AIS Providers and. Parents are invited to on-going meetings and workshops.*

The school will take the following actions to ensure that information related to the school and parent-programs, meeting, and activities, is sent to the parents of Title I participating children in an understandable and uniform format including alternative formats upon request, and, to the extend practicable, in a language the parents can understand. All communications are translated.

**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.

## **PS 246 SCHOOL PARENT COMPACT**

*P.S. 246 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), 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. The School-Parent Compact is in effect during school year 2009-2010.*

### **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS** **SCHOOL RESPONSIBILITIES**

PS 246 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:

- by using scientifically/researched based programs in all academic areas
- continue provision of intensive AIS services to all students not meeting city and state standards
- professional development surrounding assessment data and individualized instruction
- continue weekly grade level meetings for collaboration and professional development
- continue to analyze data to effectively implement differentiated lessons

PS 246 will hold parent-teacher conferences during which the COMPACT will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- during the fall and spring of the academic year
- scheduled class and/or individual conferences on an as needed basis

PS 246 will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- report cards will be given three times per year
- annual review of IEP goals for special education students
- daily progress reports for students on an as needed basis
- bulletins, memorandums, calendars and announcements

PS 246 will provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- during fall and spring afternoon and evening parent teacher conferences
- scheduled appointments with teachers and administrators as needed
- phone conferences and letters
- contact through parent coordinator

PS 246 will provide parent opportunities to volunteer and participate in the school and to observe classroom activities as follows:

- parents may complete volunteer training in order to assist in school activities
- chaperone class trips and activities
- contact parent coordinator
- attend scheduled class celebrations and performances
- attend open school week

## **PARENT RESPONSIBILITIES**

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

Supporting my child's learning by making education a priority in our home by:

- making sure my child is on-time and prepared for school everyday
- monitoring attendance
- discussing my child's school activities everyday
- scheduling daily homework time and assuring homework is completed
- limiting and monitoring the amount of television and play time
- volunteering at my child's school
- promoting positive use of my child's extracurricular time
- reading with my child
- staying informed about my child's education and communicating with the school
- being aware of and abiding by the rules and regulations of the school and district
- communicating positive values and character traits, such as respect, hard work and responsibility

- supporting the school's discipline policy
- helping my child accept consequences for negative behavior

### **STUDENT RESPONSIBILITIES**

We the students of PS 246 will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- come to school prepared and ready to do our best
- listen and follow directions of school staff
- be honest and respect the rights of others
- follow the school's code of conduct
- do our homework everyday and ask for help when needed
- study for tests and assignments
- read at home daily
- get adequate rest every night
- give to our parents or guardians all notices and information we receive at school everyday

## 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.

In September teachers, coaches and administrators met to analyze student's baseline writing in grades kindergarten through fifth and charted trends, patterns, and challenges that our students faced in writing. Based on this analysis, the school community decided on a school wide focus on writing. Teachers are cognizant that whether students are writing by hand or on the computer, many assignments and exams require students to write short answers or longer essays as a way of assessing what they have learned. As students get older, they will be expected to show more sophisticated writing skills, and to complete more sophisticated tasks through their writing. In addition, in order to prepare our students to be college and career ready we recognize that writing is a crucial skill as many colleges and universities require students to write essays as part of their admissions application. Much earlier than the time that we actually think of children as writers or readers, we must begin to provide opportunities that encourage writing. Research shows that when writing is given a school-wide emphasis, students improve their understanding of the disciplines that emphasize writing, practice their writing in several content areas, and grasp the importance of writing outside the ELA block. Studies also reveal a definitive link between poor reading and writing skills and low academic achievement.

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.

Our school wide focus will integrate targeted writing intervention across the content areas and increase the quality of learning time that students spend immersed in writing. This program will meet our at-risk and underserved students through providing targeted small group targeted writing instruction during the school day and during extended day as students engage in project based learning.

Teachers will facilitate students writing growth and capacity through:

- **Half-hour Writing Skill Block:**

Teachers from kindergarten through fifth grade do an half an hour of grammar and usage skills and strategies every morning in order to build students

- **Write Aloud**

Teachers model writing for students by thinking or "writing aloud," on their white board, black board or easel.

- **Shared Writing**

Working collaboratively, teachers and students compose written accounts in a shared writing session, so that strategies can be modeled and explained and specific writing skills can be introduced.

- **Guided Writing**

In guided writing, students create their own writing with teachers as guides. Activities associated with guided writing take place in small groups. Teachers serve as mentors for students going through the process.

- **Independent Writing**

Also, integral to our academic intervention approach is independent writing, which provides students with the consistent opportunity to apply and practice skills already introduced and to cultivate comfort with writing at individual levels. The “**word wall**” is an important part of reading and writing instruction. By displaying high frequency words where they can always be seen in the classroom, the wall assists students in developing a sight vocabulary. Teachers will choose three to five new words per week to chart and do vocabulary building on the basis of diagnostic information such as observing words that students misspell in journals, being aware of words that children often ask how to spell, or noticing words that are frequently used in new books for guided reading.

We have established staff development programs around writing that involves every classroom and cluster teachers from Kindergarten to fifth grade. Teachers meet during their common planning period to read research around best practices in writing instruction, watch webinars from experts in the field of literacy around writing, share struggles, successes and brainstorm solutions and next steps. Once a week our extended time is dedicated to teachers bring writing samples of student work to the table and collaboratively analyze students strengths and challenges and as a grade chart trends and patterns that are noticed across classrooms and content areas. Teachers then apply what they have learned through their professional development to develop rubrics, lesson plans, constructive feedback and motivators to move students as writers. Students progress is continually measured against state standards and rubrics. Teachers meet with parents to inform parents of student progress, suggest

ways to improve children's writing at home Administration is seeking to provide assistance to parents who want to improve their own writing by identifying and using parent talents for tutoring or in-service consulting as an extension of our school wide writing reform.

3. Instruction by highly qualified staff.  
**Teachers receive professional development from highly qualified staff in the areas of literacy, math, science and technology. Teachers attend monthly mathematics calendar day for grade levels 1 through 5. The technology specialist attends monthly meetings sponsored by the DOE. All trainings are turn-keyed to staff.**
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.  
**On-going Professional Development, for the principal, assistant principals and staff is provided by the team specialists of Children's First Network 109, and State Ed Department.**
5. Strategies to attract high-quality highly qualified teachers to high-need schools.  
**Participation in the regional and citywide job fairs, recruitment and hiring interviews conducted by the administration, which includes demonstration lessons and writing sample.**
6. Strategies to increase parental involvement through means such as family literacy services.  
**Nutrition workshops, computer classes, ESL programs for parents, academic-based workshops in science, literacy and math informing them of ways they can assist in their child's education. Learning Leaders volunteer training so they can volunteer in the NYC public schools, yoga for parents, meet the teacher curriculum night etc.**
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.  
**For the past four years PS 246 has run a SMART START orientation program in late June/early July for in-coming kindergarteners and their families. This initiative will continue next year.**
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.  
**Teachers meet with our literacy and math coach to develop unit plans, pacing calendars, rubrics and academic assessments tailored to the needs of the students they are serving on a monthly basis. Teacher teams also meet to review real-time data (baselines, TC assessments, EDM unit tests, ITA'S,) to assess gaps in student learning and to plan instructional intervention to close the gap.  
Developing teachers' use of differentiated instruction and goal setting continues to be a school wide goal. Instruction is based on data analysis and if this shows students need more time or a different method of instruction to consolidate their learning this is provided through access to extended day, after school and Saturday programs.**

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. **Academically at risk students are identified early in the school year by using formative (baselines, TC assessments, unit exams, etc.) and summative assessments (Predictives, NYState ELA and Math exams, ELAP, etc.) to determine students who are in need of academic support and those who need academic challenges. Those students who are struggling academically are serviced in small groups with the by our RTI teacher, guided reading teachers, and math specialist who push into classrooms and instruct a small group of no more of five students around their area of weakness as identified by the data. These students are assessed every six weeks to determine their progress and to make decisions on next instructional steps (one-on-one intervention, increased frequency and duration, or need for Tier 3 or 4 intervention).**

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.

*See responses for questions 1-9 above.*

## **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,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			\$1,061,837.00	✓	16, 18,
Title I, Part A (ARRA)	Federal	✓			\$38,058.00	✓	34
Title II, Part A	Federal	✓			\$590,452.00	✓	18
Title III, Part A	Federal	✓			\$40,200.00	✓	20
Title IV	Federal			✓			
IDEA	Federal	✓			\$194,708	✓	
Tax Levy	Local	✓			\$3,161,604	✓	21

#### 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;

- 
- 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.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

## **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>

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### **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.)  
*Currently we have 12 students living in temporary housing.*
2. Please describe the services you are planning to provide to the STH population.  
*The Guidance department provides at risk group/individual counseling as indicated by specific student behaviors and parental request. PS 246 provides all school supplies as needed including school uniforms. An after school "club" so that students can share and feel at ease about their specific situation was developed and regularly attended by the invited students.*

### **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**

<b>School Name:</b>	P.S. 246 Poe Center					
<b>District:</b>	10	<b>DBN:</b>	10X246	<b>School</b>		321000010246

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.1	92.1	92.8
Kindergarten	82	87	112				
Grade 1	119	107	105	<b>Student Stability - % of Enrollment:</b>			
Grade 2	113	115	108	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	127	122	111		89.3	89.9	91.0
Grade 4	119	127	122				
Grade 5	111	124	125	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	125	98	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		92.6	96.7	98.2
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	51	30
Grade 12	0	0	0				
Ungraded	2	6	6	<b>Recent Immigrants - Total Number:</b>			
Total	798	786	689	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					5	2	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	34	38	32	Principal Suspensions	2	2	13
# in Collaborative Team Teaching (CTT) Classes	24	23	27	Superintendent Suspensions	14	5	2
Number all others	71	67	44				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	119	108	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	134	157	TBD				
# ELLs with IEPs	9	63	TBD				

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers	67	66	66
Number of Administrators and Other Professionals	13	13	8
Number of Educational Paraprofessionals	2	4	6

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	0	4	% fully licensed & permanently assigned to this school	98.5	100.0	98.5
				% more than 2 years teaching in this school	71.6	68.2	77.3
				% more than 5 years teaching anywhere	53.7	57.6	74.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	84.0	86.0	90.9
American Indian or Alaska Native	0.4	0.4	1.3	% core classes taught by "highly qualified" teachers	88.9	98.0	91.7
Black or African American	13.9	11.7	10.7				
Hispanic or Latino	79.2	81.8	83.6				
Asian or Native Hawaiian/Other Pacific	4.6	3.8	2.8				
White	1.9	2.2	1.2				
<b>Male</b>	53.8	52.0	53.8				
<b>Female</b>	46.2	48.0	46.2				

#### 2009-10 TITLE I STATUS

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

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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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**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	38.2	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	28.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 109</b>	District <b>10</b>	School Number <b>246</b>	School Name <b>Poe Cottage</b>
Principal <b>Beverly Miller</b>		Assistant Principal <b>Rufina Ortiz</b>	
Coach <b>Ellen Johnson-Torres</b>		Coach	
Teacher/Subject Area <b>Alba Linares</b>		Guidance Counselor <b>Madeline Velez</b>	
Teacher/Subject Area <b>Marisa Danish</b>		Parent	
Teacher/Subject Area <b>Kay Inniss</b>		Parent Coordinator <b>Eleanor Rios</b>	
Related Service Provider <b>Yasmina Martinez</b>		Other <b>Abby Reuben</b>	
Network Leader <b>Maria Quail</b>		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	<b>5</b>	Number of Certified Bilingual Teachers	<b>5</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>2</b>

### C. School Demographics

Total Number of Students in School	<b>691</b>	Total Number of ELLs	<b>222</b>	ELLs as Share of Total Student Population (%)	<b>31.44%</b>
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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;

<p>description must also include any consultation/communication activities with parents in their native language.</p> <p>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.)</p> <p>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.</p>
<p>1. At registration parents of students new to the NYC public school system go through an initial screening process. First, the parent completes the Home Language Identification Survey (HLIS). Second, Ms. Linares, a certified ESL teacher reviews the HLIS to determine if the child is an ELL/ EP student. If the child speaks only English he/she enters the general education program. If the home language is other than English, the child and the parent are informally interviewed in English and in their native language by Ms. Ortiz, the Assistant Principal or Ms. Linares, a Spanish bilingual pedagogue and certified ESL teacher. If the child speaks a language other than English the child is scheduled to be administered the Language Assessment Battery-Revised (LAB-R) by Ms. Linares within the next 10 days to determine eligibility for ESL services. Spanish speaking students are administered the Spanish LAB-R. If the child scores at a beginning, intermediate or advanced level he/she is an ELL and eligible for ESL services.</p> <p>Teachers are annually engaged in data analysis sessions with administrators, coaches, and school based data specialists in the spring. During these sessions, NYSESLAT, ELA and Math results are analyzed and discuss for student continuation of service, placement and planning for the subsequent year. Every fall, a translated version of continuation of service or non-entitlement letter is sent to the parent.</p> <p>2. The parent is informed about the child's eligibility for ESL services and the program choices available for placement. A bilingual A.P., Ms. Ortiz, and the ESL teacher, Ms. Linares, in collaboration with the parent coordinator, Ms. Rios facilitate an orientation to engage parents in an open discussion about the choices available to them and to answer their questions. The DOE brochure describing the options (Transitional Bilingual, Freestanding ESL and Dual Language Program) is provided to the parent in her/his native language and the DOE DVD is presented during the orientation. Parents are also informed about what research indicates regarding most effective programs. Interpretation and translation service is provided as needed. The parent then is guided to complete the program selection form to indicate the program of their choice. Copies of the letters are filed and kept in the main office. Parents who prefer a DL option are informed in their native language about the choice of placing the child in a school where this program is available and is provided the information where these schools are located for their consideration. Parents are offered many different opportunities to maintain communication with the school community to be informed regarding bilingual/ ESL services being provided for their child in our school. This is possible through our parent outreach phone system, letters, notices and calendar in their native language. During parent- teacher conferences translation and interpretation service is provided as needed.</p> <p>3. This process is coordinated and facilitated by the Bilingual/ ESL supervisor, Ms. Ortiz and by a licensed ESL teacher, Ms. Linares.</p> <p>4. Student is placed in a class in alignment with the parent's selected program choice within ten days of enrollment. P.S. 246 has a current student enrollment of 691 grades K-5 of which 222 are English Language Learners a 32.13% of the total school population. We service these students through a Transitional Bilingual Education program (TBE) which hosts 25 students in Kindergarten, 23 in first grade, 23 in second grades, and 15 in fourth grade. Our free-standing ESL program services 134 students. We currently follow a push-in ESL instructional model with fully certified ESL teachers providing services in grades K – 5. Our school offers multiple opportunities to inform and maintain communication with our parents in their native language regarding the programs we offer and the bilingual/ ESL services being provided for their children. This is possible through our parent outreach phone system, letters, notices and monthly calendar shared in their native language. During scheduled parent- teacher conferences translation and interpretation service is provided for our parents speakers of others languages as needed.</p> <p>5. A review of the Parent Survey and Parent Selection forms for the past few years indicates that at P.S. 246, parents have selected both bilingual and ESL freestanding program options. The trend on parent selection shows that in the early grades (K-2) parents continue to select transitional bilingual education as their preferred choice while in grades 3-5 more parents have chosen the Freestanding ESL program. Currently approximately 40% of the parents have selected Transitional Bilingual Education while 60% have selected ESL freestanding program.</p> <p>6. Yes, program models offered at P.S. 246 are aligned with parents' requests.</p>

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	1	1	1		1									4
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	1	1	1	2	1	2								8
<b>Total</b>	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	222	Newcomers (ELLs receiving service 0-3 years)	173	Special Education	45
SIFE	0	ELLs receiving service 4-6 years	49	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	86	0	6	2	0	1	0	0	0	88
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	87	0	12	47	0	26	0	0	0	134
<b>Total</b>	173	0	18	49	0	27	0	0	0	222

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	23	23	0	15	0								86
Chinese														0
Russian														0

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>25</b>	<b>23</b>	<b>23</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>86</b>							

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	12	12	32	24	37								130
Chinese														0
Russian														0
Bengali		1												1
Urdu														0
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1		1	2								5
<b>TOTAL</b>	<b>13</b>	<b>14</b>	<b>13</b>	<b>32</b>	<b>26</b>	<b>39</b>	<b>0</b>	<b>137</b>						

## Part IV: ELL Programming

A. Programming and Scheduling Information
<ol style="list-style-type: none"> <li>1. How is instruction delivered?               <ol style="list-style-type: none"> <li>a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?</li> <li>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])?</li> </ol> </li> <li>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)?               <ol style="list-style-type: none"> <li>a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?</li> </ol> </li> <li>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.</li> <li>4. How do you differentiate instruction for ELL subgroups?               <ol style="list-style-type: none"> <li>a. Describe your instructional plan for SIFE.</li> <li>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.</li> <li>c. Describe your plan for ELLs receiving service 4 to 6 years.</li> <li>d. Describe your plan for Long-Term ELLs (completed 6 years).</li> <li>e. Describe your plan for ELLs identified as having special needs.</li> </ol> </li> </ol> <p>1. a) In our bilingual and ESL programs the following approaches are designed to support varying levels of instructional work expected to bring literacy and learning standards to par with the expectations for monolingual students. Keeping this in mind, we have re-organized ESL classes by heterogeneously grouping students according to their language level and establishing a team teaching and push-in model structured to address the curricular and linguistic needs of ELL students. In grade 5 a departmentalized organizational model has been established where students travel for their instruction in ELA/Social studies and Math/ Science.</p>

b) Transitional Bilingual classes have resources and the necessary support to ensure that content area curriculum and ESL instruction is in alignment with that of the monolingual students. This program includes: an ESL component structured to develop skills in listening, speaking, reading and writing in English; content development in native language and English to build subject matter knowledge; and a Native Language Arts (NLA) component to develop skills in listening, speaking, reading and writing in the students' home language. We have departmentalized the 5<sup>th</sup> classes where classes travel for their instruction in ELA/Social Studies and Math/ Science in order to begin their transition into the middle school organizational model. Our Free-standing ESL Program consists of a push-in organizational model. ESL students in grades K-5 are grouped and assigned to classes with a 3 exponent in the school organization for each grade. A certified ESL teacher is in place to conduct instruction using ESL strategies to make content comprehensive to facilitate and service ELL students in order to accelerate second language acquisition in grades K, 2, and 3. A certified ESL teacher services students following a push in model in grades 1, 4 and 5. This teacher works in small groups in and in collaboration with the classroom teacher to ensure continuity and consistency of instruction while helping students meet academic and linguistic goals.

2. Our teachers consistently participate in professional development and grade level meetings to deepen their understanding of ELL students enabling them to strategically group and plan lessons to meet their specific needs. To ensure that the mandated number of instructional minutes for ESL, ELA and NLA is provided, our bilingual and ESL teachers adhere to the mandated time as per the CR Part 154 to support our ELL. ESL (Beginners and Intermediate 360 minutes per week and Advanced 180 minutes per week), ELA (Advanced 180 minutes per week), TBE (Beginners, 60-90 minutes per day, Intermediate, 45-60 minutes per day, Advanced, 45 minutes per day). Instruction is delivered to our ELL students in a way that is explicit and comprehensive. That means pedagogues organize their teaching practices to meet student needs as well as implement systems to ensure that these students are receiving services -- including extra support to prepare them for mandated tests. Teachers in the TBE program provide instruction in two languages; the native language of the student (Spanish) with a strong support to develop the second language (English). Grade-level academic work is delivered in Spanish for student to continue academic progress while developing second language proficiency. English instruction increases as student develop fluency in English. The free-standing ESL Program delivers academic content instruction in English with native language support to make content comprehensive and incorporates ESL and ELA methodologies and strategies to help students meet or exceed New York State and City standards. Students are heterogeneously grouped in all grades. ELL students close to English proficiency and performing at or exceeding grade level are recommended for placement in accelerated classes while the ESL push in teacher continues to provide the mandated ESL services. Teachers follow the structure of the workshop model to deliver Reading, Writing and Math lessons that begin with a 10 to 15 minutes structured mini-lesson

3. The goal of a content-based literacy approach is to ensure successful comprehension of content-area texts and successful writing in the content areas (e.g., an essay, a report, an explanation of how a problem is solved in math). This approach involves the identification of potential sources of students' comprehension difficulties, and targets instruction to address them. As part of this approach, teachers in TBE as well as in the Freestanding ESL program provide explicit instruction in language and literacy skills (e.g., vocabulary instruction) within the context of meaningful purposes for reading and writing. Comprehension instruction in the classroom is explicit and purposeful, engages students actively, and promotes students' own understanding of the process of reading comprehension. To be explicit, teachers define, explain, discuss, and reinforce good comprehension practices in multiple contexts and across different types (i.e., genres) of text. Teachers also connect strategies to the specific purposes of reading certain texts and present these strategies as part of the active process of comprehension. Instruction is planned in such a way that students understand that they need to focus on the language and the thinking behind the strategies. In order to promote student thinking and reflection on the reading comprehension process, the goal of instruction is for readers to be able to independently monitor their own understanding, identify when comprehension breaks down, and use appropriate strategies to address their difficulties.

Teachers differentiate instruction and recognize different learning styles and multiple intelligences when designing lessons. Activities include different kinds of opportunities for individual, paired, and group work, as well as tasks that appeal to a range of learners, like creating charts, drawing, gathering information, and presenting. Teachers also follow a thematic approach whenever possible so that students have multiple opportunities to use the words they are learning in context.

Academic vocabulary is central to text and plays an especially prominent role as our students read to learn about concepts, ideas, and facts in content-areas such as math, science, and social studies. In doing so, ELLs encounter many words that are not part of everyday classroom conversation. Words such as analyze, therefore, and sustain are more likely to be encountered while reading than in conversation, and they are often key to comprehension and learning. PS 246 have embedded best practices around vocabulary instruction to address the language and literacy skills the ELL student needs for content area learning by:

- Providing choices for completing a project.
- Guiding and evaluating students' work with a rubric.

- drawing pictures to explain vocabulary. Have a student volunteer draw the pictures, too, and post them in the classroom or have students draw pictures in notebooks or on a chart.
- Repeating the same lesson or concept in different ways; more exposure to new learning is always better.
- Color code languages used and/or number directions posted in the classroom.
- Repeat vocabulary in a variety of ways through reading, writing, listening, and speaking experiences.
- Infusing activities with higher level thinking skills, such as comparing, evaluating and synthesizing

#### 4. Subgroups

a) One of the key ingredients to a program for Students with Interrupted Formal Education (SIFE) is fostering a climate that is safe, accepting, and positive for our new students. At P.S. 246, we celebrate the students' cultural identity and background. In the beginning of the year the students engage in extensive listening activities. As confidence grows, they begin speaking and working on their newly acquired skills with a partner or in cooperative learning groups. In addition students are engaged in enriched thematic based instruction to develop academic concepts. Due to their limited school experiences these students struggle with reading and writing in the native language or do not read at all. In addition, they lack basic concepts in different subject areas and lack familiarity with school processes. Our staff services SIFE students through targeted identification, placement, assessment and instruction using the following procedures: Intake staff (ESL, Guidance, Bil. Teacher, etc.) is trained in the following processes:

- Collection and disaggregating data
- Effectively interviewing the student/family
- Assessing native language literacy
- Monitoring student progress
- Requesting teacher input
- Articulation with feeder/receiver schools

An individualized language development plan (ILDLP) is developed, which is an extension of our goal setting protocol to use as the basis for our instruction of a SIFE student. It includes:

- An assessment of the student's present level of academic performance in English (reading, writing, math, etc.)
- An assessment of the student's English and native language proficiency
- Diagnosis of strengths and weaknesses
- A statement of long-term goals
- A statement of short term goals that support the long term goals
- A suggested timeline for mastering the goal
- Identification of staff responsible for supporting the student
- Recommendation for teaching materials and strategies
- Appropriate on going assessments and progress monitoring.

We engage the families to:

- Learn as much as possible about the students' backgrounds
- Give parents suggestions to help their child at home (ie. assigning a study area and time)
- Invite parents to school for workshops, celebrations, and informational sessions
- Help parents link to other parents who can support them in maneuvering the resources in the community
- Providing or suggesting family literacy programs.

b) Our ELL students in the US for less than three years 3 (newcomers) are grouped according to their language proficiency level. A variety of strategies and tools are incorporated in the classrooms to support, engage and build the ELL listening, speaking, reading and writing skills.

Mastery of academic language is arguably the single most important determinant of academic success for individual students. While other factors— such as motivation, persistence, and quantitative skills—play important roles in the learning process, it is not possible to overstate the role that language plays in determining students' success with academic content. Unfortunately, ELLs often lack the academic language necessary for success in school. This lack of proficiency in academic language affects ELLs' ability to comprehend and analyze complex texts, limits their ability to write and express themselves effectively, and can hinder their acquisition of content in all academic areas, including mathematics. Many ELLs have well-developed conversational skills yet lack the specialized language of academic discourse central to school success.

Academic vocabulary is central to text and plays an especially prominent role in the elementary, middle, and high school years as students read to learn about concepts, ideas, and facts in content-area classrooms such as math, science, and social studies. In doing so, ELLs encounter many words that are not part of everyday classroom conversation. Words such as analyze, therefore, and sustain are more likely

to be encountered while reading than in conversation, and they are often key to comprehension and learning. PS 246 has embedded best practices around vocabulary instruction that will assist newcomers and all ELL's as follows: teachers provide explicit instruction in language acquisition and literacy skills, ESL and bilingual teachers as well as the general education teacher identify general purpose academic words that are sophisticated in meaning that also appear in a variety of texts and content area. These words are targeted for direct and cyclical instruction and usage in the classroom.

Our teachers have been also trained to accommodate the learner implementing expected practices such as:

- Speaking slowly, audibly and clearly in the language they are using
- Preparing challenging whole class lessons ahead of time incorporating and aligning academic language in context
- Frequent use of small group instruction and minimize whole class instruction
- Use literature in English and/or the students' native language that features their cultural background
- Reduce stress level by incorporating opportunities for students to feel successful in the second language while developing fluency and decoding skills
- Encouraging students to make connections and maintain their native language at school, home and the community.
- Minimizing the use of lecture and verbal output and increasing the use of pictographs, overhead representations, slide shows, kinesthetic activities, etc. instead

In addition, support for extend reading comprehension and fluency are provided by:

- Simplifying activities using repetition when necessary and recycle information
- Creating buddy reading to help each other go over a previously read text
- Pairing students with student 'translators' who speaks their language, if available
- Utilization of picture books, picture dictionaries, easy nonfiction readers, pictographs
- Create a dictionary (i.e., students look up a word, draw a picture, and write a simple sentence, and copy the related definition).

We ensure that newcomers receive direct, explicit instruction to support their comprehension of challenging texts. Comprehension instruction in the classroom is explicit and purposeful, engages students actively, and promotes students' own understanding of the process of reading comprehension. To be explicit, teachers define, explain, discuss, and reinforce good comprehension practices in multiple contexts and across different types (i.e., genres) of text. Teachers also connect strategies to the specific purposes of reading certain texts and present these strategies as part of the active process of comprehension. Instruction is planned in such a way that students understand that they need to focus on the language and the thinking behind the strategies. In order to promote student thinking and reflection on the reading comprehension process, the goal of instruction is for readers to be able to independently monitor their own understanding, identify when comprehension breaks down, and use appropriate strategies to address their difficulties.

c) ELL students, especially students with interrupted formal schooling are more likely than native speakers to lack the background knowledge necessary to connect with the second language and gain understanding of texts. Comprehension strategies, such as reader-generated questions, summarizing, and monitoring comprehension are explicitly taught to our ELLs. Students also must practice these skills with texts that are accessible at their level of language proficiency. We engage these students in challenging theme-based curriculum units providing them with opportunities to: have engaging and meaningful instruction, organize curriculum and accommodate their learning around themes, engage in project-base learning promoting comprehension skills and language development and vocabulary knowledge.

Collaborative activities and scaffold instruction to build students academic English proficiency are provided using:

- strategies for scaffolding (read aloud, shared reading, choral reading, echo reading, paired reading, etc)
- schema & activating prior knowledge
- extensive modeling and think-alouds
- graphic organizers
- elicitation and encouragement of frequent student responses
- encouragement of student interactions and group discussions

Instructional activities and strategies for ELL students are provided through:

- Illustrating steps in a process
- Using brainstorming activities to draw out prior knowledge and graphic organizer to add new concepts
- Comparing/contrasting exercises (e.g., use Venn diagrams to demonstrate similarities and differences
- Using KWL Charts to generate student discussions; the KWL can be on the board and class fills it out as a group activity
- Using questioning techniques to generate conversations and interest on a topic;
- Using open-ended topics that allow for a variety of correct interpretations
- Re-enacting an experience, go on field trips, taste different foods
- Having students 'experience' the new concept. Teach key vocabulary with the content while they are acting out the parts
- Restating information, using different terms and having students restate information

d) Looking at the BESIS, NYSESLAT, ELA, Math, Science, Social Studies, TC Assessments, etc. we are able to identify long-term language learners (ELLs who have been in the U.S. five or more years) who are below grade level in reading/writing and other content areas. The data reveals that although these students are making progress in their English ability, their acquisition is at a very slow rate. Although they often have very good conversational English skills and appear fluent they remain in need of instructional intervention. We realize that it is not uncommon for these ELLs to reach an intermediate level of academic English proficiency, but have great difficulty raising their English skills past this level. Most lack the academic language proficiency to successfully cope with the language demands of the classroom, which in turn leads to inability to cope with the content itself. Despite the fact that these students have oral English conversational fluency, they lack academic language skills and need language support to make both gains in language and content learning. We have established language supports which include explicit vocabulary instruction (i.e. pre-teaching and contextualizing vocabulary), alternate reading text, and scaffold writing activities. Just like academic content, academic language increases in complexity from grade level to grade level so ELLs are chasing a moving language target as well. Students who stay at the same English proficiency level from year to year may look like they are not making progress in academic English, but to stay at the same proficiency level at a higher grade level actually requires more English knowledge

e) Students identified as having special needs are provided additional support via a bilingual IEP certified teacher providing small group instruction following a push-in pull-out model and targeting students needs using the Wilson Intervention Program. An RTI teacher also provides intensive, targeted instruction to support students academic growth and to enable them to meet scholastic success in all content areas.

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

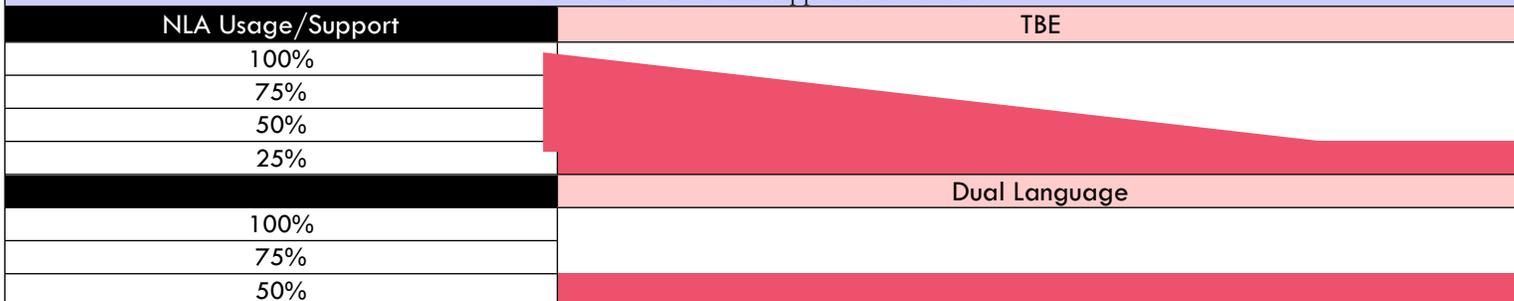
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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. Academic Intervention Services for at risk ELL students are designed to help them achieve the learning standards in English Language Arts, Math, Social Studies and Science. Students taking city and state standardized tests who score below designated performance levels are targeted as in need of AIS. Students in Kindergarten through grade two who lack reading readiness are eligible for AIS small group instruction, guided reading and after school support delivered by fully certified teachers. Academic and support services include supplementary small group instruction in ESL, reading and content area instruction. ELL students also participate in extended day programs, after school tutorial programs, weekend programs, and summer school programs. Supplemental interventions from guidance and support staff are provided as needed.

Our push in program model also supports reduced class size for ELL's. The focus of instruction for push-in teachers is on vocabulary development and reading/writing skills. They use both formative and summative assessment results to plan individualized and small group work that will best meet students' areas of need. Additional targeted instruction is provided for our ELL's with a focus on reading, writing math and academic vocabulary development in all content areas.

6. Students who meet proficiency levels are mainstreamed with ESL push-in support in order to ease their transition and maintain a continual

level of growth. Testing accommodations are provided for one additional year.

7. We are not considering changes to our existing program for this year.

8. Program services for ELL's will not be discontinued.

9. Every student at PS 246 including the ELL students are afforded equal opportunity to participate in supplemental services, and join extracurricular activities , and special programs created to offer additional support such as: Good Shepherd program, Lehman College APEX, Dream Yard Arts, Track and Field- Lightning Runners, and Music & the Brain.

In addition to the above supplemental services, the ELL student are also offered an after school Literacy and Drama program that takes place twice a week.

10. The instructional material use to support our ELLs include: leveled and labeled classroom libraries in English and in native language, Leap Frog, Leap Track and Wilson intervention programs. Classrooms are also equipped with overhead projectors , books on tape, audio-and other visual equipment to facilitate instruction and support our ELLs as learners in the classroom. The K–2 bilingual classes are using Harcourt's "Trofeos" to support the native language instruction and "Moving Into English" for the ESL. The bilingual 5th grade classes is using the Hampton-Brown "Avenues" program.

11. Teachers in the TBE program provide instruction in two languages the native language of the student (Spanish) with a strong support to develop the second language (English). Grade-level academic work is delivered in Spanish following a thematic approach and using non-fiction text to help students make connections that will carry over into the writing workshop. This facilitates student to continue academic progress while developing second language proficiency. English instruction increases as student develop fluency in English. The free-standing ESL Program delivers academic content instruction in English with native language support to make content comprehensive and incorporating ESL and ELA methodologies and strategies to help the student meet or exceed New York State and City standards. Students are heterogeneously grouped in all grades. ELL students close to English proficiency and performing at or exceeding grade level are recommended placement in the accelerated classes as the ESL push in teacher continues to provide the mandated ESL services. Teachers in grades Kindergarten through 5th follow the structure of the workshop model to deliver their lessons.

12. Yes, required services support and resources correspond to ELLs age and levels.

13. At PS 246 we have created a special program providing our parents of newly enrolled Kindergarteners an opportunity to bridge the home school connection through our Smart Start Program. This program consist of an early identification process that includes: interviewing the parent and the child, completion of a developmental assessment instrument with the child, an orientation for parents and observations of students in the classroom. This process help us gather information about the incoming kindergarteners and provides us with the opportunity to welcome the new families to our school. Both parent and child become acquainted with the staff, classroom routines and expectations in kindergarten. Translation is consistently provided for Spanish speaking parents as well as in other languages when available. This program provides a great opportunity to begin to build a strong and long lasting parent-child-school connection while affording us the option to get to know the child, begin to know him/her as a learners and better prepare to receive the child in the fall.

14. N/A

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## 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.

Analysis of achievement data at PS 246 indicates that limited vocabulary knowledge is a significant obstacle for ELLs in reaching higher levels of reading achievement and the acquisition of content knowledge. In order to address a clear need for improving students' vocabulary, the administrative staff of PS 246 collaborated with Fordham University on a project to build leadership among the instructional staff in promoting vocabulary knowledge of the school's English language learners from kindergarten to 5th grade. The Vocabulary Lab Project was designed to build the capacity and expertise of ELL teachers in vocabulary instruction throughout the school. Through workshops, inter-visitations, professional readings, guided lesson planning, and observations, the teachers have become building-level leaders in the school's vocabulary initiative.

This work has impacted our writing curriculum that has been restructured to focus on areas such as: vocabulary development, and comprehension skill. Teachers are now knowledgeable about the vocabulary processes involving vocabulary learning for all students specially ELLs. This learning strategies have impacted students' writing and reading comprehension. Developing vocabulary awareness have fostered students' ability in targeted areas such as: adding details and extending responses, understanding what the question is asking, answering all parts of a multi-part question, using graphic organizers to plan answers, reading response journals, etc. Teachers are expected to incorporate a differentiated approach to teaching always considering all learning modalities to develop academic language.

Teachers and educational assistant receive professional development from highly qualified staff in the areas of literacy, math, social studies, science and technology. Teachers are developed in literacy via Teachers College Reading and Writing Project conference days, BETAC and attend monthly mathematics calendar days for all grade levels K-5. ELL students and Technology, Social Studies and Science specialist attends meetings sponsored by the DOE and this training is turn-keyed to the rest of the staff and monitored to ensure its implementation in the classrooms. Our teachers are offered professional development opportunities via monthly bilingual/ESL meetings, learning walks, inter-visitations, lab site study groups and others venues fostering collaboration, discussion of best practices, and capacity building. Educational assistants, monolingual and bilingual/ESL teachers participate of these professional development opportunities as they work collaborative in the learning experiences of our ELL students and learning on topics such as: language acquisition, . Secretaries are especially trained to maintain a positive, cordial, professional and caring relationship first and foremost with our children, as well as with parents and school personnel. They are also trained regarding record keeping processes and procedures. The pupil accountant secretary attends professional development sessions to become knowledgeable on the registration process of newly enrolled students and on all mandated data entry procedures related to ELL students. The parent coordinator has been trained to become a liaison for our parents facilitating their involvement in their children's education and encouraging their participation in school activities.

Monthly bilingual/esl meetings are held the third Friday of the month in two sessions (K-2 and 3-5) offering opportunity for teachers to come together to learn from one another, discuss relevant and pressing topics concerning ELL students and how to best meet their linguistic and academic needs in the classroom. Teachers share ideas, observe best practices, and through professional readings explore strategies that work best for our students. In addition, teachers exchange ideas and share vital information about students, facilitating their transition from one school level to another.

Through year-long residencies and through a bi-annual coaching model DreamYard artists teach collaboratively with our Bilingual and ESL classroom teachers for 90 minutes per week and meet for planning sessions for 45 minutes per week. These year-long residencies last 32 weeks from September to June and includes theater, dance, visual art, and creative writing. Professional development offered by Dream Yard provides our teachers with increased knowledge in a range of art forms. Helping them to develop strategies for effective arts integration, share best practices, and examples of outstanding student work. They practice and identify quality arts education and build capacity to evaluate and assess student work assisting our teacher on reflecting on their instructional practice. At the end of the year students' artwork are showcased and students are invited to perform at venues such as Pregones Theater, Lehman College Stages and Art Gallery, Bronx Museum of Art, Sotheby's and The Public Theater.

We are currently revisiting the components of a balanced literacy program and have scheduled professional development session facilitated by our literacy coach to guide teachers on analysing data and deepen their understanding for differentiation and effective implementation of targeted Guided Reading lessons. Through this work the following are some strategies being implemented in the classroom to support our ELL student:

- Making sure that the books reflect the range of reading levels in the class.

- Teaching comprehension first. Skills like phonics can be developed after meaning is established or receptive and expressive vocabulary is strong.
- Plan comprehension-building activities before, during, and after the reading, such as picture walks (looking at and discussing the pictures in a book before reading to build background) and writing a personal response.
- Brainstorm with the whole class to generate ideas--teach the strategy of using pictorial, semantic, and syntax cues, and conventions of print to read for meaning.
- Encourage children to predict, confirm, and self correct.
- Discuss new words in context. For ELLs, reading experiences are filled with unfamiliar vocabulary that is specific to our culture.
- Teach word-study skills. For example, classifying and sorting words by spelling patterns helps students develop vocabulary and provides opportunities to transfer spelling concepts from reading to writing.
- Integrate reading with writing and use a variety of genres and formats as a springboard for writing activities.
- Work with recipes. Recipes are a great example of meaningful procedural text. They are a motivating hands-on activity and can serve as models for procedural writing.
- Have students keep journals for personal narratives and content-area learning

In addition, we are developing a Guided Reading Resource Room equipped with leveled books, lessons to go with them and the necessary resources to implement and support targeted reading instruction in every classroom.

Our school provides a minimum of 7.5 hours of ELL training for all staff via in-house professional development opportunities during common preps, scheduled "lunch and learn", BETAC Institutes, and after school trainings. Record of meeting this requirement is maintained through attendance roster, certificate of participation and agendas.

## 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. Our Spring newly enrolled Kindergarten parents are invited to our Smart Start Program scheduled in June. This program have been created in an effort to get to know the families, engage students in a screening process and facilitate their transition for the upcoming school year. Through this program a selected and trained group of teachers come together to take the family through a pre-screening process (Parent interview, Developmental Checklist, classroom experience) helping the parent and the child get acquainted with the school community as well as providing us with a valuable profile of the child facilitating planning and grouping ahead for our Kindergarten students. Parents are also invited to participate in their children's education by attending monthly workshops such as: nutrition, sewing classes, adult ESL classes and technology classes just to mention a few. This workshops are offered after school and/or Saturdays. Technology workshops, Family Math Workshops, Parent/Student Science Workshops and a computer literacy program introduce parents to hands-on constructivist approaches to education used in their children's classrooms. Support staff (resource teachers and guidance counselors, etc.) conduct classes for parents and schedule individual conferences for families to address the specific needs of students. In order to create a community and a partnership with our parents our school schedule an annual "Meet The Teacher Night" in September. At this time, administrators and teachers welcome the parents and guide them into an informative session about the school goals and expectations. Translation services are available as needed.
2. Our Parent Coordinator articulates and organizes meetings with Community Base Organizations (CBO) to assist and inform parents about resources available to them in the community. A translated version of materials and handouts is provided in the native language. A Student Support Teacher is also available to serve as a liaison between parents, teachers and students.
3. Parents needs are evaluated through an assessment survey to identify parents needs and interest.
4. An evaluation of the survey guide us in providing parents with workshops and informational sessions that meet their needs.

Our communication with parents is on-going via phone calling system, letters, flyers, parent-teacher conferences, progress reports, and monthly calendar. Translation is provided for our spanish speaking parents and for other languages as needed.

## 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)		14	10	6	9	5	0	0	0	0	0	0	0	44
Intermediate(I)		13	10	13	13	9	0	0	0	0	0	0	0	58
Advanced (A)	0	3	9	12	11	23	0	0	0	0	0	0	0	58
Total	0	30	29	31	33	37	0	0	0	0	0	0	0	160

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/SPEAKING	B	0	1	3	1	0	1							
	I	0	6	5	0	2	3							
	A	0	6	18	12	13	9							
	P	0	17	3	18	18	23							
READING/WRITING	B	0	15	10	6	9	5							
	I	0	12	8	13	12	9							
	A	0	3	7	12	11	21							
	P	0	0	4	0	0	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	43	37	28	6	114
5	31	68	19	2	120
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	17		54		34		10		115
5	9		62		36		13		120
6									0
7									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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	2		9		23		7		41
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	21		6		6		0		33
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				

New York State Regents Exam			
Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language
NYSAA Science			

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	10	20	4	0				
Chinese Reading Test								

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

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

1. Our school utilized the following assessment tools to assess early literacy: a screening instrument for our newly enrolled Kindergarteners, TCRWP Assessment, El Sol, Reading Comprehension Retelling Checklist and ELA/Math simulation. The data collected from these assessments provide an initial view of the students strengths and weaknesses. This data is analyzed by administrators, coaches, and teachers to develop goals, plan lessons and differentiate instruction for our students. Subsequently, this information has substantial professional development and instructional implications for our students. The instruction of ELL students must focus on clearly understanding students' linguistics and cultural backgrounds and clearly defining essential principles to support students' explicit, gradual and systematic second language acquisition while maintaining rigorous academic instruction in the native language. NYSESLAT test score ranges for Listening and Speaking (L&S) and Reading and Writing (R&W) will continued to be carefully analyzed and closely considered for more effective planning that matches students' specific learning needs and language development stage to enable them to transition from one level of proficiency to the next. We must continue supporting ALL teachers in developing and implementing focused-engaging lessons utilizing ESL methodologies, strategies and materials that would help the students acquire second language proficiency more effectively while keeping academic rigor.

2. Examining the data patterns across proficiencies it reveals that our ELLs have made gains in the Listening and Speaking modalities in grades 1, 3, 4 and 5 with 50% of the students on a Proficient level which is an improvement from 30% at Proficiency in 2008 -2009. This was achieved through developing students performing at the Proficient level by 20% at intermediate by 10% and Advanced by 21%. On the

gradual and systematic second language acquisition while maintaining rigorous academic instruction in the native language. NYSESLAT test score ranges for Listening and Speaking (L&S) and Reading and Writing (R&W) will continued to be carefully analyzed and closely considered for more effective planning that matches students' specific learning needs and language development stage to enable them to transition from one level of proficiency to the next. We must continue supporting all teachers in developing and implementing focused-engaging lessons utilizing ESL methodologies, strategies and materials that would help the students acquire second language proficiency more effectively while keeping academic rigor. In addition, standard-based instruction in content areas must continue to be provided developing both social and academic language for our beginning and intermediate level students in order for them to reach higher levels of achievement. As students advance in the second language, academic native language instruction decreases. It is our expectation that both ESL and TBE instructional programs will offer continuity of rigorous instruction providing opportunities for small group work and task- oriented activities to produce language in verbal and written form. This work will be evident by the students' work displayed in both languages and the increased movement of students from one level of proficiency to the next as well as the increased number of students reaching proficiency in the second language and able to pass the NYSESLAT.

In order to provide additional support to ELLs in the mainstream classroom, beyond the push-in ESL model, students will be exposed to sheltered English through their classroom teachers. These classroom teachers will receive in-service training on ways to make subject-area content comprehensible to ELLs. In applying this technique teachers will use physical activities and visual aids to enhance instruction and develop content area vocabulary with the support and guidance of our ESL teachers.

In this sheltered English model teachers will become adept at using:

Context cues and supplementary materials such as visuals, props and body language;

- Speech modifications such as repetition and pauses during speech;
- Sufficient wait time for student responses;
- Interactive lectures with frequent comprehension checks;
- Cooperative learning strategies;
- Emphasis on central concepts rather than details by using a thematic approach;
- Development of reading strategies such as mapping and writing to develop thinking skills;
- Authentic, meaningful learning opportunities;
- Ample opportunities for students to develop metacognitive strategies.

6. School leadership and teachers meet once a month during Common Prep to look at student work, analyze available data, and monitor students' progress to evaluate the success of the programs. This evaluative and reflective process help us make informed decisions in order to increase student achievement on New York State ELA and Math Assessments and prepare students with necessary skills to succeed. This also helps to early identify students that would need additional services and closely monitor their progress in order to make informed instructional decisions and make recommendations for possible changes.

## Additional Information

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

### Resources and Support

We will continue to facilitate and enrich our Native Language Arts Program through explicit and systematic teaching in fluency, vocabulary and comprehension skills. Using high quality fiction and non-fiction literature and providing the necessary tools to strengthen NL development through read-aloud, guided reading and shared reading portions of the literacy block. In partnership with Teacher's College and with the support and collaboration of our Robin Hood state of the art Library and our AUSSIE consultant, our students have benefited from genuine opportunities to experience learning and develop as readers and writers in both languages. Teachers model lessons during the reading and writing workshop following units of study across the grades guiding students daily to become better readers and writers. The K-4th grade classes are using the Harcourt's "Moving into English" program while 5th grade classes are using the Hampton-Brown "Avenues" program. Both programs follow an explicit and systematic approach targeting the four communication strands (Listening, Speaking, Reading, and Writing) as teachers integrate spoken and written language that is supported and scaffold to meet the demands for academic rigor. Audiovisual aids, books on tapes, poetry charts, songs, games, role playing, thematic based unit projects are some of the tools and/or strategies utilized to engage the ELL student in literacy development. English Language is explicitly delivered through the implementation of instructional practices targeting the different proficiency level of the students. ESL teachers working in a push-in model work in collaboration with the classroom teacher and through an

## Additional Information

integrated approach address the language needs of the ELL student. Mathematical concepts are taught through Everyday Math in grades K-5. Science in grades K-5 follows New York City Elementary Science Scope and Sequence. We use an inquiry approach that includes experimentations, investigations, designs and hands-on experiential learning. Social Studies in Grades K-5 follow the units of study developed by NYC teachers in alignment with the NYS Core Curriculum. Instruction is supported through the use of varied resources: the development of Key Ideas, Social Studies core libraries in every classroom, field trips, neighborhood walks, technology driven lessons and projects based units of study.

Multiple opportunities and effective partnerships have been established to support our student and encourage teachers to carry out the work we envision for all our learners. The following is a list of the different collaborations established at P.S. 246 invigorating this work: Music and the Brain, Lehman College Resident Artist/Dream-yard, Teachers College Writing, Robin Hood Library, Technology and Staff development opportunities offered by in-house coaches and teachers as well as visiting experts (AUSSIE consultants).

## Part VI: LAP Assurances

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

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

	Guidance Counselor		
	Network Leader		
	Other		