



**PS 181Q BROOKFIELD SCHOOL  
2009-10  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 29Q181  
ADDRESS: 148-15 230<sup>TH</sup> STREET  
SPRINGFIELD GARDENS, NY 11413  
TELEPHONE: 718-528-5807  
FAX: 718-723-7825**

## TABLE OF CONTENTS

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

<b>SECTION I: SCHOOL INFORMATION PAGE .....</b>	<b>3</b>
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....</b>	<b>4</b>
<b>SECTION III: SCHOOL PROFILE.....</b>	<b>5</b>
<b>Part A. Narrative Description .....</b>	<b>5</b>
<b>Part B. School Demographics and Accountability Snapshot .....</b>	<b>6</b>
<b>SECTION IV: NEEDS ASSESSMENT .....</b>	<b>10</b>
<b>SECTION V: ANNUAL SCHOOL GOALS .....</b>	<b>14</b>
<b>SECTION VI: ACTION PLAN .....</b>	<b>15</b>
<b>REQUIRED APPENDICES TO THE CEP FOR 2009-2010.....</b>	<b>27</b>
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> Error! Bookmark not defined.	<b>13</b>
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....</b>	<b>31</b>
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION .....</b>	<b>17</b>
<b>APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS .....</b>	<b>18</b>
<b>APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT .....</b>	<b>23</b>
<b>APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).....</b>	<b>Error!</b>
Bookmark not defined.	<b>24</b>
<b>APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS.....</b>	<b>25</b> Error! Bookmark not defined.
<b>APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10</b> Error!	<b>Error!</b>
Bookmark not defined.	<b>35</b>
<b>APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) .....</b>	<b>Error!</b>
Bookmark not defined.	<b>36</b>

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 181Q      **SCHOOL NAME:** The Brookfield School

**SCHOOL ADDRESS:** 148-15 230<sup>th</sup> Street Springfield Gardens, NY 11413

**SCHOOL TELEPHONE:** 718-528-5807      **FAX:** 718-723-7825

**SCHOOL CONTACT PERSON:** Andrea A. Belcher      **EMAIL ADDRESS:** abelche@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Andrea A. Belcher

**PRINCIPAL:** Andrea A. Belcher

**UFT CHAPTER LEADER:** Caryn Bergman

**PARENTS' ASSOCIATION PRESIDENT:** Lisa Cummins

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

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 29      **SSO NAME:** CFN#4 Empowerment

**SSO NETWORK LEADER:** Dr. Charlene Smith

**SUPERINTENDENT:** Lenon C. Murray

**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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Andrea A. Belcher	*Principal or Designee	
Caryn Bergman	*UFT Chapter Chairperson or Designee	
Lisa Cummins	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lillian Swaider	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rose Mohamed	Member/Time Keeper	
Vanita Anderson	Member Corresponding Secretary	
Hope Daley	Member/ Parent	
Latoya Evans	Member/Recording Secretary	
Jason Guthrie	Member/Parent	
Jeannine Rivera	Member/ Co- Chair	

***Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.***

\* 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 181-The Brookfield School is an elementary school in Springfield Gardens that serves students in grades Pre-K through 5. There are 440 students and a total of 68 faculty and staff members.

Our goal is to provide the highest quality education for all students by establishing a nurturing, and stimulating environment in which students grow emotionally, intellectually, and socially. Through my personal leadership, modeling and collaborating, we aim to help students to reach their fullest potential by creating an environment that is safe, supports risk-taking, and invites a sharing of ideas. All members of our school community are accountable for student progress. To achieve our mission, special programs have been designed to provide intervention and enrichment for all students in grades 3-5 by our very capable teaching staff. Many of these programs include weekly enrichment clubs that promote students learning based on their interests. Other programs obtained through grants include swimming, character development through acting, music and historical field trips. Additionally, we have scheduled for success by creating team teaching opportunities in ELA, Math and Science instruction. Special education classes in grades K to 2 have an additional AIS period provided by the Reading Recovery teachers. This year we were pleased to reopen our school's library to all grades while still working closely with the local public library. Each week a school-wide skill of the week is launched using the 12 basic reading comprehension skills. This skill is reinforced in all subjects and grades once launched. An interest-based After School Enrichment program is available for students who have achieved Level 3 or higher in Literacy and math. The Enrichment program will be interdisciplinary with each group working on a minimum of three individual or small group projects and one whole group exit project. This program will be facilitated by all out of classroom faculty and Pre-K/Kindergarten teachers. We are continuing book clubs that focus on gender based learning by selecting topics and titles that appeal to specific genders on various grades.

Our resident artist conducts a pull out program that allows students to work creatively and collaboratively in the art studio using principles of Reading through the Arts. Students are working on school wide projects correlated to the "Book of the Month" and will complete two large canvas projects to promote healthy eating in our student cafeteria. In addition to exposure to visual arts, students are exposed to dance as members of the Brookfield School Dance Ensemble. This is spearheaded by our physical education teacher. We plan to have our 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grade students participate in ENACT-Social Emotional Theater Workshops to promote conflict resolution, self awareness strategies, proactive thinking, reflective thinking, role playing, relationship building, responsible decision making and how to resolve issues in a non aggressive manner. Our 5<sup>th</sup> grade students will participate in Community Works. A community based arts education grant. Two classes will have 28 units of instrumental instruction by an Arts educator. Club Friday is a full year enrichment program that will offer students in grades 3-5 a myriad of clubs to select from and participate in each Friday from mid-October through June. Students utilize technology in every classroom in addition to completing special projects in our brand new updated Apple computer lab. Students are also becoming proficient in using the Smart board. Grades 2 and 3 will participate in the Swim to Safety program offered as a grant from the Department of Parks and Recreation for the second year. Students in grades 4 and 5 will participate in a Junior Business Club and develop math skills as they learn how to invest and start up a small business.

We are building relationships at PS 181. During our November 3<sup>rd</sup> Professional Development Conferences, we will work on Team building activities to foster unity and collaboration among the professional staff. Faculty will also be trained in character development strategies. We will have our first student Talent Show in December 2009. In February, we will celebrate our Second Annual Multicultural Celebration. This features students, parents and members of the professional staff. We will have our second annual PS 181 Cares Day in the spring of 2010. Administration, faculty, staff, parents and students will join forces to organize closets, deliver materials, organize rooms, do a spring clean-up and beautification project including planting perennials and summer bulbs.

The Rosedale Branch of NY Public Library to provide us with books to supplement each book of the month. The Librarian will visit our school several times throughout the year to register parents and students who apply for library cards. Interschool visits with peer schools to share best practices will be ongoing. We also illicit support from our Network Instructional staff, Senior Innovative Program Specialist for Students with Disabilities, Office of New Teacher Development, PD 360 and internal faculty to foster professional growth. Each month, we host a parent involvement event or activity and a service learning project.

Our collaborative vision is to prepare all of our students for a productive and successful future built on a solid foundation and armed with the desire to be life-long learners. All resources will be used to provide and effectively support school-wide goals and improved learning outcomes. Teachers, parents, students and administrators are all valued members of the learning community. Therefore our expectations must be clear, and the vision must be articulated through our daily practices.

### SECTION III – Cont’d

#### Part B. School Demographics and Accountability Snapshot

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” 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>	P.S. 181 Brookfield			
<b>District:</b>	29	<b>DBN #:</b>	29Q181	<b>School BEDS Code #:</b> 34200010181

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	6	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)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K	36	29	32		93.1	91.8	TBD		
Kindergarten	40	60	52						
Grade 1	56	54	69	<b>Student Stability: % of Enrollment</b>					
Grade 2	60	55	60	(As of June 30)	2006-07	2007-08	2008-09		
Grade 3	60	60	72		90.0	86.6	TBD		
Grade 4	99	60	72						
Grade 5	94	99	66	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	69	82	0	(As of October 31)	2006-07	2007-08	2008-09		
Grade 7	0	0	0		68.6	71.8	74.8		
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)	2006-07	2007-08	2008-09		
Grade 11	0	0	0		7	3	TBD		
Grade 12	0	0	0						
Ungraded	1	2	0	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2006-07	2007-08	2008-09		
Total	515	504	416		0	5	3		

**DEMOGRAPHICS**

<b>Special Education Enrollment:</b>								<b>Suspensions: (OSYD Reporting) – Total Number</b>			
(As of October 31)				2006-07	2007-08	2008-09	(As of June 30)				
				2006-07	2007-08	2008-09					
Number in Self-Contained Classes				48	54	31	Principal Suspensions				
No. in Collaborative Team Teaching (CTT) Classes				8	8	0	0				
Number all others				37	34	24	Superintendent Suspensions				
							3				
<i>These students are included in the enrollment information above.</i>											
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>							
(BESIS Survey)				(As of October 31)							
(As of October 31)				2006-07	2007-08	2008-09	2006-07				
				2006-07	2007-08	2008-09					
# in Trans. Bilingual Classes				48	54	31	CTE Program Participants				
# in Dual Lang. Programs				0	0	0	0				
# receiving ESL services only				12	14	11	Early College HS Participants				
# ELLs with IEPs				2	0	1	0				
<i>These students are included in the General and Special Education enrollment information above.</i>											
<b>Overage Students: # entering students overage for grade</b>				<b>Number of Staff: Includes all full-time staff</b>							
(As of October 31)				(As of October 31)							
				2006-07	2007-08	2008-09					
							Number of Teachers				
				0	0	0	35				
							Number of Administrators and Other Professionals				
							3				
							Number of Educational Paraprofessionals				
							N/A				
<b>Ethnicity and Gender: % of Enrollment</b>				<b>Teacher Qualifications:</b>							
(As of October 31)				(As of October 31)							
				2006-07	2007-08	2008-09					
							% fully licensed & permanently assigned to this school				
							100.0				
American Indian or Alaska Native				0.4	0.4	0.2	Percent more than two years teaching in this school				
Black or African American				93.4	92.1	91.3	65.7				
Hispanic or Latino				3.5	4.0	4.8	Percent more than five years teaching anywhere				
Asian or Native Hawaiian/Other Pacific Isl.				1.9	1.4	0.5	62.9				
White				0.8	2.2	2.6	Percent Masters Degree or higher				
Multi-racial							86.0				
<b>Male</b>				53.4	59.3	55.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
<b>Female</b>				46.6	40.7	44.2	97.1				
							100.0				
							91.2				

**2008-09 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  No  If yes, area(s) of SURR identification: \_\_\_\_\_

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

<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____

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

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:	IGS	ELA:	
	Math:	IGS	Math:	
	Science:	IGS	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<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>	4	4	3			

**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.

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	TBD	Overall Evaluation:	TBD
Overall Score	TBD	Quality Statement Scores:	TBD
Category Scores:	TBD	Quality Statement 1: Gather Data	TBD
School Environment	TBD	Quality Statement 2: Plan and Set	TBD

(Comprises 15% of the Overall Score)		Goals	
School Performance (Comprises 30% of the Overall Score)	TBD	Quality Statement 3: Align Instructional Strategy to Goals	TBD
Student Progress (Comprises 55% of the Overall Score)	TBD	Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	TBD	Quality Statement 5: Monitor and Revise	TBD
<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 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 the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

### **What student performance trends can you identify?**

***The following trends have been identified;***

#### ***English Language Arts-***

##### **3<sup>rd</sup> Grade**

There were a total number of 62 3rd grade students tested in English Language Arts who scored at or above level 3 in the 2007- 2008 school year, with a mean score of 648, representing 55% of the total third grade population. In the 2008-2009 school year, with a population of 69 students, it decreased to 49% but with an increased mean score of 650.

- Of the 30 female students tested, 57% scored between level 3 and above, 96% scored between levels 2 & 4, with 3% scoring level 4.
- Of the 39 male students tested, 44% scored level 3 and above, 85% scored between levels 2 & 3; there were no male students scoring level 4.
- There were 7 students tested with disabilities; 43% scored level 3, 100% scored between levels 2 & 3. There were no students scoring on levels 1 or 4.
- Of the total number of 3<sup>rd</sup> grade students tested in 2008-2009, 55 were economically disadvantaged; Of these, 11% scored level 1, 47% scored level 2, and 42% scored level 3. There were no students in this category who scored level 4.

##### **4<sup>th</sup> Grade**

There were a total number of 63 4<sup>th</sup> grade students tested in English Language Arts in the 2007-2008 school year. Of these 56% scored a level 3 or above with a mean score of 653. In the 2008-2009 school year, with a population of 73 students, students scoring at or above level 3 increased to 75% with an increased mean score of 659.

- Of the 36 female students tested, 86% scored between level 3 or above, 100% scored between levels 2 & 4, with 3% scoring level 4. There were no students who scored on level 1.
- Of the 37 male students tested, 65% scored level 3 or above, 89% scored between levels 2 & 3; there were no male students scoring level 4, and 11% who scored on level 1.
- There were 14 students with disabilities tested; 43% scored level 3 or above, 72% scored between levels 2 & 3. There were no students scoring on level 4, 29% scored level 1.
- Of the total number of 4<sup>th</sup> grade students tested in 2008-2009, 60 were economically disadvantaged; Of these, 5% scored level 1, 23% scored level 2, 70% scored level 3, and 2% scored level 4.

##### **5<sup>th</sup> Grade**

There were a total number of 97 5<sup>th</sup> grade students tested in English Language Arts in the 2007-2008 school year. Of these, 66% scored a level 3 or above with a mean score of 654. In the 2008-2009 school year, with a population of 65 students, students scoring at or above level 3 decreased to 58% with an increased mean score of 657.

- Of the 31 female students tested, 61% scored between level 3 and above, 100% scored between levels 2 & 3, with 0% scoring level 4 and level 1.
- Of the 34 male students tested, 56% scored level 3 and above, 100% scored between levels 2 & 4, 6% scored level 4, and 0% scored level 1.
- There were 6 students with disabilities tested; 17% scored level 3 or above, 100% scored between levels 2 & 3. There were no students scoring on level 4 or on level 1.
- Of the total number of 5<sup>th</sup> grade students tested in 2008-2009, 46 were economically disadvantaged; Of these, 50% scored level 3 or above, and 100% scored between level 2 & 4.

## **Mathematics**

### **3rd Grade**

There were a total number of 69 3rd grade students tested in Mathematics in the 2007-2008 school year. Of these, 83% scored a level 3 or above with a mean score of 676. In the 2008-2009 school year, with a population of 67 students, students scoring at or above level 3 decreased to 76% with a mean score of 666.

- Of the 30 female students tested, 80% scored between level 3 or above, 97% scored between levels 2 & 4, with 7% scoring level 4 and 3% scoring level 1.
- Of the 37 male students tested, 73% scored level 3 or above, 97% scored between levels 2 & 4, 11% level 4 and 3% scored level 1.
- There were 8 students tested with disabilities; 75% scored level 3, 100% scored between levels 2 & 3. There were no students scoring on levels 1 or 4.
- Of the total number of 3<sup>rd</sup> grade students tested in 2008-2009, 53 were economically disadvantaged; Of these, 2% scored level 1, 26% scored level 2, 68% scored level 3 and 4% level 4.

### **4<sup>th</sup> Grade**

- There were a total number of 67 4<sup>th</sup> grade students tested in Mathematics in the 2007-2008 school year. Of these 67% scored level 3 or above with a mean score of 668. In the 2008-2009 school year, with a population of 72 students, students 3% scoring level 4. There were no students who scored on level 1.
- Of the 37 male students tested, 65% scored level 3 or above, 89% scored between levels 2 & 3; there were no male students scoring level 4, and 11% who scored on level 1.
- There were 14 students with disabilities tested; 43% scored level 3 or above, 72% scored between levels 2 & 3. There were no students scoring on level 4, 29% scored level 1.
- Of the total number of 4<sup>th</sup> grade students tested in 2008-2009, 60 were economically disadvantaged; Of these, 5% scored level 1, 23% scored level 2, 70% scored level 3, and 2% scored level 4.

### **5<sup>th</sup> Grade**

There was a total number of 97 5<sup>th</sup> grade students tested in English Language Arts in the 2007-2008 school year. Of these, 66% scored a level 3 or above with a mean score of 654. In the 2008-2009 school year, with a population of 65 students, students scoring at or above level 3 decreased to 58% with an increased mean score of 657.

- Of the 31 female students tested, 61% scored between level 3 and above, 100% scored between levels 2 & 3, with 0% scoring level 4 and level 1.
- Of the 34 male students tested, 56% scored level 3 and above, 100% scored between levels 2 & 4, 6% scored level 4, and 0% scored level 1.
- There were 6 students with disabilities tested; 17% scored level 3 or above, 100% scored between levels 2 & 3. There were no students scoring on level 4 or on level 1.

## **What have been the greatest accomplishments over the last couple of years?**

**The greatest accomplishments made during the last couple of years according to the AYP are as follows:**

### **AYP in ENGLISH LANGUAGE ARTS:**

- Adequate yearly progress was achieved in English Language Arts (3/3)
- In English Language Arts, all students including African-American and Economically disadvantaged students had a 100% participation rate.
- The Performance Index for all students was 160, for African-Americans, 161, and for Economically Disadvantaged 155.
- The Effective Annual Measurable Objective, (AMO), for the Performance Objective was 136 for all students, and 135 for Economically Disadvantaged students.

### **AYP IN MATHEMATICS:**

- Adequate yearly progress was achieved in Mathematics (3/3)
- In Mathematics, all students including African-American and Economically disadvantaged students had a 100% participation rate.
- The Performance Index for all students was 176, for African-Americans, 177, and for Economically Disadvantaged 174.
- The Effective Annual Measurable Objective, (AMO), for the Performance Objective was 111 for all students, and 110 for Economically Disadvantaged students.

### **AYP IN SCIENCE:**

- Adequate yearly progress was achieved in Science (1/1), with a Safe Harbor Qualification
- In Science, all students including African-American and Economically Disadvantaged students had a 100% participation rate.
- The Performance Index for all students was 177, for African-Americans, 178, and for Economically Disadvantaged 176.
- The Effective Annual Measurable Objective, (AMO), for the Performance Objective was, according to New York State Standards, 100 for all students including African-American and Economically Disadvantaged students..

### **OTHER ACCOMPLISHMENTS INCLUDE:**

- To provide on-going staff development on using data to drive instruction.
- To collect and utilize information about student achievement at the classroom and grade levels.
- To consistently gather data and use it to understand what students knows and is able to do well.
- To help students set goals and to monitor progress over time.
- To set high expectations for what students can achieve both academically and in their personal lives.
- To use portfolios and the assessment binder to get a clear analysis of the performance of each student.
- To collect information about the progress of different groups within the school and analyze the information to see whether there is any evidence of underachievement.
- To provide a well rounded curriculum which gives students opportunities to succeed in many areas and sets up the students well for the next stages of their lives.

## **What are the most significant aids or barriers to the school's continuous improvement?**

**AIDS:** Our school uses both soft and hard assessment to drive instruction. For example, teachers confer with students during independent work time in reading and writing workshop to assess students' grasp or/need in, the use of the skills and strategies necessary to negotiate assignments and comprehension in the Reading and Writing Workshop. Hard Assessments [such as NYS ELA, Computer Adapted/Administered Education Performance tests (Scantron), and Predictive Assessments, (Acuity), and Instructionally Targeted Assessments, (ITA"s)], as well as on-going soft assessments, [(Authentic Assessments) such as observation of students performing tasks, individual student/teacher Conferences], specifies particular needs of the student that most needs to be

addressed. Teachers then use this data to drive not only individual, small group and whole class instruction but also to support students' diverse needs with interventions such as, Read 180, Reading Recovery, Resource Room, AIS, Extended Day Programs, and Double Science Lab time for fourth grade students, and White Board Technology based Instruction.

**BARRIERS:** Our school has a high, continually fluctuating population of students from the islands of the West Indies. Many, (if not most) of these children who are registered are at various grade levels but have never received a formal education, indeed, any education at all. Since they usually speak English, they are not entitled to any services. The computerized hard assessments which are administered to them when they register reveal this fact since these children are usually not able to read or process what is before them. Yet, these children are required to take NYS exams in Literacy, Math, and the Content areas in which they have little or no prior knowledge and therefore have little or no comprehension. This lack of comprehension greatly impacts these students' ability to comprehend or solve Math word problems, even if they are read to them, and consequently precludes the development of any of the higher level thinking skills as outlined on the Blooms Taxonomic hierarchy. These children often do not stay in the school for any significant period of time, but usually long enough to show up on data. When they leave, they often cannot be tracked down so they remain as poor performers on the school's records even though they are physically not in attendance.

Our school also has a high population of shelter children who arrive when they move into the shelters and leave when they are found family housing. These children often arrive shortly before or just in time to take NYS formal assessments in our school. Often their education has been interrupted by moving from school to school and therefore they do not have the opportunity of daily classroom reinforcement or, indeed, peer bonding to boost their esteem level (which psychologically impacts their performance). These students take the test, often do not perform well, and are then gone. Since it is often difficult to track them down and forward data, their scores remain in our data. Although their impact is not as severe as island children, it is similar enough to effect school data which appears on surveys and can inappropriately skew the impression one gets of overall instruction in our school.

## SECTION V: ANNUAL SCHOOL GOALS

1. **Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 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 To develop inquiry skills and process skills
  - a. Students will learn grade appropriate science curriculum annually through reinforcement and/or enrichment of the attainment of the short term goals.

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 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 presumably be aligned to the school's annual goals described in this section.

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1. **To increase the reading, writing, listening and speaking achievement levels of all students in P.S. 181 to a growth of one or more grade levels by June 2010. At which time all students in grades K-5 will make one or more years gain using Ed. Performance, Predictive Assessment, spring administration of ECLAS-2 and NYS ELA Assessment.**
2. **To increase the mathematics achievement levels of all students in P.S. 181 to a growth of one or more grade levels by June 2010. At which time all students in grades K-5 will make one or more years gain using Ed. Performance, Predictive Assessment, and NYS Math Assessment.**
3. **To develop science inquiry skills and process skills that will promote students attainment of grade appropriate science curriculum through reinforcement and/or enrichment scientific investigations and vocabulary development.**
4. **To continue to strengthen our instructional programs by increasing professional development opportunities to meet the individual and grade/content specific needs of the faculty. This will include on and off site training that will increase their knowledge of and ability to implement the curriculum.**
5. **To delve deeper in using a standardized school-wide system of the ongoing use of data to reform and drive the instructional program while holding all stakeholders accountable for student progress throughout the school year.**
6. **To improve the school's overall tone and build capacity during the 2009-2010 school year through the use of character development and student centered/interest based enrichment programs.**

7. To improve relationships within the PS 181 Brookfield School community by effectively communicating and collaborating with all stakeholders as evidenced by 50% increased participation in school-wide programs and events that foster professional accountability and bridge the home school connection throughout the 2009-2010 academic year.

**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 2009-10 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 or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To increase the reading, writing, listening and speaking achievement levels of all students in P.S. 181 to a growth of one or more grade levels by June 2010. At which time all students in grades K-5 will make one or more years gain using Ed. Performance, Predictive Assessment, spring administration of ECLAS-2 and NYS ELA Assessment.</b></p>
<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>• Students will engage in learning experiences aligned to the NYS Performance Standards in ELA and the elements of Balanced Literacy and Treasures Comprehensive Reading program.</li> <li>• Students in grades 2-5 will be taught using a comprehensive reading approach that includes skills and vocabulary development, genre studies, phonics and word development, leveled reading and writing, assessment, alouds and modeling and provides a clear guide for teachers to differentiate instruction to meet student needs.</li> <li>• Students will focus on one school-wide reading comprehension skill every two weeks via the established Skill of the week.</li> <li>• The schedule has been programmed to allow teachers on each grade to have common preps fostering in house P.D. opportunities via grade conferences and support from McGraw Hill staff development.</li> <li>• P.D. has been targeted to individual teachers via the School Improvement Network</li> </ul>

	<p>program PD 360 Webinars as well as by the specialists and administrators working towards the attainment of their goals.</p> <ul style="list-style-type: none"> <li>• Development of school-wide Data Portfolio Assessment Binders will be used by all teachers to reflect the various data obtained for students and charts, graphs, and analyses of individual and whole class performance. This will lead to the formation of Instructional groups and implications for driving and or reforming instructional programs to better meet the needs of all students.</li> <li>• Data Specialist/AIS Teachers and Literacy Specialists in conjunction with Administration will train teachers to use a variety of Instructional Tools to measure students' performance and determine students' individual learning styles or needs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>This action plan is supported by our funding under Contracts for Excellence in it's utilization of the Literacy coach who supports the instructional program and works closely with the principal to work towards our vision. Funds have been allocated for the School Improvement Network's P.D. 360 interactive program and for per-session activities. The schedule allows for grade planning and meetings. Training is both in house facilitated by faculty, and off site at workshops. Mentors and NISS's work closely with administration and the teachers to achieve our goals and increase students' performance.</b></p>
<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>	<p><b>Indicators of Interim progress include increased teacher participation in scheduled training. They ability to turn key learned information with colleagues and improve the instructional program by implementing skills, strategies and practices gained through P.D.</b></p>

Subject/Area (where relevant): Math

<p><b>Annual Goal 2</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To increase the mathematics achievement levels of all students in P.S. 181 to a growth of one or more grade levels by June 2010. At which time all students in grades K-5 will make one or more years gain using Ed. Performance, Predictive Assessment, and NYS Math Assessment.</b></p>
<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>• Students will engage in learning experiences aligned to the NYS Performance Standards in Math and the elements of NYS Mathematics Standards.</li> <li>• Students will focus on one grade appropriate math skill every day via “ Problem of the Day”.</li> <li>• The schedule has been programmed to allow teachers on each grade to have common preps fostering in-house P.D. opportunities to collaborate, share strategies, revise, and plan instructions in math for the week.</li> <li>• P.D. has been targeted to individual teachers via the School Improvement Network program PD 360 Webinar, as well as by the specialists and administrators working towards the attainment of their goals.</li> <li>• Development of school-wide Assessment Binders will be used by all teachers to reflect the various data obtained for students. Charts, graphs, and analyses of individual and whole class performance. This will lead to the formation of Instructional groups and implications for driving and or reforming instructional programs.</li> <li>• Data Specialist/AIS Teachers and Math Specialists in conjunction with Administration will train teachers to use a variety of Instructional Tools to measure students’ performance and determine students’ individual learning styles or needs.</li> <li>• Math enrichments program targeted for Standards 3 &amp; 4 during the extended day period.</li> <li>• Club Friday with “Math Katz Club”.</li> <li>• Writing in Math –explaining, poetry, comparisons, Venn diagrams.</li> <li>• Game Friday- use of games and manipulatives to enhance mathematics skills.</li> <li>• Family Math Night-games and activities for the entire family to build math awareness.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parental Involvement –workshops.</li> <li>• Math Programs include “Everyday Math” grades 3 &amp; 5 and New York State Connects grade 4</li> <li>• Display student created graphs, diagrams, pictures, to facilitate math learning.</li> <li>• Give students opportunities to choose the number of problems in varied levels of difficulty using the strategy “Think Tac Toe”.</li> <li>• Monthly Math Challenge Teasers for students in grades 3-5.</li> <li>• On-going bi-weekly math goals for individual students.</li> <li>• Use of the “Parking Lot” for students to express needs they have with specific math. Skills.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>This action plan is supported by our funding under Contracts for Excellence in its utilization of the Math cluster teacher who supports the instructional program and works closely with the principal to work towards our vision. Funds have been allocated for the School Improvement Network’s P.D. 360 interactive program and for per-session activities. The schedule allows for grade planning and meetings. Training is both in house facilitated by faculty, and off site at workshops. Mentors and Curriculum specialists work closely with administration and the teachers to achieve our goals and increase students’ performance.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Indicators of Interim progress include increased teacher participation in scheduled training. The ability to turn key learned information with colleagues and improve the instructional program by implementing skills, strategies and practices gained through P.D.</b></p>

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

<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To develop science inquiry skills and process skills that will promote students attainment of grade appropriate science curriculum through reinforcement and/or enrichment scientific investigations and vocabulary development.</p>
<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>• To develop inquiry learners who question the world around them</li> <li>• To predict, observe, compare, classify, measure, display data, make models through hands-on scientific investigations</li> <li>• To predict, hypothesize, infer, draw conclusions in scientific experiments</li> <li>• To plan and conduct investigations by following the steps of the Scientific Method</li> <li>• To develop scientific vocabulary</li> <li>• To develop inquiry skills and process skills</li> <li>• Students will learn grade appropriate science curriculum annually through reinforcement and/or enrichment of the attainment of the short term goals.</li> <li>• Teachers will Kid-Watch as students work so that they will differentiate instruction</li> <li>• Teachers will attend science professional development workshops</li> <li>• Students will engage in learning experiences aligned to the NYC Science Scope &amp; Sequence and Science Planning Guides.</li> <li>• Students will participate in interactive read-aloud through big books and/or small group read-along with cassette to develop word study skills and acquire science vocabulary.</li> <li>• The following strategies will be implemented to promote optimal student learning in all grades: <ul style="list-style-type: none"> <li>○ Group work and partner work</li> <li>○ Interactive computer activities</li> <li>○ Hands-on materials and scientific tools</li> <li>○ Incorporate use of visual aids in lessons</li> <li>○ Student created graphic organizers, diagrams, and charts</li> <li>○ Follow the Scientific Method through inquiry skills and process skills towards developing science experiments</li> <li>○ Incorporate ELA, Math, and Social Studies into science curriculum</li> <li>○ Use of technology</li> </ul> </li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Goals will be supported by the classroom teachers and science cluster teacher who will collaborate and plan together.  <b>Teachers will attend Science Professional Development Workshops for grades K-5</b>  <b>Materials and books that are aligned to the NYC curriculum have been purchased</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing assessments will evaluate student’s attainment of the short term goals to differentiate instruction.  <b>Students will be assessed through kid-watching, chapter tests, standardized test preparation, projects, performance assessments, 4<sup>th</sup> grade New York State Science Examination.</b>  <b>Students will:</b></p> <ul style="list-style-type: none"> <li>○ <b>reflect on their own work by self-assessment checklists and their own portfolios.</b></li> <li>○ <b>communicate by using grade appropriate scientific vocabulary</b></li> <li>○ <b>conduct a structured or guided inquiry leading to an independent inquiry</b></li> </ul>

**Subject/Area (where relevant):** Professional Development and Instruction

<p><b>Annual Goal 4</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To continue to strengthen our instructional programs by increasing professional development opportunities to meet the individual and grade/content specific needs of the faculty. This will include on and off site training that will increase their knowledge of and ability to implement the curriculum.</b></p>
<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>● <b>PD360</b> – On-line Professional Development that addresses various instructional topics.</li> <li>● <b>Weekly – “Week-at-a-Glance”</b> provides the overall instructional guide for the week which includes literacy development in all curricular subjects; addresses the skill of the week; provides a guide for the overall operation of the school; provides information of the events of the week, as well as all out of the building activities and incoming guests.</li> <li>● <b>Monthly Faculty Meeting</b> – to review previous staff data; to keep staff abreast of upcoming events; school wide activities; information regarding the chancellor’s regulations, as well as changes in the Department of Education.</li> <li>● <b>Monthly Grade Conferences</b> – Administration and teachers meet to review classroom issues and data instructional processes.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Weekly Planning</b>- common prep periods allows teachers to meet weekly to collaborate and plan their week instruction and discuss what’s working and what needs to be revised.</li> <li>• <b>Mentoring/Teaching Mentoring Program</b> – Professional Development, weekly mentoring sessions on differentiated instruction for individual teachers needs, as well as classroom visitations and suggestions for establishing a classroom environment conducive to the development of diverse instruction.</li> <li>• <b>Professional Learning Community Center</b> – teachers have the opportunity to collaborate with their colleagues and utilize inter-class-visitations, which are based on the <b>Critical Friends</b> theory of sharing <b>Best Practices</b>.</li> <li>• <b>Enrichment Meeting</b> – to plan appropriate activities for “The Brookfield Enrichment Club” designed for high achieving students who are high Level 3’s &amp; Level 4 performers. The clubs are: The Dramatic Story Telling Club, the Brookville Cooking Club, Newspaper Club, Math Game Club, Reader’s Theatre Club, Bookmaking/Writing Mysteries club and ScienceFrenzie Club.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Use of Mentoring program, grade leaders, specialists, ISC Staff Developers and Interclass visitations.</b>  <b>Schedule was planned to foster interclass visits by a specific grade or within a specific grade. Allows for effective planning. A designated conference room has been established for teachers to meet. It contains computers, a smart board, printer, State Standard Guides, resources. A professional learning community is promoted. Allocations have been set aside to pay for professional development workshops offerings. Affiliations with programs such as ENACT that provides training via grants. Using and developing in house experts as resources within the building.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Increased participation in P.D., improvement in lesson planning and implementation of skills, evidence of standards based student exemplars in all content areas, improved student engagement, evidence of higher order thinking skills, use of Bloom’s Taxonomy, use of data to inform instructional decisions and evidence of differentiation and increased student performance are indicators of progress.</b></p>

**Subject/Area (where relevant):** Use of Data

<p><b>Annual Goal 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To delve deeper in using a standardized school-wide system of the ongoing use of data to reform and drive the instructional program while holding all stakeholders accountable for student progress throughout the school year.</b></p>
<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>• This year, a vital component will be added as students and teachers discuss and plan the “Next Steps” and sub-goals for the goals set each 6-8 weeks benchmark period.</li> <li>• Interim goals will be expected to be achieved in January when long term goals are revisited and revised and then again in June.</li> <li>• Data Assessment Portfolio Binders will be utilized by teachers on all grade levels. The Data Assessment Portfolio Binders will be used not only to drive instruction but also to differentiate instruction based on the needs of the individual student. This binder will reflect an accurate profile of needs and growth of individual students which will allow teachers to establish groups for small group instruction targeting student needs.</li> <li>• Students in grades 3-5 will take Computer Adaptive tests, Ed Performance in the beginning of the school year to ascertain their current reading/math level. Ed Performance will be administered several times throughout the school year to monitor growth and needs in these areas.</li> <li>• Results of computer adaptive tests along with standardized test results and informal observations will be used for grouping in AIS, extended day programs and various sub-groups addressing academic needs.</li> <li>• Using Ed Performance, teachers will differentiate instruction by preparing suggested learning objectives based on the needs of the students in ELA and Math.</li> <li>• Teachers will participate in ongoing staff development centered around the utilization of Acuity, Ed Performance and ARIS.</li> <li>• Using Acuity, teachers will utilize various reports including items analyses, assessment reports, and gains reports. Instructional resources will be employed based on the findings of said reports.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers will become familiar with various Ed Performance reports including, summary, gains, and percentile and use these to inform instruction.</li> <li>• Teachers engage in KID WATCHING by observing students work habits, learning and communication styles, interests and behaviors. These observations are key for goal setting and differentiation of instruction.</li> <li>• Continued use of Running Records to measure growth comprehension, fluency and phrasing, and vocabulary development.</li> <li>• Teachers will meet with the coaches and specialists including Inquiry Team to discuss noted trends in student learning.</li> <li>• Teachers will meet bi-weekly to engage in data based rich discussions regarding the various target populations. i.e.: Lowest performing 5, the highest performing 5, students with support services, gender groups etc.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Goal supported by administration data specialist, literacy specialist and Inquiry Team. Materials purchased to maintain data and data binders per class and individual student portfolios. Development of school-wide Inquiry Teams by grade, and student study groups by gender, performance level and interest.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Review of data to inform instructional practices. Evidence of differentiated instructional practices.</b></p>

**Subject/Area (where relevant):** Building Capacity through Character Development

<p><b>Annual Goal 6</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To improve the school’s overall tone and build capacity during the 2009-2010 school year through the use of character development and student centered/interest based enrichment programs.</b></p>
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<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>• ENACT Grant- Provides Character development training and social/emotional education through the Arts. Grades 2, 3&amp; 4 will participate in the program.</li> <li>• All faculty and staff will be trained in the principles and strategies of social/emotional education.</li> <li>• Foster more cooperation from students and create a more effective community that will focus on instruction rather than misbehavior through the use of student centered programs.</li> <li>• Students will work closely with the guidance counselor to model strategies learned through the ENACT workshops with non-participating peers.</li> <li>• Each Friday effective late October, grades 3-5 students will participate in “Club Friday” activities during 7<sup>th</sup> period. Students will select clubs based on interest and talent. All cluster, support service and classroom teachers that support those grades will be involved.</li> <li>• Participation in “Club Friday will include: Careers, Art, dance, vocal, robotics, math Kats, Reading Games, Debate Team, Brookfield Academy Young Ladies Association, Student Council, cooking club, animation club/technology and science club.</li> <li>• Grade 5 Enrichment Book Clubs for high performing students on or above grade level for high performing students to model how to dig deeper into a text and make connections beyond the text to ones live and the world at large.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>The creation of a Club time on Fridays and scheduling allows several out of classroom faculty members to lead clubs. This includes the administrators. Programs purchased via Project Arts include Author’s clinics in writing through the arts and school-wide dance and music performances</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Improved student cooperation and conduct.  Fewer suspensions and teacher removals.  Increase in school spirit and participation in extracurricular activities  Increase student recognition and rewards  Overall increased student progress in all areas of learning.  A more cohesive, safe and nurturing school community  A more orderly school  Showcase of each club or programs Exit project  More involvement in Student Council</b></p>

**Subject/Area (where relevant):** Building Relationships

<p><b>Annual Goal 7</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To improve relationships within the PS 181 Brookfield School community by effectively communicating and collaborating with all stakeholders as evidenced by 50% increased participation in school-wide programs and events that foster professional accountability and bridge the home school connection throughout the 2009-2010 academic year.</b></p>
<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>• Data Assessment Portfolio Binders, when taken as a whole, reflect the diverse population of learners and help administrators/teachers better understand the particular/specific needs of the students in their school. This further enables administrators/teachers to select materials peculiar to the needs of their student population and not force them to conform to a cookie-cutter model targeted for the general elementary school population of every public school in the state of New York. This information is periodically reviewed and discussed at grade conferences with parents to establish a home school connection of teacher/parent collaboration to work for the ultimate benefit and growth of each individual child.</li> <li>• Parents receive content area goals every 6-8 weeks and have the opportunity to provide the school with feedback to accomplish said goals.</li> <li>• This will be accomplished through:             <ul style="list-style-type: none"> <li>A. Story Book Character Dress-up Day</li> <li>B. Multicultural Night (with contributions from and participation of teachers, parents, and students)</li> <li>C. An all-inclusive Holiday Party (all faculty and all school staff including their families)</li> <li>D. A special assembly for students/their parents and guests and teachers to celebrate Women in History Month with prominent, accomplished women from the community as guest speakers</li> <li>E. School/Community toy drive</li> <li>F. School/Community Harvest Food Drive</li> <li>G. School/Community Penney Harvest</li> <li>H. School/Community Coat Drive</li> <li>I. School sponsored parent/student school-wide catered lunch in the Professional</li> </ul> </li> </ul>

	<p>Learning Community Center followed by an evening of Hip-Hop dance instruction for parents, students, and staff. The evening included dinner and snacks.</p> <ul style="list-style-type: none"> <li>J. School/Community movie night</li> <li>K. A “Deck the Halls” holiday school community decorating party to build community and celebrate the diverse ways our school community celebrates.</li> <li>L. A special Holiday assembly to diversely celebrate the multiple talents of our student and faculty population.</li> <li>M. Swim to Safety program for second graders.</li> <li>N. K-2 multi-grade Thanksgiving Feast Celebration in the first floor hall of the new wing to foster community and understanding of how the Pilgrims may have celebrated.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Allocate resources and funds to support programs and endeavors. Schedule program to support planning, work collaboratively wit Student Council and CBO’s. Align the curriculum and the special activities. Provide opportunities at all levels for students according to interest, need, gender. Include parents by planning events around their work schedule for maximum participation.</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Increased school spirit, increased involvement in school wide, class, and grade programs, meetings by all members of the school community.</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

**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	0 (SETSS)	0 (SETSS)	0	0	0	0	0	
1	1 (SETSS)	1 (SETSS)	1	1	8	0	0	
2	2 (SETSS)	2 (SETSS)	2	2	3	0	0	
3	4 (SETSS)	4 (SETSS)	12	7	5	0	0	
4	5 (SETSS)	5 (SETSS)	65	5	6	0	0	
5	7 (SETSS)	7 (SETSS)	17	72	1	0	0	
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	<b>AIS is built into our daily schedule and provided by the classroom teacher and support staff for 30 minutes each day. This format includes small group and one-to-one learning opportunities using Mondo’s- “Now I Get It”, Kaplan test prep, Read 180, Reading Recovery, Macmillan Treasures, computer program - One More Story for grades K-2, and Wilson Foundations. Additional AIS will be provided via Saturday Test Prep Academy.</b>
<b>Mathematics:</b>	<b>In addition to the regular math program, our math teacher team teaches with classroom teachers and provides small group instruction to students in need of AIS in math. She also provides AIS to students in the extended day program and supports the curriculum using games and technology as well as text.</b>
<b>Science:</b>	<b>In addition to the regular science program, our science teacher team teaches with classroom teachers and provides small group instruction to students in need of AIS in science. Teachers plan collaboratively with the science teacher to differentiate instruction. They appeal to the needs of the students by using a hands on approach – FOSS and text base to reinforce the skills and strategies taught. This is also supported by field trips and special projects aligned to the curriculum. A science club began in the fall for grades 3-5. However, all students 1 grades K-5 have a minimum of one lab period in addition to their classroom instruction.</b>
<b>Social Studies:</b>	<b>AIS is supported in social studies via non-fiction reading and projects. Students work in small groups to complete assignments and projects. Real world experiences are linked to literature through text to text, self to text and text to the world. Additionally, students focus on issues in current local, national and world events that support their respective curriculum. The curriculum is supported by the Houghton- Mifflin Textbook, “New York City.” It incorporates transparencies for overhead projector, workbook and online access to the textbook. Selected grades utilize children’s periodicals including TIME For Kids and Scholastic Weekly Readers. School wide activities including Student Council, field trips to historical society and multicultural celebrations support the scope and sequence to enhance student learning and academic intervention.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Guidance works with teachers, students and parents to address acting out behaviors by creating FBAs, BIPs and Classroom Interventions Plans using the PRIM. Guidance meets with students in small support groups. Additionally, strategies for coping with various situations and taught to help students to be proactive in resolving conflicts.</b>

<b>At-risk Services Provided by the School Psychologist:</b>	<b>See at-risk students for emergency intervention.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Sees At-Risk Students and their parents for emergency interventions.</b>
<b>At-risk Health-related Services:</b>	<b>Nurse works with students in small workshops to address the health concerns of those students to increase their self-awareness.</b>

**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 (2009-2010) LAP narrative to this CEP.**

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**LAP Narrative 2009-2010**

**Language Allocation Policy Team:**

**Andrea A. Belcher, Principal**

**Giuseppina Napolitano, Assistant Principal**

**Mandy Fink, ESL Teacher**

**Simone Brown, Parent Coordinator**

**Dr. Kenneth Kearse, Guidance Counselor**

**Kerry Botta, Speech Teacher**

**Connie Gallagher, Reading Recovery**

**P.S. 181 (The Brookfield School) is located in Springfield Gardens, Queens. We are a Pre-K through 5<sup>th</sup> grade school. The population consists of 436 students. At this time we have 17 students enrolled in the ELL program. This is approximately two percent of our total school population. Our ESL population is made up of students from the Hispanic and Haitian backgrounds. Most of our students are at the beginner or intermediate level. The students are distributed in the following grades: Kindergarten-1, First Grade- 3, Second Grade-4, Third Grade-5, Fourth Grade-1 and Fifth Grade-3.**

**The current instructional model that our building is using is a freestanding pullout ESL program. There are five classes. Students of the advanced level receive 45 minutes of ESL instruction daily. Students of the beginner or intermediate level receive 90 minutes of ESL instruction daily. The students are grouped by grade and proficiency level. To make content comprehensible, instruction is enriched with new vocabulary and manipulatives to assist them.**

**The licensed ESL teacher services the students 360 minutes or 180 minutes a week. This is based upon proficiency levels. The teacher provides comprehensive literacy and mathematics instruction utilizing the workshop model. Other core subject areas are addressed in developed mini lessons. The ESL teacher uses the student's cultural and geographic roots to help promote self awareness and broaden instruction.**

**After the students have taken the LAB-R, their proficiency level is determined. The ESL teacher places the student in an appropriate group. The student will be maintained in that specific group until they show that the level has been mastered using the NYSESLAT scores. Instruction in these groups is driven by state mandated tests, classroom objectives and goals.**

**Before the parent/guardian chooses a program for their child using the Program Selection form, they receive information on all ELL program models. A videotape from the NYC Department of Education is shown in their native language, explaining ELL program options at the parent orientation. This happens within the first ten days of admission to the building. At this time our school offers only freestanding ESL. Currently, we do not have a minimum number of students in the same or contiguous grades that speak the same home language that is why a bilingual, TBA or dual language is not offered. Parents/guardians can also view various locations of the bilingual or dual programs around the city from the NYC DOE website should they select one of these options. This information along with the help of the Office of Student enrollment will allow the parent/guardian to make an informed decision. Program selection forms are sent home for the**

parent/guardian to sign and return. If this is not returned in a timely fashion, a phone call is made. The last resort is to send a form home via mail.

Instruction is differentiated between each ELL subgroup. This is based upon their proficiency levels and grade. However, new comers are grouped together when possible due to their limited proficiency. Once the student is adjusted to the school community, the student is then placed into a group that is best suited for their specific needs. Students with special needs receive instruction based on their IEP and goals. Long term ELLs receive instruction based upon past test scores and identifiable weaknesses. Their progress is carefully monitored and assessed. Close attention is paid regarding whether or not long term ELLs are experiencing second language difficulties or possible learning problems that may be confused with second language problems. All interventions are tried before special education referrals are made.

Instruction of all ESL students is discussed on a regular basis with classroom teachers. AI is the “at risk” intervention that all of our ESL students receive on a daily basis. ELL students also participate in extended day with their classroom teachers. Upon evaluation, guidance, speech, occupational therapy, physical therapy, or SETTS may be offered.

Instructional materials that are used to support ELLs are glossaries, bi-lingual/picture dictionaries, SMART boards and the computer lab. In addition, classroom teachers use phonics and scholastic books for classroom instruction. Frequent use of the library is recommended for all of our ELL students for language development. Books on tape are suggested to the ELL students to strengthen listening skills and questioning techniques.

The staff development plan for all personnel that service ELL students at our school include a variety of topics. Staff development is ongoing through the entire school year. The topics include ESL methods and strategies to use in the classroom, balanced literacy model

modified for ELLs, advantages of using cooperative learning with ESL students, and standards based approach to learning for the ESL child. In addition, the ESL teacher will confer with classroom teacher on a regular basis.

After reviewing the LAB-R, NYSESLAT and ELA scores the results show that the students are scoring the lowest on the reading and writing components. This pattern shows that strong concentration is needed in these specific areas. Reading and writing are taught using different genres. Big books, shared reading, guided reading as well as picture cards are used to strengthen techniques. Modeling and graphic organizers are used to help improve student writing. Grammar, punctuation, spelling and capitalization are topics that are concentrated in both reading and writing areas. After reviewing the NYS Math Assessment, scores show that math lessons need to show an increase of vocabulary and word problem attack.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010**

**Form TIII – A (1)(a)**

Grade Level(s) K-5 \_\_\_\_\_ Number of Students to be Served: 17 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1 \_\_\_\_\_ Other Staff (Specify) Licensed Librarian/Literacy Coach and Kindergarten teacher  
School Building Instructional Program/Professional Development Overview

**Title III, Part A LEP Program**

**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.

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
- A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
- To identify if a student is an ELL our school requires that the Home Language Identification Survey (HLIS) is completed at the time of registration. The certified ESL teacher is present during this process. Based upon the parent/guardian responses, the student may be eligible for LAB-R Testing. This process is completed within ten days from the student's admission date. A letter will be sent home notifying the parent/guardian if the student will receive services. Our school provides freestanding English as a Second Language instruction to our English Language Learner students enrolled in grades K through 5<sup>th</sup>. Instruction is conducted in English for information and understanding in order for students to communicate effectively in social and academic settings. Our fully licensed ESL teacher provides comprehensive literacy and mathematics instruction utilizing the workshop model. Read aloud, accountable talk, shared and independent reading and writing has become part of our students' daily instruction. Our ESL program also covers the core subject areas such as mathematics, social studies, and science. Developed; mini-lessons, problem solving, number sense, and use of manipulatives to assist students in expanding mathematical knowledge. Acknowledgement of students' cultural and geographic roots promotes self-awareness and broadens our social studies and science instruction. The certified ESL teacher groups our ELL students based on their English proficiency levels. There are five classes. Students of the beginning and intermediate level receive 90 minutes of ESL instruction daily. Students at the advanced level receive 45 minutes of ESL instruction daily. To ensure our students meet the standards and pass the required NYS assessments our school offers an extended day program in reading, writing and mathematics. Students are also provided with needed language support such as glossaries, bi-lingual dictionaries and the opportunity to work with partners within the class to assist them with their everyday learning. In order for the students to exit the program they will need to pass the NYSESLAT. This test is administered every spring, and will determine their eligibility for services for the upcoming school year.
- B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- ELL students participate in the extended day after school program.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.
- After the students have taken the LAB-R, their proficiency level is determined. The ESL teacher places the student in an appropriate group.
  - The student will be maintained in that specific group until they show that the level has been mastered using the NYSESLAT scores. Instruction in these groups is driven by state mandated tests, classroom objectives and goals. Before the parent/guardian chooses a program for their child using the Program Selection form, they receive information on all ELL program models. A videotape from the NYC Department of Education is shown in their native language, explaining ELL program

options at the parent orientation. This happens within the first ten days of admission to the building. At this time, our school offers only a freestanding ESL program, therefore program selection forms are sent home for the parent/guardian to sign and return. If this is not returned in a timely fashion, a phone call is made. The last resort is to send a form home via mail. . Currently, we do not have a minimum number of students in the same or contiguous grades that speak the same home language that is why a bilingual, TBA or dual language is not offered. Parents/guardians can also view various locations of the bilingual or dual programs around the city from the NYC DOE website should they select one of these options. This information along with the help of the Office of Student enrollment will allow the parent/guardian to make an informed decision

All important notices are sent home in the students’ home language, when possible. An initial parent/guardian orientation is held upon eligibility into the program. At this time the parent/guardian will determine the program (ESL, dual or bilingual) they would like their child enrolled in. In addition, we hold meetings each year to help parents of new students become aware of the standards, assessments, school expectations, and general program requirements for ESL programs. At these meetings we show videos in their native languages, as well as provide interpreters when necessary. The orientation meetings are separate and apart from the regular parent-teacher conferences. The ESL teacher is available to meet with parents.

III. A. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.  
 - Not applicable.

B. Number of All Ells: 17  
 Number of SIFE: 0  
 Number of newcomers: 7  
 Number of ELLs in years 4-6: 4  
 Number of ELLs in special education: 2  
 Number of long-term ELLs: 0  
 Breakdown of number of ELLs by subgroups and years of service:

Beginners	Intermediate	Advanced	Newcomers	4-6
8	6	3	10	7

C. Breakdown of number of ELLs in ESL by grade and language:

Grade	Language
1	1 Haitian Creole, 1 Spanish, 1 Bangla
2	3 Spanish, 2 Haitian Creole
3	5 Haitian Creole
4	1 Haitian Creole
5	3 Haitian Creole

- IV. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.  
 - Not applicable.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.  
 - AIS  
 - Upon evaluation, students may receive guidance, speech, occupational therapy, physical therapy, or SETSS
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.  
 - Not applicable.

### SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:        \_\_\_ Free-Standing    \_\_\_ Push-in        \_\_\_ **SAMPLE STUDENT SCHEDULE 2009-10 (ESL)**  
 ESL Program Type:        \_\_\_ Free-Standing    \_\_\_ Push-in        X Pull-out  
 Indicate Proficiency Level:    \_\_\_ Beginning        \_\_\_ Intermediate    X Advanced

School District: **29**                      School Building: **P.S. 181 Brookfield**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30	Subject (Specify)				
	To: 9:15	Writing	Writing	Writing	Writing	Writing
<b>2</b>	From: 9:20	Subject (Specify)				
	To: 10:05	Gym (Prep)	Reading	Reading	Reading	Reading
<b>AIS</b>	From: 10:05	Subject (Specify)				
	To: 10:35	AIS	AIS	AIS	AIS	AIS
<b>3</b>	From: 10:40	Subject (Specify)				
	To: 11:25	ESL	ESL	ESL	ESL	ESL

<b>4</b>	From: 11:30 To: 12:15	Subject (Specify) Reading	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math	Subject (Specify) Math
<b>5</b>	From: 12:17 To: 1:02	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>6</b>	From: 1:04 To: 1:49	Subject (Specify) Math	Subject (Specify) Science (Prep)	Subject (Specify) Math (Prep)	Subject (Specify) Math (Prep)	Subject (Specify) Computer (Prep)
<b>7</b>	From: 1:51 To: 2:36	Subject (Specify) S.S./Science	Subject (Specify) Math	Subject (Specify) S.S./Science	Subject (Specify) S.S./Science	Subject (Specify) S.S./Science

### SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type:      \_\_\_ Free-Standing    \_\_\_ Push-in      X Pull-out  
 Indicate Proficiency Level:    X Beginning    OR    X Intermediate    \_\_\_ Advanced

School District: 29                      School Building: P.S. 181 Brookfield

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	From: 8:30 To: 9:15	Subject (Specify) Writing				
<b>2</b>	From: 9:20 To: 10:05	Subject (Specify) ESL	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Specify) Reading
<b>AI</b>	From: 10:05 To: 10:35	Subject (Specify) AIS				
<b>3</b>	From: 10:40 To: 11:25	Subject (Specify) ESL				

<b>4</b>	From: 11:30 To: 12:15	Subject (Specify) Reading	Subject (Specify) Math (Prep)	Subject (Specify) Math	Subject (Specify) ESL (Gym Prep)	Subject (Specify) Math (Prep)
<b>5</b>	From: 12:17 To: 1:02	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
<b>6</b>	From: 1:04 To: 1:49	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) ESL (Computer Prep)	Subject (Specify) Math	Subject (Specify) ESL
<b>7</b>	From: 1:51 To: 2:36	Subject (Specify) Science (Prep)	Subject (Specify) Math	Subject (Specify) S.S./Science	Subject (Specify) S.S./Science	Subject (Specify) S.S./Science

**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.

The staff and teachers responsible for teaching limited English proficient students have numerous opportunities to learn strategies and best practices that will increase progress in their students. On and off site training will be provided by CFN#4 ELL curriculum specialist, teachers will take P.D. provided by Sp.Ed. experts via registration through Protrax i.e. Thinking Maps, use P.D. 360 for specific strategies and or tasks, share best practices, Utilize training and materials and resources provided by McGraw-Hill and the Learning Connection, meet with Sp. Ed. Supervisors and use books on tape/cd’s, Computer programs such as Brain Pop and One More Story, and listening/writing centers.

Tuesday, November 3, 2009 (Topic: ESL methods and strategies to use in the classroom).

- Monday, December 14, 2009 (Topic: Balanced Literacy Model modified for ELLs).
- Monday, January 11, 2010 (Topic: Advantages of using cooperative learning with ESL students).
- Monday, February 8, 2010 (Topic: Standards based approach to learning for the ESL child).

In addition, the ESL teacher will confer with classroom teachers on a regular basis. This on-going assessment enables us to help meet the standards and drive instruction.

**Form TIII – A (1)(b)**

School: PS181Q BEDS Code: 342900010181

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<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	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum)</b>

development contracts.		<b>enhancements)</b>
<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</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.  
**During Know Your School Night in September, parents were provided with information from translation services and polled by the Parent coordinator to ascertain whether any parent needed translational services. To date, only one parent requires translation from English to Bengali. However, the school has arranged for translation services through the DoE.**
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.  
**The school is able to communicate with all parents in written and or oral form. Members of the faculty and staff speak Spanish and Haitian Creole. Nigerian families speak and read in English. Support must be offered to our one Bangladesh family. Since the family speaks no English, we are looking into recommending an adult ELL program at St. John's University that may be helpful to the parents.**

#### NYSESLAT Modality Report

- Grade 1: One first grade student with the following results: 618 in Listening and 531 in Reading. The student was Proficient in Speaking and Beginning in Writing.
- Grade 2: The students' scores ranged from 596-699 in Listening, 582-610 in Reading, two were Proficient in Speaking and one was Advanced. One student was Advanced in Writing and two were Intermediate.
- Grade 3: Students scores ranged from 525-685 in Listening and 536-635 in Reading. One student was Proficient, two were Advanced, one was Intermediate and one was Beginner in Speaking. One student was advanced in Writing, two achieved Intermediate scores and two were Beginners.
- Grade 4: There was one student whose results are: 657- Listening, 635-Reading, and Advanced in Speaking and Writing.
- Grade 5: Scores ranged from 657-730 in Listening, 641-674 in Reading. Two students achieved Proficient in Speaking and one was Advanced in Speaking. Two students were advanced Writing and one Intermediate in Writing.

## 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.

**Some Written Parent Notification will be translated. Parent is able to read and write in English with some proficiency. Written communication will be done with the assistance, of the Office of Translation Services.**

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

**Oral communication will be done with the assistance, of the Office of Translation Services.**

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

**The school will arranged for translation services through the DoE.**

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

*All Title I schools must complete this appendix.*

**Directions:**

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

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$217,447	\$27,790	\$245,237
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$21,175		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$278	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,873		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$1,390	
6. Enter the anticipated 10% set-aside for Professional Development:	\$21,745		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$2,779	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 100%
9. 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.

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

### **1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **3. School-Parent Compact - Attach a copy of the school’s Parent Involvement Policy.**

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

achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

## **Part A: 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. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

### **I. General Expectations**

P.S. 181Q agrees to implement the following statutory requirements:

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

- that parents are full partners in their child’s education and are included, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 181Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Participation in discussion at monthly PTA meetings to discuss and review effectiveness of programs in place.
  - Regular flyers and bulletins to announce community and district events.
  - Parents to be informed of all safety and security procedures stated in School Safety Plan.
  - Parent Orientation Night held annually in September.
  - Invitations extended to guest speakers within the community to discuss learning intervention programs and after school programs.
  
2. P.S. 181Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Parents as part of School Leadership Team will:
    - Review the Annual School Report
    - Review the standardized test scores
    - Analyze ECLAS and State Assessment results
    - Participate in the development of the CEP.
  
3. P.S. 181Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Parent Coordinator in place to help with parent involvement and learning activities
  - School assemblies and award ceremonies
  - Parent workshops
  - Special school activities (e.g. Mother Daughter Tea, Boys to Men Luncheon, Student Talent Showcase, Pajama-Read - aRama...etc)
  - Address Parent concerns.

4. P.S. 181Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
  - Learning Leaders
  - Ed. Performance, Family Theater, Parent Workshops and courses, Grants
  - Reading Recovery
  
5. P.S. 181Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - PTA attendance at PTA Meetings
  - Surveys including Learning Environment Survey
  - PTA conference interviews
  
6. P.S. 181Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      1. School Leadership Team
      2. NYCESPA Conferences
      3. Parent Workshops to address the following topics but not exclusively:
        - a. Addressing the NYS Testing Program
        - b. Improving student math performance and ELA performance
        - c. Helping your students with Science Fair Projects

- d. Using Document Based Questions to explore your community, borough and city
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - Parent "Reading Connection" newsletter
  - Parent Princeton Review on-line sessions
  - NYS ELA and Math Testing
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
  - Faculty conferences and professional development
  - "FAT City" Training
  - Back to School Night
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
  - A social worker conducts workshops on nutrition, early literacy, etc.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - School calendar
  - Parent Newsletter
  - Letters sent home in appropriate languages

### **III. Discretionary School Parental Involvement Policy Components**

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

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

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team membership. This policy was adopted by the P.S. 181Q on June 15, 2006 and will be in effect for the period of three years. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 2006.

#### **Part B: 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.

P.S. 181Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the

students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2007-08.

## **Required School-Parent Compact Provisions**

### School Responsibilities

P.S. 181Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - Use Treasures comprehensive reading program with components of balanced literacy
  - Use of literacy and math coaches to support core curriculum
  - Grade wide curriculum training
  - Use of school wide benchmark assessments
  - Partnership with teacher colleges and universities to utilize student teachers
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
  - November 2009 and March 2010
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - November 2009, January 2010, March 2010 and June 2010
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parent, Teacher Conferences
  - Scheduled meetings during preparation periods
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Learning Leaders Program
  - PTA and School Leadership activities
  - Scheduled classroom visitation always available
  - Parent workshops and school wide events
  - Class trips
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
  8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
  9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
  10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
  11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
  13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

### Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.

- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

## Optional Additional Provisions

### Student Responsibilities (revise as appropriate to grade level)

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
See Part IV (Pages 14-17)
2. **School wide reform strategies that:**
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the School

wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

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

See “Implication for the Instructional Program” (page 17)

3. **Instruction by highly qualified staff.**

See “Staff Information” (page 13)

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 School wide Program to meet the State’s student academic standards.

See “Staff Development” (page 10)

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

N/A

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

See “Parent Involvement” (Part V Sectional L, p. 41)

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.

- a. Pre-K- housed in building
- b. Participate in school wide events (i.e. Assemblies, dance festival)
- c. Pre-K teacher is involved in Teachers’ College Literacy Workshops, also incorporates Everyday Math materials as transition to the early grades.

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.

- Grade level weekly conferences
- Consultation with principal and assistant principals
- Faculty meetings
- Teachers bring concerns to the School Leadership Team
- Parents and teachers survey

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.

- Ongoing assessments teacher generated, ECLAS, Princeton Review and Unit tests
- Identified students receive AIS, Extended Day, Push In and Pull Out Programs, One on One conferences
- Homework activities including parent involvement

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

Periwinkle National Theatre Group Grades 3-6/Bullying

Strategies to promote positive interaction between students

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

11. 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.
  
12. Schoolwide reform strategies that:
  - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - d) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
  
13. Instruction by highly qualified staff.
  
14. 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.
  
15. Strategies to attract high-quality highly qualified teachers to high-need schools.
  
16. Strategies to increase parental involvement through means such as family literacy services.

17. 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.
18. 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.
19. 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.
20. 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.

#### **Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;

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

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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.
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.

### **Part B: For Title I Schools Identified for Improvement**

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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<sup>1</sup> 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: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

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<sup>2</sup> To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections,

and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

### Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

### 2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

We must target our high performing Level 3 students. Students showed an increase ,but did not move from level 3 to level 4. We used data from the state assessment, Ed performance, ECLASS-2 and Inquiry target population.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Lack of growth from Level 3 to 4 although there was much growth.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We must target our high performing Level 3 students.

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### **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

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<sup>3</sup> To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

High teacher retention.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable   X  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X  Applicable    Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 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 2009-10)**

## **APPENDIX 9: 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.)

There are currently 19 students in temporary housing.

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

These students will be provided with AIS services and or Enrichment. The Guidance Counselor is available as are the administrators and teachers to provide support to these students emotionally and socially. We will cover the cost of trips and activities to ensure participation in special programs and school-wide outings. Parents are also supported by the administration, social worker, guidance counselor and parent coordinator. Parents are encouraged to become involved in the school and parent activities and are provided an array of parent workshops.

### **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 the borough Integrated Service Center (ISC) or Children First Network.