



**PS 181
THE JOHN L. STEPTOE SCHOOL
OF THE 21ST CENTURY
2010-2011
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 17K181
ADDRESS: 1023 NEW YORK AVENUE
TELEPHONE: 718-462-5298
FAX: 718-284-5053**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 181 **SCHOOL NAME:** The John L. Steptoe School

SCHOOL ADDRESS: 1023 New York Avenue, Brooklyn, NY 11203

SCHOOL TELEPHONE: (718) 462-5298 **FAX:** (718) 284-5053

SCHOOL CONTACT PERSON: Ms. Darla Jones **EMAIL ADDRESS:** DJones13@schools

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Mr. Pedro Pizarro

PRINCIPAL: Dr. Lowell Coleman

UFT CHAPTER LEADER: Mr. Pedro Pizarro

PARENTS' ASSOCIATION PRESIDENT: Ms. Sandra Austin

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 602

NETWORK LEADER: Ms. Julia Bove

SUPERINTENDENT: Ms. Rhonda Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Dr. Lowell Coleman	*Principal or Designee	
Pedro Pizarro	*UFT Chapter Chairperson or Designee	
Sandra Austin	*PA/PTA President or Designated Co-President	
Kerri McQuilkin	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Juanita Cruz	DC 37 Representative, if applicable	
Marian Facey-Boone	Teacher / Grade PreK-2 Teachers	
Deborah DeLuca	Teacher / Grade 3-4 Teachers	
Sherise Michael	Teacher / Grade 5-6 Teachers	
Michael George	Teacher / Grade 7-8 Teachers	
Marie LaGuerre	Teacher Sp. Ed, SBST Team	
Darla Jones	Testing Coordinator / Funded Teachers	
Kerri McQuilkin	Parent/PTA	
Olga Brooker	Parent/PTA	
Monica Placido	Parent/PTA	

* 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.

VISION:

The John L. Steptoe School (P.S. 181) has a global vision of its future. The P.S. 181 learning community is presently located in the East Flatbush section of Brooklyn. Our current student population is about 1,243 students. To date, our school has made significant progress since coming off the **Schools In Needs of Improvement (SINI)** list in 2003. As of June 2009, 65.8 % of our students (in grades 3-8) were performing at level 3 or 4 in ELA and 84.1% of our students (in grades 3-8) were performing at level 3 or 4 in MATH. P.S. 181 embraces a holistic view of an extensive learning community where a quorum of constituents are united under a common oasis that each child will have equal access to the American dream of being viable and productive citizens of the 21st Century.

We have recently implemented a quorum of initiatives in order to increase our sustainability. One of the initiatives include the Saturday Education Stimulus/Intervention Program, which will provide academic and social support for a targeted group of 7th and 8th grade students, while simultaneously providing activities aimed at building students' stamina to succeed. Components of the program will include; field trips to plays, museums, libraries, land-marks, financial districts, cultural centers, recitals and sports events. Topics will include; *Test Taking Strategies, Formulas for Success in Middle School and Beyond, Anger Management Team and Character Building, etc.* Recently, Science and Math Regents Preparation programs were added to the P.S. 181's enrichment curriculum. Our long-range goal is to transform the middle school into a Performing Arts Academy with a special emphasis on the Fine Arts, Sciences, Dance and Music. We will continue to service all disaggregate groups with increased intervention that is pivotal to high student performance. We have fortified our community links with the recently hired community assistant who will work diligently with the administration in order to foster tighter networking in the community at large. This component will incorporate mentoring, community service, and academic advisement for targeted students.

MISSION:

The Staff and Parents of The John L. Steptoe School of the 21st Century are committed to providing each and every student* with a quality education that exceeds all the standards of the New York State Department of Education and the New York City Board of Education. We will provide support and encouragement in a caring and nurturing environment appropriate to each child. All Staff members, Parents and Students vow to treat each other with dignity and respect. It is our goal to encourage every student to strive for excellence in every curriculum area.

*Each and every student includes: special education students, English language learners, English as a second language students, bilingual students and the entire student population.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT												
School Name:		The John L. Steptoe School										
District:	17	DBN #:	17K181	School BEDS Code #:				331700010181				
DEMOGRAPHICS												
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7			
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungrad. Ele.		<input type="checkbox"/> Ungrad. Sec.				
Enrollment:						Attendance:						
(As of October 31)		2007-08	2008-09	2009-10	(As of June 30 – % of days students attended)			2007-08	2008-09	2009-10		
Pre-K		36	36	36				92.2	93.2	TBD		
Kindergarten		106	108	123								
Grade 1		158	164	155	Student Stability- % of Enrollment:							
Grade 2		171	152	171	As of June 30)			2007-08	2008-09	2009-10		
Grade 3		133	161	149				92.1	92.0	TBD		
Grade 4		151	147	168								
Grade 5		144	153	142	Poverty Rate:							
Grade 6		85	86	94	(% of Enrollment as of October 31)			2007-08	2008-09	2009-10		
Grade 7		99	80	81				73.6	77.1	87.4		
Grade 8		84	94	73								
Grade 9		0	0	0	Students in Temporary Housing:							
Grade 10		0	0	0	(Total Number as of June 30)			2007-08	2008-09	2009-10		
Grade 11		0	0	0				8	97	TBD		
Grade 12		0	0	0								
Ungraded Elementary		27	21	26	Recent Immigrants:							
Ungraded Secondary		0	0	0	(Total Number as of October 31)			2007-08	2008-09	2009-10		
Total		1194	1202	1218				24	13	17		
Special Education Enrollment:						Suspensions: (OSYD Reporting)- Total Number:						
(October 31)		2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10		
Number in Self-Contained Classes		48	45	39								
No. in Collaborative Team Teaching (CTT) Classes		89	83	90	Principal Suspensions			1	3	TBD		
Number all others		21	24	28	Superintendent Suspensions			16	8	TBD		
<i>These students are included in the enrollment information above.</i>												

				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2007-08	2008-09	2009-10
BESIS Survey (October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	132	94	109	Number of Staff: Includes all full-time staff:			
# ELLs with IEPs	0	2	9	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	98	97	TBD
				Number of Administrators and Other Professionals	21	21	TBD
Overage Students:							
(# entering students overage for grade as of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	2	TBD
	1	2	TBD				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2007-08	2008-09	2009-10
(% of Enrollment as of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	97.9	TBD
American Indian or Alaska Native	0.7	0.5	0.3	Percent more than two years teaching in this school	65.3	74.2	TBD
Black or African American	90.2	90.1	88.0	Percent more than five years teaching anywhere	59.2	58.8	TBD
Hispanic or Latino	6.7	6.7	8.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.2	1.1	Percent Masters Degree or higher	80.0	85.0	TBD
White	1.1	1.2	1.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.5	100.0	TBD
Multi-racial	0	0	0				
Male	52.4	50.5	50.6				
Female	47.6	49.5	49.4				
2010-11 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I School Wide 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"/> 2007-08		<input checked="" type="checkbox"/> 2008-09		<input checked="" type="checkbox"/> 2009-10	
						<input checked="" type="checkbox"/> 2010-11	
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10):		<input checked="" type="checkbox"/> In Good Standing		<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1			
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2		<input type="checkbox"/> NCLB Corrective Action – Year 1		<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)			
<input type="checkbox"/> NCLB Restructured – Year ____		<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____					

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	√		ELA:	N/A	
	Math:	√		Math:	N/A	
	Science:	√		Grad. Rate:	N/A	
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
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	√	√				
Hispanic or Latino	√	√				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial	-	-	-			
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	-			
Student groups making AYP in each subject	6	6	1			
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						
CHILDREN FIRST ACCOUNTABILITY SUMMARY						
Progress Report Results – 2008-09			Quality Review Results – 2008-09			
Overall Letter Grade	A		Overall Evaluation:		NR	
Overall Score	85.3		Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data		TBD	
School Environment (Comprises 15% of the Overall Score)	7.3		Quality Statement 2: Plan and Set Goals		TBD	

School Performance (Comprises 30% of the Overall Score)	21.4		Quality Statement 3: Align Instructional Strategy to Goals T	TBD
Student Progress (Comprises 55% of the Overall Score)	47.6		Quality Statement 4: Align Capacity Building to Goals	TBD
Additional Credit	9		Quality Statement 5: Monitor and Revise	TBD

SECTION IV: NEEDS ASSESSMENT

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

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

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

PERFORMANCE TRENDS	STRENGTHS	ACCOMPLISHMENTS	CHALLENGES (BARRIERS)
<ul style="list-style-type: none"> • The number of students performing at Level 1 in ELA has decreased over the last three years • The number of students performing at Level 1 in Math has decreased over the last three years • The number of students performing at Level 2 in ELA has decreased over the last three years (significantly in grades 5-7) • The number of students performing at Level 2 in MATH has decreased over the last three years • The number of students performing at Level 3 and Level 4 has increased in both ELA and MATH school wide 	<ul style="list-style-type: none"> • School leaders are developing a professional and healthy school spirit of personal accountability • Teacher and staff commitment to student academic development • Increasing the number of students performing at Level 3 in both ELA and MATH • Decreasing the number of students performing at Level 1 in both ELA and MATH • The school leadership has been instrumental in continually promoting and increasing school spirit 	<ul style="list-style-type: none"> • We migrated from a Proficient rating to a Well Developed on the Quality Review in one school term • We have greatly improved our ability to track the outcome of student performance and use the information to adjust instructional strategies accordingly • The Middle school students have made significant growth in both ELA and MATH • Decreasing the number of superintendent suspensions 	<ul style="list-style-type: none"> • To continue to address the academic needs of all students performing in the bottom third in ELA and MATH (with emphasis on Sp ED and ELL students) • To increase parental involvement • Taking a more rigorous look at data and effectively supporting and monitoring teachers as they utilize assessment tools to drive instruction to increase student achievement • Creating and maintaining students performing at Level 3 and Level 4

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

GOAL ONE: By June 2011, students scoring at proficiency levels in MATH will increase by 10-20%.

DESCRIPTION: By June 2011, our goal is to increase the number of students who demonstrate proficiency in MATH in grades 4-8 by 10-20% as measured by NY State Exams and Informal Assessments (i.e. quizzes, tests including mid-term and final exams).

GOAL TWO: By March 2011, the number of students and teachers utilizing integrated technology for teaching and learning purposes will increase by 30% for students and by 20% for teachers, as measured via formal and informal observations and the number of students and teachers requesting technology assistance.

DESCRIPTION: By March 2011, our goal is to have students' individual and class projects show an increase use of technology. By April 2011, student's class work will show an increase in the use of technology tools by 30% (particularly 8th grade Exit Projects in Science and Social Studies).

GOAL THREE: By August 2011, parent, teacher and student participation in the school wide community will increase by 15-20%.

DESCRIPTION: By August 2011, our goal is to increase the number of parents, teachers and students participating in school wide events. Events will include school wide projects and activities such as; Black History Celebration, Turn off the T.V. Night, Family Literacy Night, ELA and MATH Tournaments, Community Service Projects, Parent Teacher Conferences, Workshops and a Teacher-Student Mentoring Program BE-AM (Be A Mentor).

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

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

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>GOAL # 1: By June 2011, there will be a 10-20% increase in the number of students scoring at proficiency levels in MATHEMATICS. This MATH goal was designed to target our SWD and LEP populations, our two groups that continue to struggle to meet AYP goals. Furthermore, It captures the on-going assessment data provided by the NYSESLAT and Acuity ITAs.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><i>The Principal, Assistant Principals and Teachers will be responsible for...</i></p> <ul style="list-style-type: none"> - More detailed and comprehensive lesson plans which reflect on student data to drive instruction. - A more focused use of the differentiated instruction, especially during small group and extended day sessions. - More targeted instruction based on performance levels. - More constructive use by teachers of feedback from Collaborative Inquiry Team. - More effective use of Interim Assessment and ACUITY/ARIS results. - A careful item analysis of the State Math Test results for targeted instruction results. - More academic rigor in the classroom. - More effective use of the Workshop Model in Math. - More clearly defined rubrics for assessing students work. - More quality student projects in Math. - More productive and meaningful grade conferences, workshops and Lunch and Learns. - A closer link between professional development planning and teacher need assessments. - A more meticulous examination of students Math work folders and portfolios. - Increased collaboration with Curriculum Committee to ensure that the major 8 strands of math are taught. - Allocate money in Galaxy to continue the intervention programs for struggling students in math. - Allocate money in Galaxy for Professional Development not sponsored by the ISC. Professional Development will include participation in conferences in and out of state. - Allocate money in Galaxy for Zero Period in Math. (Pending Available Funding) - Allocate money in Galaxy for Math Academy After School Program.

	<ul style="list-style-type: none"> - Expand Peer Mentoring Program in Math. - Modify CEP to reflect SMART Goals. - Increase collaboration between funded/cluster teachers and classroom teachers in order to ensure targeted and focused instruction. - Allocate money in Galaxy to purchase materials for Teachers' Resource Room particularly for small group instruction and extended day sessions. - Allocate money in Galaxy for Kaplan consultants to come and work with teachers and students in Math in the classroom for grades 3 through 8 for 7 days. - Plan Math Pep Rallies to increase motivation levels of students. - Schedule Math specialists to work with teachers to develop master lesson plans. - Teachers' program to accommodate team teaching in Math. - Expand format of study hall to include Math drills. - Plan Math tournaments to increase motivation and student performance levels. - Increase use of technology to improve student performance.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Resources: Principal, Assistant Principals and Teachers</p> <p>Sources: Title I- 46.1% (Administration/Teachers); Title I ARRA-49.5% (Administration/Teachers); Fair Student Funding-41.3% (Administration/Teachers); Contract for Excellence-50% (Teachers)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress will be measured by the following indicators:</p> <ul style="list-style-type: none"> - Students' performance on Interim Assessments. - Students' performance on State Math Tests. - Student work folders/portfolios. - Student individual and group projects. - Report card grades in Math. - Interim Progress reports in Math. - Student tests results from quizzes and weekly tests in Math. - Scores on Math projects including exit projects - Student promotional folders.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): INTEGRATED TECHNOLOGY

<p>Annual Goal #2 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the number of students and teachers utilizing integrated technology for teaching and learning purposes by 30% for students and 20% for teachers, as measured via formal and informal observations and the number of students and teachers requesting technology assistance.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers and students will engage in...</p> <ul style="list-style-type: none"> - Student programs that reflect more time in technology. - Student computer assignments to produce authentic work. - Lessons to increase student knowledge of technology due to more availability of computers including Smart Boards. - More opportunities to take formal and informal diagnostic assessments using technology.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Resources: Teachers Sources: Title I-46.1% (Teachers); Title I ARRA-49.5%(Teachers);Fair Student Funding-41.3% and Contract for Excellence-50% (Teachers)</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be measured by the ability of: The Students to...</p> <ul style="list-style-type: none"> - Use technology to complete individual projects. - Produce hi-tech class projects. - Engage in interactive class discussions via Smart Board computer. - Use computer programs to improve writing skills. - Utilize technology to enhance research skills. - Perform at higher levels on formal and informal assessments.

	<p>The Teachers to...</p> <ul style="list-style-type: none">- Utilize technology in Teachers' Resource Room to effectuate quality planning.- Employ technology to increase student performance.- Improve the quality of the lesson plans via technology tools.- Utilize video-clips to enhance pedagogical skills.- Use internet to participate in webinars/telecasts for professional development purposes.- Integrate technology in all core subjects.- Effectively use technology to ensure that lessons are aligned to the Common Core Standards. <p>The Administrators will monitor the teacher and student usage of technology to improve student performance in grades 3-8.</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): **SCHOOL ENVIRONMENT SURVEY**

<p>Annual Goal #3 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve parent, teacher and student participation in school wide events.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Principal, Assistant Principals, Parent Coordinator, Community Assistant, Attendance Teacher and Family Worker will be responsible to:</p> <ul style="list-style-type: none"> - Provide more incentives for teachers to complete survey in a positive light by planning such activities as Teacher Appreciation Week, Teacher of the Month and more staff celebrations. - To provide more incentives for students and parents to complete surveys by increasing the number of student activities such as clubs, school performances and extra curriculum activities. - Provide more opportunities for all members of the learning community to collaborate, plan and implement more school wide activities aimed at improving staff and student morale. - Utilize a more effective means of communication between teachers, students and parents to monitor students' progress. - More informative sessions with students, staff and parents to clearly communicate school's goals, visions and mission statements. - Closer follow-up with custodial staff to ensure quality maintenance of the school. - More meticulous monitoring of attendance issues including lateness. - Utilize the services of the Parent Coordinator, Community Assistant, and Family Worker in planning more Family Oriented events aimed at improving parental involvement and foster a better school climate. Along these lines these staff members will engage students in activities which will enhance their social skills. - Utilize C4E money for intervention aimed at improving the quality of teachers and learning. - Schedule mandated set aside for Parental Involvement. Plan workshops, webinars, seminars and conferences to empower parents with the knowledge they need to help their children

	<p>succeed.</p> <ul style="list-style-type: none"> - Effectively employ the Parent Coordinator, Family Worker and Community Assistant to provide peer intervention for students who are experiencing attendance and punctuality issues. - Allocate per session money in Galaxy for staff to work on grant proposals to improve the physical condition of the building. Develop school wide plans to utilize grants to implement programs to improve school environment. - The Principal will produce a School Environment Stimulus Package which will include car stickers, vouchers, certificates and other incentives to help improve the school environment. - Plan a community service option for students in grade 8, thereby creating a more diversified school environment with strong community links. - Invite staff, student and parent input for Capital Improvement. - Plan more joint PTA, Beacon and P.S. 181 in order to strengthen community relations.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Resources: Principal, Assistant Principals, Parent Coordinator, Community Assistant, Attendance Teacher and Family Worker</p> <p>Sources: Fair Student Funding-5.53% (Administrators); Tax Levy-100% (Parent Coordinator); TL-Fair Student Funding 5.9% (Community Asst.) AIDP-64.6%(Attendance Teacher); Tax Levy-Pre-K-62% (Family Worker) Fair Student Funding-5.9% (Family Worker)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Percentage of students completing Progress Report Card Review. - Percentage of parents completing Progress Report Card Review. - Percentage of teachers completing Progress Report Card Review. - Percentage of parents attending school wide functions. - Percentage of parents participating in the parent volunteer program including Learning Leaders. - Enrollment of students in after school program/CBO. - Percentage of parents participating as chaperones in school activities, trips or other functions. - The percentage of parents attending Parent Teacher Conferences. - The percentage of parental involvement on the School Leadership Team. - The percentage of parent involvement in school activities. - The percentage of parent attendance at major school productions. - Percentage of planned activities during the day and evening that will bring all school communities together. - The percentage of parents responding to important letters such as, promotion in doubt. - Percentage of parents participating in programs sponsored by the Parent Coordinator, Family Worker and Community Assistant. - Allocate funds for a Community Assistant to work toward building capacity in the Learning Community with parents, students and administrators by contacting community organizations such as Boy Scouts, Girl Scouts, Legal Lives, Camba and Beacon.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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	31	31	N/A	N/A	2	0	0	0
1	79	79	N/A	N/A	15	0	5	0
2	73	73	N/A	N/A	5	1	3	0
3	34	38	N/A	N/A	23	0	2	0
4	42	44	50	50	18	1	3	1
5	31	25	59	59	11	1	0	0
6	15	15	20	20	4	1	2	0
7	15	15	20	20	7	2	1	1
8	15	15	25	25	10	2	0	0
9								
10								
11								
12								

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.

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

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

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA: Words Their Way, Foundations, Great Leaps, Reader Achievers, Wilson</p>	<p>Depending on the needs of the students, these intervention programs cover the following academic strands: phonics, phonetic awareness, decoding, fluency, comprehension and writing skills. The method of delivery used is small group, one on one, tutoring, pull out, and guided reading and writing. The services are provided before school, during school and after school.</p>
<p>MATHEMATICS: Math Achievers, Zero Period.</p>	<p>Depending on the needs of the students, the Math Achievers AIS covers a wide range of topics including data interpretation, problem solving, measurement, geometry, numbers and numeration etc. The method of delivery is push in, pull out, whole class, and small group. The service is offered during the school day. Zero Period AIS offers, push-in, small group, one on one and tutoring opportunities to discover, address and remedy conceptual and operational deficiencies. This service is offered before school.</p>
<p>SCIENCE: Regents Prep, General Science After-School Academic Intervention.</p>	<p>The Living Environment Regents AIS prepares our graduating eighth graders for their Regents exam. Topics included are organization of life, reproduction and development, heredity and genetics, evolution, ecology, homeostasis, human impact on the environment and laboratory skills. The method of delivery is small group, whole class, and one on one. This service is offered after school. The General Science AIS covers a wide range of topics in Earth Science, Life Science and Physical Science. The method of delivery is small group, whole class, and one on one. This service is offered during the school day and after school.</p>
<p>SOCIAL STUDIES: U.S. Beginnings Study Group, Call to Freedom Study Group, Writers Workshop (focus on DBQ's),</p>	<p>Depending on the needs of the students, the U.S. Beginnings AIS covers a range of topics from Early Explorers to the Civil War. The Writers Workshop, with a focus on DBQ's, is a skill based AIS that teaches many of the same skills used in developing a research paper - interpreting primary and secondary sources, evaluating sources, considering multiple points of view, using historic evidence, and developing and supporting a thesis. Depending on the needs of the students, the Call to Freedom AIS covers a range of topics from Reconstruction to Modern Day. The methods of delivery for these academic intervention services is small group, one to one, tutoring, whole class and pull out. These services are provided before and after school.</p>
<p>At-risk Services Provided by the Guidance Counselor: Group Counseling</p>	<p>Provide group counseling sessions for at-risk students. Offer behavioral management techniques and academic support through reading; once per week; fifty minute sessions during the school day.</p>
<p>At-risk Services Provided by the School Psychologist: Play Therapy, Verbal Counseling</p>	<p>One-on-one sessions for at-risk students; once per week; twenty-five minute sessions</p>
<p>At-risk Services Provided by the Social Worker: Verbal Counseling</p>	<p>One-on-one sessions for at risk students; once per week; fifty minute sessions.</p>
<p>At-risk Health-related Services: Medical Management</p>	<p>Nurse will attend to the physical needs of the students to ensure that there are no barriers to student learning (i.e. hearing, speech and other medical conditions that may adversely affect their ability to perform).</p>

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s): Pre K through 8th

Number of Students to be served: 123

LEP

Non-LEP

Number of Teachers: 3

Other Staff (Specify): Math Teacher for Saturday

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

P.S. 181 is located in the East Flatbush section of Brooklyn, New York. This pre-kindergarten to eighth grade school serves a population of approximately **1,206** students from culturally diverse backgrounds. This community is home to many new immigrants from the Caribbean (Haiti, Jamaica, Guyana, Trinidad), Hispanic countries, Africa, and the Middle East. We are located in a multilingual-multicultural environment where its residents are predominantly from the Caribbean and other non-English speaking countries, and students born here in the U.S. to immigrant parents. According to the latest available ethnic data, 1.0 % of the students are white; 93% are Caribbean. Approximately 11 percent of the students have individualized Education Plans (IEPs). Additionally, 17% of the students are English Language Learners (ELLs), with Haitian Creole as the dominant language among the vast majority.

The Title III program at P.S. 181 is supplemental to our regular school day Part 154 program. Our Title III ESL/ELL Academy will have an after-school Reading and Language Development Program in the targeted language, and a Saturday Math Academy. This Title III After-school and Saturday program will be offered to students in grades 3-8th. Three licensed common branches and or ESL teachers will teach the Reading program which will focus on developing and enhancing language learning in the content areas through the four language acquisition stages of listening, speaking, reading and writing. One teacher will teach grades 3-6th Beginners. The second teacher will teach grades 4-5 Inter.-Adv. The third teacher will teach 6-8th intermediate and Advanced students. A licensed math teacher will teach the Saturday Math Academy from 10:00 am to

1:30pm. These programs will run from November 29, 2010 to March 3rd 2011.

Based on the results of the 2010 Math and ELA state assessments, all of our students who participated in the Title III Math Academy and in the Title III ESL After-school program, demonstrated an increase in performance.

P.S. 181 is located in a multicultural and multilingual community where a large number of newcomer's arrive in our school throughout the year. Also, our existing ELL population needs additional support in reading comprehension in the content areas. Our Title III ESL After-School and Saturday Academy will target two student populations, our Newcomers and our High beginning and Intermediate students (LAT levels). The Title III After school program will focus on helping new ELL's through the initial stages of language acquisition through the use of audio, visuals, and interactive technology. In addition, our high beginners and Intermediate ELL's will use the AWARD Reading program, which focuses on developing and enhancing ELL's language acquisition and reading comprehension skills through active interaction with a technology-based approach to literacy instruction. Additionally, we will use the Options Just Right Reading and Options Let's Read in levels A through D to meet students at their reading level and move them up to the next. These books use scaffolding methods, visuals, vocabulary words are bolded and defined and embedded in text surrounded by context clues, graphic organizers, and each chapter and ends with a writing component. Stories are varied and rich in academic vocabulary and content area materials. These readers also provide:

- Systematic phonics instruction
- Sequential learning explicit instruction
- Differentiated instruction in 3 readability levels; below grade, on grade, above grade.
- Lessons reflecting best practices research-based instruction.

For our Math component our Math licensed teacher will use the Maps, Globes, Charts, and Graphs levels B-E, and Math Options levels K-5th. Moreover, we will use computer Math programs and manipulative at different levels to address student's individual needs. None of the books being used in this after-school program are being used in the regular day classroom. The first two hours of our Title III Saturday Math program will focus on theory and practice and the other two hours will focus on working with manipulative, including the use of scientific calculators and computer Math programs.

Grade	Program	Date and Time	Textbooks/Technology	Teacher License	Length
3-6 th Beg.	Reading in content	Tues. through Thurs. (3:30 – 5:30)	Reading: Award Reading Program Options Just Right Reading, Phonics Options, and Let's Read	1 ESL	45 days
4-5 Interm.- Adv.	Reading In content	Tues. through Thurs. (3:30 – 5:30)	Reading: Options Just Right, and Let's Read.	1 Common Branches	45 days
6-8 th Interm.-	Reading In content	Tues. through Thurs. (3:30 – 5:30)	Reading: Options Just Right, and Let's Read.	1 Common Branches	45 days

Adv.					
5-7	Math	Saturday (10:00 – 1:30 p.m.)	Math on Call & Math to Know; Maps, Globes, Charts and Graphs; manipulatives, Technology (math programs.)	1 Math	17 sessions

Teachers working this Title III after-school program are licensed and qualified to teach these subjects. They have attended and continue to attend QTEL PD. In addition, they have vast experience working with ELLs in previous Immigrant Programs and have had ELLs in their regular classrooms throughout the school year. They will receive PD training in using the AWARD program from specialists in their company. This program will begin on November 29th and end on April

We will have three After-School teachers:

- 3-6 Beg. grade will have one teacher
- 4-5 Interim - Adv. grade will have one teacher
- 6-8 Interim - Adv. grades will have one teacher
- A licensed math teacher will teach the 5th-7th grade Math component on Saturdays from 10:00 am to 1:30 pm. (Parents will be encouraged to stay and participate with their child during class)

Professional Development

Our Title III after-school teachers will receive Teacher Guides and on line tutorials provided to effectively implement the AWARD Reading program we will be using in our after-school classes. Moreover, they have had vast experience working with ELLs and have attended professional

development given by the Dept. of Education, such as: Americas Choice, Writing Workshops and QTEL workshops. Additional Professional Development for Title III will not be necessary.

Parent Involvement

We strongly believe that parent involvement in their child's education brings school and family closer. Parents are encouraged to be actively involved in their child's Title III after-school program. They are invited to attend classes with their children and to become a part of their child's language acquisition process. Ultimately, this will empower them to take part of all school activities and become an active part in their child's education.

We will have an Adult Saturday ESL program. Parents will be engaged in fun interactive activities while learning English. They will use Longman ESL dictionaries and workbooks. Classes will focus on developing beginning listening, speaking, reading, and writing skills. The Longman dictionaries will be used to teach students the language necessary for immediate survival skills. The pictures are categorized under headings, such as clothes, public transportation, supermarket, the kitchen and the hospital, among others. Words are listed contextually. These dictionaries have theme-based topics with pictures that bring the new language to other real life day-to-day experiences. With the visuals and the new vocabulary used in sentences students will ultimately retain the words needed to communicate successfully and will facilitate their acculturation process. In addition, these dictionaries cover basic grammar points in classroom activities. Extra writing practice uses all the new words through word searches, crossword puzzles, and matching activities. Students will also be exposed to the computer.

They will receive four hours of introductory computer courses.

- Computer basics: monitor, keyboard, and basic computer programs.
- Introduction to the Internet and simple researching.

Adult ESL classes will begin in the Month of May. They will meet twice a week from 3:30PM to 6:00PM for a total of twelve sessions.

There will be a culminating activity in the spring from 10:00 AM – 2:00PM where parents and students will come together and share their written work and projects that they've produced throughout the program. It will also be a multicultural event where parents will bring favorite cultural dishes and share key aspects of their culture. All three teachers in the Title III program will coordinate and participate in the culminating activity. There will also be two educational trips for Parents and students in the month of n May. We will visit the Museum of Natural History and the Metropolitan Museum of Art.

Section III. Title III Budget

School: PS 181 BEDS Code: 331700010181

Allocation Amount: \$18,916		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	Weekday Per-Session \$11,880.00 Saturday Per-Session \$2,310.00 Parent ESL Classes Per-Session \$1,056.00 Total Per Session \$15,246.00	<i>Weekdays After School Instruction/Teachers</i> Tuesdays, Wednesdays, Thursdays from 3:30-5:30PM <u>3 Teachers Weekdays Reading and Content</u> 36 days (90hrs) x 3 teachers = 270 hrs. \$44.00 = \$11,880.00 ----- <i>Saturday Math Academy/Participating Teacher</i> 10:00AM-2:00PM <u>1 Math Teacher</u> 15 Saturdays X 3.5 hrs (52.5hrs.)X \$44.00 = \$2,310.00 <i>Parental Involvement</i> <u>Parent ESL Program</u> 1 teacher x 2hrs x 12days = 24hrs. X \$44.00 = \$1,056.00 Total Per Session \$15,246.00
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials Workbooks Listening Center Earphone Set & Adaptor General Classroom Supplies (Paper, Pencils, etc) Tape/CD Player	1,200.00 900.00 170.00	Options Just Right 20 of each Level A 200.00 Level B 9.99 x 20 200.00 Level C 9.99 x 20 200.00 Level D 9.99 x 10 100.00 Level E 9.99 x 10 100.00 Books & CDs 100.00 Read Along Books & Cassettes 300.00 Books Total: 1,200.00

		Listening Center 200.00 Listening Center earphone set with adaptor 200.00 Gen Supplies 500.00 General Supplies Total: 900.00 Classroom Tape & CD Player 170.00 Electronics Total: 170.00
Educational Software (Object Code 199):		
Travel:		
Other: Technology Computer 1,100.00 Computer Lock down Table 300.00 1,140.00		1 IMAC Computer 1,100.00 Computer Table and lockdown 300.00 Technology Total: 1,140.00
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. **Initially the school conducts an oral interview with the parents at registration with either the parent coordinator or the ESL teachers to identify their language preference. In addition to this interview, we use computerized data, which inform us of parent or guardian's language preference at school meetings, school notices, bulletins, and other documents sent home.**

- **HLIS (Home Language Survey)**
- **The RHLA report**
- **PTA meetings**
- **Parent Teacher Conferences**
- **Phone communications with parent and teacher**

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 above data and oral communications with parents notifies us of parents' written and oral language preferences. In turn, in our ESL Professional Development sessions for teachers, classroom teachers are informed of parents' language preference and which staff members to contact for translation when meeting with, calling and/or sending any written information home to parents or guardians. P.S. 181 is fortunate to have school staff that speak and write in the school's predominant languages other than English (which are Haitian Creole, Spanish and Arabic). Moreover, the office staff immediately contacts in-school translators when a translation need arises.**

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers. **Fortunately, our school has pedagogues, counselors, psychologists and occupational therapists that speak and write the parent's predominant language preference. These staff members are available to do oral translation at Parent Teacher conferences, informal parent-teacher meetings, registration, nurse and dental hygienist visits and orate disciplinary meetings between parents and appropriate school staff.**
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 interpretation services for our school will take place in-house. Again, there are staff members in the building who are bilingual in the dominant languages of our community. During formal and informal meetings, a person speaking in Haitian Creole, French, Spanish and Arabic is present to interpret for bilingual parents.**
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>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	1,031,958	238,627	1,273,082
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,800	2,387	7,187
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	51,597	*	
4. Enter the anticipated 10% set-aside for Professional Development:	103,195	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **100%**
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year. **N/A**

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all

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

***Public School 181
The John L. Steptoe School of the 21st Century
1023 New York Avenue
Tel. # (718) 462-5298 Fax # (718) 284-5053***

Dr. Lowell Coleman, Principal

*Ms. Sharon Porter, Assistant Principal
Mr. George Patterson, Assistant Principal
Ms. Karen Hodnett, Assistant Principal*

October 28, 2010

Dear Parents,

At a recent meeting of the Parents' Advisory Council, The Parent Involvement Policy and Parent School Compact was adopted. Both documents will be distributed to Title I Parents at our Title I Meeting on November 23, 2010. The Parents' Advisory Council strongly urges every parent to share these documents with their child(ren) and discuss their importance.

Yours truly,

Ms. Kerri McQuilkin
Parent Advisory Council

Parent Involvement Policy

The Parent Involvement Policy of P.S. 181 as agreed upon in conjunction with the parents incorporates the following:

- An annual meeting will convene on November 23, 2010.
- Subsequent me and meetings have been held and/or scheduled for December 13, 2010, January 10, 2011, February 21, 2011, March 14, 2011, April 11, 2011 and May 16, 2011.
- Parents will be involved in an organized, ongoing planning, review and improvement of the Title I/PCEN programs.
- Parents will be involved in the joint development of school-wide program plans through participation on a school-based planning and decision-making committees.
- Parents will be actively involved at PTA meetings and School Leadership Teams. Constructive feedback will be provided by the parents to all appropriate constituencies of the Learning Communities.
- Parents will be provided with timely information about programs, including school performance profiles: their child's individual student assessment results: a description of the curriculum, forms of assessment of New York State Standards; opportunities for regular meetings to formulate suggestions and share experiences: and timely responses to their suggestions.
- The parents and school have jointly developed a School-Parent Compact (attached hereto) that outlines how parents, staff and students will share responsibilities for improved student achievement and explains how they will work as partners to enable participating students to achieve the high standards.
- Assure that parents may participate in parent workshop development activities if the school determines that it is appropriate, i.e. Literacy class, workshops on reading strategies and math.
- As per needs assessment the school may implement appropriate parent workshops such as literacy, reading, math, technology and writing, which are geared toward increasing student teaching and learning.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

Instruction by highly qualified staff.

3. 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.
4. Strategies to attract high-quality highly qualified teachers to high-need schools.
5. Strategies to increase parental involvement through means such as family literacy services.
6. 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.
7. 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.

8. 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.
9. 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.

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

Explanation/Background:

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

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

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			866,844	✓	Page 10
Title I, Part A (ARRA)	Federal	✓			236, 240	✓	Page 14
Title II, Part A	Federal	✓			223,056	✓	Pages 11-14
Title III, Part A	Federal	✓			19,340	✓	Page 16
Title IV	Federal	✓			-	-	-
IDEA	Federal	✓			422,290	✓	Pages 13 -14
Tax Levy	Local	✓			5,314,262	✓	Pages 13, 15, 19

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

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.

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

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

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) **We currently have 36 students in Temporary Housing (STH) and several students who have migrated from Haiti, as a result of the hurricane.**
2. Please describe the services you are planning to provide to the STH population. **In order to assist with the STH, as well as a growing sub-group of Haitian immigrants who have been uprooted because of the Haitian crisis (specifically as it relates to the McKenna Act), we hired a Community Assistant. The Community Assistant will work collaboratively with the Parent Teacher Association (PTA), School-Based Support Team (SBST), ESL Teachers and the Parent Coordinator. Special support venues include the following: information and resource liaison, translation services, family literacy and math workshops, Saturday intervention program, counseling services, community projects and referral services, special field trips, orientation meetings with administration, supplemental support for physical vicissitudes (i.e. school uniforms, gym attire, school supplies, clothing and incidentals which relate to physical hygiene).**

Part B: FOR NON-TITLE I SCHOOLS

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 181 Brooklyn					
District:	17	DBN:	17K181	School		331700010181

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	36	36	34		92.2	93.2	92.8
Kindergarten	108	123	121				
Grade 1	164	155	145	Student Stability - % of Enrollment:			
Grade 2	152	171	146	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	161	149	160		92.1	92.0	92.7
Grade 4	147	168	167	Poverty Rate - % of Enrollment:			
Grade 5	153	142	150	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	86	94	89		73.6	87.4	82.3
Grade 7	80	81	92	Students in Temporary Housing - Total Number:			
Grade 8	94	73	74	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		8	97	56
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		24	13	17
Ungraded	21	26	24				
Total	1202	1218	1202				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	45	39	45	Principal Suspensions	1	3	35
# in Collaborative Team Teaching (CTT) Classes	83	90	86	Superintendent Suspensions	16	8	19
Number all others	24	28	31				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	94	109	TBD
# ELLs with IEPs	2	9	TBD
Number of Teachers			
	98	97	98
Number of Administrators and Other Professionals			
	21	21	12
Number of Educational Paraprofessionals			
	0	2	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	12	% fully licensed & permanently assigned to this school	100.0	97.9	100.0
				% more than 2 years teaching in this school	65.3	74.2	83.7
				% more than 5 years teaching anywhere	59.2	58.8	72.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	85.0	89.8
American Indian or Alaska Native	0.5	0.3	0.3	% core classes taught by "highly qualified" teachers	90.5	100.0	95.8
Black or African American	90.1	88.0	86.2				
Hispanic or Latino	6.7	8.4	10.6				
Asian or Native Hawaiian/Other Pacific	1.2	1.1	0.7				
White	1.2	1.5	1.7				
Male	50.5	50.6	49.7				
Female	49.5	49.4	50.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:				NR	
Overall Score:	32.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	3.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	20.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 602	District 17	School Number 181	School Name John L. Steptoe
Principal Dr. Lowell Coleman		Assistant Principal Ms. Karen Hodnett	
Coach Ms. C. Rickman		Coach Mr. Clayton Brusch	
Teacher/Subject Area Mr. P. Rosano-Social Studies		Guidance Counselor Ms. M. Laguerre	
Teacher/Subject Area Mr. L. Parris-Science		Parent Maria Benitez	
Teacher/Subject Area Ms. L. Villar-Math		Parent Coordinator Mr. Grady	
Related Service Provider Loyda Irizarry - ESL teacher		Other Ms. Trudy Herry	
Network Leader Ms. Julia Bove		Other Ms. D. Jones	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	2	Number of Certified Bilingual Teachers	N/A	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1218	Total Number of ELLs	123	ELLs as Share of Total Student Population (%)	10.10%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Initially, ELL's are identified during the registration process. This interview is done by an ESL pedagogue who speaks the same language as the parent or guardian. Also, if needed another pedagogue who speaks that language may assist in this interview. The completion of the HLIS form in the parent's native language, and the parent interviews inform us of a child and home's prior and present language history. Students identified as possible Ells are tested with the LAB-R within the time frame of 10 days after entering the school. Letters are sent home informing parents of this assessment. If students qualify for ESL services, parents are informed, and are invited to attend an orientation meeting at P.S. 181. The students are placed in the classroom setting the parent has chosen at the orientation meeting, if it's available in the school. When that's not possible due to insufficient students to form a bilingual class, the child is placed in a mainstream class with freestanding ESL services, or referred to another school close by which offers the parent's choice. The student is then tested yearly with the NYSESLAT to measure his Language Level Proficiency and progress. Most of the tests arrive pre-slugged. When a child is fairly new, a document is bubbled in for them. The same test procedures which are followed for all state and city tests are applied during LAT and LAB-R testing.

2. To ensure that parents understand all three program choices for their child are: As soon as a child is tested (within the first 10 days of entrance to our school) if he/she qualifies for ESL or Bilingual instruction parent orientation letters are sent home inviting parents to attend an orientation meeting with the ESL teacher during the teacher's prep or at the scheduled monthly Parent orientations which are held once a month (8 meetings) These parent orientation meetings are held twice each of the eight days during the school year, This gives parents the possibility to attend one of the meetings are a timely convenience for them. Also, we want to give parents of new Ell's, who enter at any time during the year, the opportunity to select a program of choice as early as possible. A pedagogue who speaks the home NL (usually the two ESL teachers) calls the parent's homes, prior to a meeting, to invite them to attend. In addition, letters are sent home in the parents' language and also in English. Also, the day before the meetings, at the end of the day (at pick up time), pedagogues and/or classroom teachers remind parents picking up their children about the orientation meeting.

3. If parents do not come to any of the meetings, parental letters are sent home in their NL and in English and parents are called by a pedagogue and the programs are explained to them. If the parent doesn't return the letters, the parent is notified that the child will be placed in the default program, which is a bi-lingual program. If our school doesn't have enough students in one consecutive grade speaking the same language, then the child is referred to another school that offers it.

4. At these parent orientation meetings we inform parents of the choices they have for their child's education. After watching the Orientation Video for Parents of ELLs, in their Native Language, parents are informed of the various educational options available to their children at our school. If a parent doesn't attend the orientation meeting, respond to our calls, or return the letter within two weeks after the letter is sent home, the child is then placed in a bi-lingual program, if available. If, at the present time, a selected program is not possible at our school, due to the lack of sufficient students in two consecutive grades (20), then we find another school nearby which offers the parent's preferred selection. Also, the parent is informed, of the possibility of beginning a dual language program or transitional bilingual program if we have 15 students speaking the same language in two consecutive grades, and if the parents select this option.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice in our school, for the past several years has been of Free-Standing ESL. Although parents are informed of the positive outcomes of a Bi-lingual education, most of them reject it and ask for English only for their children's education. Approximately 10 out of 100 selections are for bi-lingual.

6. The program models offered at our school are aligned with parental requests. Parents are informed of the possibility of opening a bi-lingual program if we get 15 requests for bi-lingual in two consecutive grades. The steps underway to begin a bi-lingual program, if chosen by parents, would be to hire a bi-lingual licensed teacher, and equip and prepare a classroom with necessary materials, books, audio, technology, and manipulatives for the success of these students.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	1	2	2	2	3	3	2	1	1					17
Total	1	2	2	2	3	3	2	1	1	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	20
SIFE	9	ELLs receiving service 4-6 years	36	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	80	8	11	36	0	8	3	1	1	119	
Total	80	8	11	36	0	8	3	1	1	119	

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	11	1	6	6	4	4	3	2					43
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic		3	1	1	2	1								8
Haitian	1	4	7	17	14	12	7	6	1					69
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1					1						2
TOTAL	7	18	10	24	23	17	11	10	3	0	0	0	0	123

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Students who are identified as ELLs after testing with the LAB-R or NYSESLAT are placed in their parent's program of choice which is usually self-contained ESL or Freestanding ESL. We build alignment between parent choice and program offerings by offering them their chosen program choice, while at the same time complying with City/State Laws and NCLB. Due to the overwhelming amount of parental requests for the ESL program, our school provides the freestanding ESL Pull-Out model. We have large amount of ELL's at varying levels of language acquisition stages and only two ESL teachers, there are groups where we have combined beginners with intermediate, and intermediate with advanced, and graded and ungraded groups. When combining intermediate and advanced groups, the intermediate leveled students receive ESL services the mandated 360 in 4 period blocks and the advanced come together with the intermediate twice for 2 period groups. In order to provide students with their individual needs we have subgroups within our groups. Students work together in subgroups and work collaboratively to complete classwork and research projects.

2. Student's are placed in heterogeneous groups anywhere from 10 to 23 students, by their NYSESLAT or LAB-R level, and in a range of 1-2 to 2-3 consecutive grades. They are serviced for 360 minutes if they scored levels Beginners to intermediate, or 180 minutes if their score is Advanced. Students are pulled out for 2 period blocks four times a week for beginners and intermediate levels, and two times a week for advanced. Students are picked up by the ESL teacher from their mainstream classes and brought to the ESL classroom for ESL instruction.

The organization of our staff ensures that the mandated number of instructional minutes is provided by ensuring that students are placed in appropriate groups according to their proficiency levels in their NYSESLAT/LAB-R Scores, City and State Scores, and informal teacher assessments and individual student needs. This data is used to place students in homogeneous groups of either Beginners, Intermediate, or Advanced. These groups may be composed of students in two consecutive grade levels as long as they are in the same NYSESLAT/LAB-R levels. We have two licensed and qualified teachers. One teacher teaches students in grades K-3rd, and the other teacher teaches grades 4th to 8th.

a) These instructional minutes are explicitly delivered through the development of ESL skills. At the beginning stages of a student's language acquisition we focus mostly in developing the students BICS stage, and progressively bring the students to the CALP stage, until reaching proficiency. This is done through teaching all classes through content areas and developing their listening, speaking, reading, writing skills. Each class is taught using scaffolding methodologies, and by integrating academic language and content appropriate for the pupil's age, grade level and English language skills. These are delivered daily for the 360 minutes or 180 minutes depending on their NYSESLAT or Lab-R levels.

3. ESL classes are aligned with the state and city standards and teach core academic content areas using ESL methodologies and strategies. ESL teachers meet once a week with mainstream teachers during common teacher preps to prepare lessons in the content areas, and facilitate the learning of academic language and content through the use of activating schema, scaffolding, differentiated instruction, interactive computer work, visuals, use of varied leveled texts, and plenty of audio, chants, games, realia, overhead projectors, manipulatives, group work, group research, presentations, and hands-on activities. Students are usually pulled out from their mainstream classrooms for two period blocks, and grouped homogeneously in one or two consecutive grades. Classes are taught in English but students are paired with students of the same NL to assist in content comprehension, as needed. Also, bi-lingual dictionaries and a varied amount of texts in NL are available to the students for their use.

In the ESL classroom students work collaboratively in cooperative groups, and participate in learning centers such as the listening center, technology center, or project centers. ESL students are taught in English, but are paired with students of the same language to assist less English dominant students when needed. ESL strategies and methodologies are always used taking into consideration language acquisition process of BICS and CALP, the silent period, respecting their culture, and creating a stress-free non-threatening environment. Textbooks, workbooks, audiovisuals, CDs, DVDs and Technology used are geared for ELLs and address their varied levels of language acquisition, as well as aid student's through the acculturation process. English is taught through the content area of Language Arts, Social Studies, Mathematics and Science. Realia, hands on activities, student research, and technology are integrated into every theme. ELL students are taught using ELL strategies and methodologies through the content areas of Social Studies, Science, and Math. Although the four modalities of Listening, Speaking, Reading, and Writing, are addressed in every lesson, activities are geared to develop their weakest areas, content, and academic language. Phonics and reading fluency development are incorporated in every lesson. Lesson activities include schema activation, Thinking Maps, Graphic Organizers, visuals, realia, chanting, kinesthetic activities, hands-on activities, realia, group research from multiple sources, accountable talk, technology use, and group presentations, among others. Our goal is to empower ELLs in their mainstream classrooms so they may take an active part in all content subjects and master the necessary skills and vocabulary to meet the standards, and pass the City/State assessments.

4. a. Students with Interrupted formal education (SIFE) are given additional support in reading, science, social studies, and math. Our targeted intervention programs for ELLs in ELA, Math Science and ELA are as follows: they participate in our 27 ½ minutes of extended day,

our Title III after-school programs, and our Saturday Math Academy. In the extended day program teachers meet with a small group of students who need additional help in understanding classwork in the subject areas. Teachers go over, and scaffold lessons taught in class to ensure that students comprehend the lessons taught in class that day. The Title III after-school offers 3 classes: one beginner /newcomer class for grades 3 through 8th grades, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 6th to 8th grades. This program focuses on developing listening, speaking and reading skills through the use of content area materials and use different leveled texts, technology, audio and visuals, graphic organizer, hands on activities, and chants among others. The Math Academy is given by a bilingual Haitian-creole teacher and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group student with a bi-lingual NL peer. Our goal is to have these SIFE students bridge the gap, and with our additional support and help, reach grade level performance. SIFE students are encouraged to attend extended day, After-school programs, and Saturday Academies to help them gain the additional knowledge they need in the core subject areas. All additional support is taught in English with the assistance of bi-lingual peers, bi-lingual educational assistants, or bi-lingual pedagogues, when available.

b. Newcomers are pulled out for 360 minutes and are surrounded by an abundant amount of audio, aural, and visual support as well as content area instruction using scaffolding and differentiated instruction methodologies. Also, newcomers are offered and encouraged to attend all the additional programs available to the regular student body. They are invited to attend our after-school program 5 days a week from 3:00-6:00 where homework help, sports activities, and participation in dance, games with peers will facilitate the acculturation process. In addition they attend our Title III After-school program where they get additional help in phonics development, listening, speaking, reading, and writing, in the content areas. Mainstream classroom teachers work collaboratively with the ESL teachers to facilitate the assimilation of classroom content material, concentrating on academic language and rigor, utilizing visuals, computer interactive websites, and peer groupings, and peer collaboration, to aid in the learning process, acculturation, and language development. Newcomers participate in all reading, math, social studies, and science test-practices given by classroom teachers and or Kaplan, in preparation for state and city assessments. High expectations and academic rigor are held for all students, including ELL's. Participation in class assignments, homework, projects and presentations are equally expected from Ells as well as from the rest of the classroom. The ESL teacher is actively involved in providing additional materials, computer inter-active activities, and in scaffolding content to meet the academic demands of the classroom. Moreover, classroom teachers encourage and request communication with parents, either by phone or in person, of Ells so that the home becomes involved in the academic rigor, demands of the school, and the academic and language progress and needs of the student. Translators/interpreters are used to facilitate parent/teacher communication.

4 c) Ells who have been in a US school from four to six years are encouraged to attend any extra academic support programs offered in the school, such as the 27 ½ minutes extended day program, the After-school program offered daily from 3:00 PM to 6:00 PM, our Title III after-school content area reading program and Saturday Math Academy. They receive additional academic support, at varying degrees of difficulty, from the ESL teacher to help them bridge the language and content gap and achieve academically as well as their classroom peers. Also, the mainstream classroom teacher works collaboratively with the ESL teacher to prepare same content lessons when the ELL student is pulled out for ESL. Additional scaffolding and support is given for the continued development of reading comprehension and writing activities.

4. d) Long term ELLs are serviced by the ESL teacher according to their NYSELAT, State and City test result levels. ESL teachers use the same textbooks as mainstream classroom teachers to teach content area and academic vocabulary, in addition to supplementary materials in the same context. ESL instruction focuses on the building of reading comprehension and developing writing skills within the content area. Differentiated instruction and scaffolding methodologies are always incorporated, as well as hands on activities and the use of technology and group work to give the necessary additional support the Long Term Ell needs to complete assignments and become more proficient in the content areas and linguistically. These Ells are taught in small groups through activities such as identifying and highlighting the main idea, inference, defining vocabulary through context, re-reading, reading aloud for fluency development, using decoding strategies such as phonics, blending, syllabification (if needed), and teaching them techniques to strengthen their higher order thinking skills according to Blooms Taxonomy. They read and research current events on line and in newspapers. They work in groups and are taught to use thinking maps to break down and summarize facts and details in current events and in content area subjects. In addition to teaching them step-by step essay writing using graphic organizers, outlines, thesis statements, body paragraphs and conclusions. Classroom teachers and ESL teachers work together diligently to move the Long-Term ELLs to reach full proficiency by providing the extra support needed by the student in class and out of class, in after-school programs, Kaplan instruction test prep provided in school, and Saturday Academies, as well as continuous communication with the home so the home to create nurturing environment in both settings.

4. e) Ells having special needs are grouped with Ells with the same NYSELAT levels. They are given additional hands on, manipulatives,

realia, visuals, aural and oral, music, chanting, art, and technological interactive activities. ESL methodologies, scaffolding, and differentiated instruction are widely used. Games such as memory, matching, sequencing, and kinesthetic activities, among others are incorporated in every lesson. If their IEP stipulates it, the child is given a and are taught to use thinking maps to break down and summarize facts and details in current events and in content area subjects. In addition to teaching them step-by step essay writing using graphic organizers, outlines, thesis statements, body paragraphs and conclusions. Classroom teachers and ESL teachers work together diligently to move the Long-Term ELLs to reach full proficiency by providing the extra support needed by the student in class and out of class, in after-school programs, Kaplan instruction test prep provided in school, and Saturday Academies, as well as continuous communication with the home so the home to create nurturing environment in both settings.

Instruction for subgroups is differentiated by assigning classwork at different levels of complexity. Work is divided in Tiers I, II, III, and IV. Tiers progress in difficulty as the Tier levels rise. After the initial lesson, students work collaborately on the same topic to complete work at the different centers assigned to them each day. Each center has work in varied tiers at varied levels of complexity. These tiers are color coded. Centers include, technology: research/CD-Roms/ Award Reading, skills tutor, interactive Math programs, among others, The Listening Center, Reading Center (in content areas), Math Center, and Writing Center.

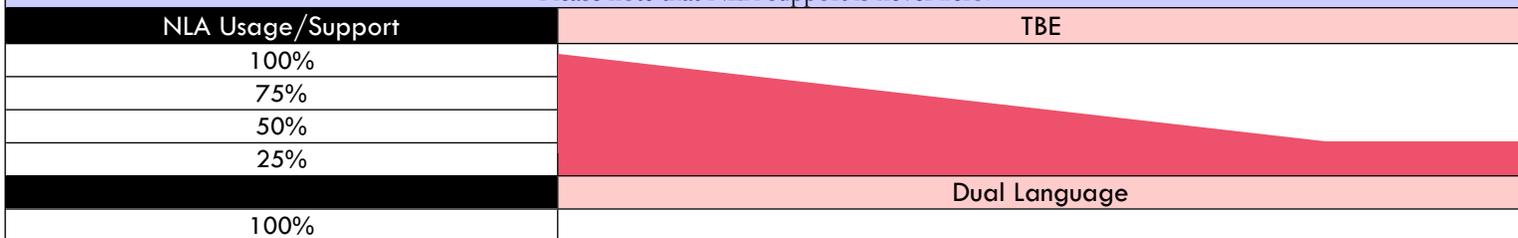
4. e) Ells having special needs are grouped with Ells with the same NYSESLAT levels. They are given additional hands on, manipulatives, realia, visuals, aural and oral, music, chanting, art, and technological interactive activities. ESL methodologies, scaffolding, and differentiated instruction are widely used. Games such as memory, matching, sequencing, and kinesthetic activities, among others are incorporated in every lesson. If their IEP stipulates it, the child is given a one to one bilingual educational assistant. Students whose IEP stipulates receive speech, occupational therapy, and counseling. Our math coaches and reading coaches provide servies to our ELLs in small group instruction, if space is available.

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

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

Native Language Arts and Native Language Support

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



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

B. Programming and Scheduling Information--Continued

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

5. Our targeted interventio programs for ELLs in ELA, Math Science and ELA are as follows: they participate in our 27 ½ minutes of extended day, our Title III after-school programs, and our Saturday Math Academy. In the exteded day program teachers meet with a small group of students, including ELL's, who need additional help in understanding content taught. Teachers go over, and scaffold lessons taught in class to ensure that students comprehend the lessons taught in class that day.

The Title III after-school program offers 3 classes: one beginner /newcomer class ungraded, one intermediate-advanced class from 4th through 5th, and one intermediate-advanced class from 6th to 8th grades. These classes meet from 3:30-5:30 from Tuesdays through Thursday, targeting our beginner through intermdiate and advanced students. These classes are taught in English, and the program focuses on developing academic language through the content area through the development of listening, speaking and reading skills through the use of content area materials and use different leveled texts, technology, audio and visuals, graphic organizer, hands on activities, and chants among others. The Math Academy is given by a bilingual Hatian-creole teacher and offers the student the opportunity to work in leveled groups with manipulatives, interactive math CD-ROMS, math table games, graphs, and direct teacher instruction. In all cases, teachers scaffold their lessons, use manipulatives, visuals, technology, leveled texts, offer extra practice materials, and group student with a

bi-lingual NL peer. The title III After-school program is designed to provide intervention too our ELLs by teaching them content area subjects and academic language necessary for them to succeed in their mainstream classes. Our Saturday Math academy is ungraded and unlevelled, and there are 5 subgroups 2-4, 5-6, 7-8th. The teacher is multi-lingual in English, French and Hatian Creole . Also during the months of January and February we have a team of professionals from Kaplan who teach Math and Language Arts test preparation skills to students. We have a math specialist who goes into the classroom and teaches math several periods a week, as well as an ELA specialist who also goes into the classroom to teach Language Arts.

We also have a Beacon Program which provides all students, including Ell's with homework help, and recreational activities, such as sports, drama, and dancing. These meet in small groups of 15-18 students by grade.

6. Students who have reached proficiency continue to receive services from the ESL teacher as long as they need it. These students, although not mandated, are encouraged to visit the ESL classroom at least once a week or more if needed, to complete projects, do research, get supplemental materials, and any additional support necessary for their success in the mainstream classroom. Moreover, if they're within the state mandated 2 years of reaching proficiency, they receive extended time for state and city tests as mandated. In addition, they receive services from our support Math and Reading specialists, and counselors in the school.

7. We are adding an additional ESL Title III after-school class to our regular Title III after-school yearly program. In the past we've had 2 classes after-school and one on Saturdays. This year we will be adding an additional class during the week days to be able to give additional services and academic support to these students so they can meet the state and city standards, and perform well in the city and state tests.

8. None of the programs for ELLs will be discontinued. Our students will continue to be serviced for 360 minutes in NYSESLAT – LAB R levels B and I, or 180 minutes for level A. Our Title III after-school program will stay in effect for Reading, content, and Math development.

9. Our ELLs are always afforded equal access to all school programs offered in the school. When a support program is initiated, letters in the main languages of English, Haitian Creole, and Spanish, are sent home, offering Title I, After-School programs, and Saturday Academies go home to every child in the school, including Ells. Our Ells participate in all school activities offered during the school day and after school and weekend programs. Our after school and supplemental sevices offered to Ells in our building are : The Beacon Homework Help Program daily from 3 PM to 6PM. This program has small group of children , 27 1/2 extended day, Title III-Afterschool, Saturday Math Academy, Saturday sports programs including girls and boys basketball, boy and girl scouts, dance and art. We use all means available to reach parents and to disseminate information to them in their native language in written form, through phone calls, ESL orientation meetings, Title I day, Parent Teacher Conference, during PTA meetings, and at pick-up time when parents pick up their children from school.

In addition to the educational programs offered above, we have two math coaches, a reading coach, and an ELA coach. If space is available ESL students receive additional help from these coaches in small groups settings. They are pulled out of their classroom for 45 minutes for small group instruction in these areas. We also have 3 speech specialists and occupational therapy services. When the IEP specifies it, studens receive these additional services within the school day.

10. The materials used for our Newcomers in the ESL classroom are: Audio CD Teaching Tunes and mini –books, Lakeshore song Bank, Reading Rod's with reading machined (Lakeshore), ELL's Listen Chant and Sing set,. Also we provide a multitude of leveled literature in English, Haitian Creole, and Spanish Texts at varying degrees of reading difficulty from pre-primer to 8th grade. Interactive CD-Rom from River Deep, Santillana Intensive English, Access Newcomers Building Literacy Through Learning from Great Source. Also students have the opportunity to listen and sign to an array of music CDs and Tapes to develop listening and speaking skills, Internet websites such as Starfall.com, among other ELL student websites, Music, Listening Centers with books and CD's and Tapes to develop listening and Chants by Carolyn Graham, Picture Dictionaries with tapes/cds, interactive computer math programs at different levels, crossword puzzles, memory games to re-enforce vocabulary. Kinesthetic group activities, which involve student movement, such as hands on activities and learning centers, role play, vocabulary games – matching words with illustrations.

Writing Activity Standards Based books Level 3b, Skill's tutor computer activities by grade level, High Point Hampton-Brown Success in Langue, Literature, Content. Saddleback Publishing Writing Levels 1 through 2 which include grammar work, building vocabulary through the use of synonyms, homonyms, antonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and methodologies. Thomson and & Heinle adapted versions of classic readers: 80 days around the world, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein Alice in Wonderland, among others. The materials used with each group of student varies according to the NYSESLAT level or LAB-R levels of language proficiency.

Content materials: Visions Language, Literature, Content in levels Basic, Introductory, and Advanced texts, workbooks and with audio CD. Cosmic Geometry interactive CD, Number Heroes by River Deep interactive CD, River Deep interactive science CD , Living Book's interactive animated stories; Stellanuna, Arthur's Birthday. Reading Options for Achievement (science, social studies, and language arts) Levels A through H. Pearson Learning & Core Knowledge History & Geography sets. Student desk maps and Globes, Shining Star texts and workbooks by Løngman, ESL Accelerating English Language Learning by Scott Foresman levels 1-5. These materials are supplementary to classroom textbooks which are also used in the ESL classroom. United States History and New York History by Holt McDougal, High Point by Hampton and Brown level's A & B. Math Options Books in Levels 1 through 6, Approach and Connect Math strategies with problem solving and assessment levels A-H by Options Pub. Writer's Thesaurus and Dictionaries in English and Haitian Creole and Spanish, curriculum associates and other publishers, and 3b Standards based reading and activity books, In addition to these materials we use supplemental resources in the internet, and a multitude of books in the content areas from scholastic, curriculum associates and other publishers. Measuring UP to the New York State Learning Standards Level D. Science. For ELA we use Saddleback High Interest Reading Comprehension in levels 3-5, Opening Doors Reading and Writing Activity Standards Based books Level 3b, Skill's tutor computer activities by grade level, High Point Hampton-Brown Success in Languge, Literature, Content. Saddleback Publishing Writing Levels 1 through 2 which include grammar work, building vocabulary through the use of synonyms, homonyms, antonyms, developing reading strategies, reading fiction and non-fiction in different genres, content based readings and current event articles, language arts, poetry practice, writing activities, paraphrasing, editing (story starters, writing prompts) and methodologies. Thomson and & Heinle adapted versions of classic readers: 80 days around the world, Aesop's Fables, Biography of Benjamin Franklin, The Call of the Wild, Frankenstein Alice in Wonderland, among others. The materials used with each group of student varies according to the NYSESLAT level or LAB-R levels of language proficiency

11. Native language support is delivered by placing students with a NL bilingual teacher in a mainstream class, sitting a student with a peer speaking the same NL, receiving NL support from an educational assistant speaking the same language, guiding students through researching themes on line in child's native language or having them do it independently, using NL texts and workbooks, tapes, or CDs in the content areas. Also Spanish and Haitian Creole books and dictionaries are available in the ESL classroom.

12. Required services support and resources correspond to ELL's ages and grade levels, but more importantly to their language and academic levels also. Our varied libraries and technology support go on, below and beyond their grade levels and content levels to bridge the gap, if any, and make content comprehensible for them.

13. Newly enrolled ELLs attend our summer ESL program offered at our school or are encouraged to attend a nearby school that is offering an ESL program for Newcomers.

14. We have a licensed Spanish/English bi-lingual teacher in our school teaching Spanish as an additional language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. ESL teachers attend monthly professional development offered by the, Betac, Habetac or the NYCDOE. Classroom teachers servicing ELLs receive monthly professional development during common preps from licensed ESL teachers in our school. Staff development includes training such as creating manipulatives, visuals, hands on activities, scaffolding, activating schema, the use of realia, and technology to

differentiate instruction, teaching academic language, TPR, BICS and CALP, Levels of Language Acquisition, collaborative groups, peer teaching, among others.

2. All staff receives ESL Specialist's support. Materials in the ESL classroom are used by mainstream teachers to supplement their libraries and content materials. We also have guidance counselors, and a school psychiatrist, who speak the dominant NL of students to provide support to teachers, students and or parents in the transition from elementary to middle school, as well as the parent coordinator who mediates between the school and home.

3. All new teachers to our school receive the recommended 7.5 hours of ELL training at our school. Staff development includes training such as creating manipulatives, using visuals, hands on activities, scaffolding, activating schema, the use of realia, and technology to differentiate instruction, teaching academic language, TPR, Bics and Calp, Levels of Language Acquisition, using technology and interactive computer activities, collaborative groups, peer teaching, teaching phonics and grammar through content, using graphic organizers and thinking maps to teach academic language and content, having high expectations for all, among others.

E. Parental Involvement

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

1.P.S. 181 strongly believes that parent involvement in their child's education brings the school and family closer, consequently improving parent participation in their child's studies and a higher performance in students' work. At the beginning of the year parents are invited to attend ELL Parent Orientation meetings that inform them on the programs available for their child to improve language acquisition, content vocabulary and concepts, and improve their grades as a whole. After viewing The Title III Parental Choice video in the Parent's language, they get the opportunity to select a program of their choice for their child. The Parent Coordinator, ESL teachers, and Assistant Principals participate at the ELL Parent Orientation meeting and inform parents of the various programs available for their children at our school and other schools close to their home. In addition they become familiar with programs within the school pertinent to their children's success in this academic year. They also have an opportunity to view their child's previous year's test scores, and interpret them. They are informed of how they can help their child at home and receive help within the school to improve weak areas. Oral Translators participate at each meeting to translate to parents who do not understand English.

In addition parents of ELL's participate in our school PTA, are members our Leadership Committee, volunteer in the cafeteria, as chaperones, in classrooms, and in our after-school programs.

2. CAMBA is invited to our school to hold workshops and training to parents of Ell's and the Caribbean. Some of the workshops they hold are on immigration, citizenship, and others depending on parent request. We also have Learning Leaders train parents who want to be school volunteers.

3. Parent needs are evaluated through a general survey which is sent home in the dominant languages in our school. This survey asks them specifically what types of workshops or training they'd like the school to offer. In addition In April of every year the school sends home a School Environment Survey to get information on how parents feel about our school environment and feedback on what they'd like for our school.

4. Parental Involvement activities are based on the responses from the School Environment Survey given in April and the General Survey in September. Also, if a specific need arises at our school or teachers have a concern about a certain situation, parents are referred to the Parent Coordinator, and or our bilingual guidance counselors for guidance, support, or referrals to other agencies that could help in specific situations.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	15	5	8	9	4	3	1	1					53
Intermediate(I)	0	1	4	9	10	5	5	3	3					40
Advanced (A)	0	0	1	7	5	8	3	0	6					30
Total	7	16	10	24	24	17	11	4	10	0	0	0	0	123

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	0	0	0	3
4	9	6	4	0	19
5	4	7	1	0	12
6	3	4	0	0	7
7	3	8	0	0	11
8	2	0	1	0	3
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. P.S. 181 utilizes Fountas and Pinnel, and ECLAS-2 to assess students in the 1st and 2nd primary grades. The results of these assessments help us plan and to drive instruction. It also enables us to use differentiated instruction strategies as needed. These results tell us if the children have the basic reading and math skills necessary to be successful in the classroom setting. And it enables us to prepare lessons to strengthen their weaker areas, as they also acquire language.

The data patterns across proficiency levels on the LAB-R and NYSESLAT reveals that Ell's language proficiency in the areas of Listening and Speaking increase with each year the child is enrolled in our school system. However, although reading scores also increase they do not rise as rapidly as the listening and speaking, which is acquired first. In the writing part of these tests students tend to take longer to reach higher levels of proficiency due to the fact that they must master the language first in the three other areas.

2. The NYSESLAT and/or LAB-R scores indicate that these students need substantial support in developing their reading and writing abilities which, according to research are the last ones acquired.

tools we need to utilize to bring them up the ladder in the language acquisition stages while simultaneously acquiring content and academic language.

b. The school leadership and teachers are using the results of these assessments to plan instruction by implementing strategies, methodologies, resources, materials, and delivering specific instruction which targets their weakest areas.

c. From these periodic State and City assessments, our school is learning that these students The school is learning

a. Academic language and reading skill development in addition to phonics specific instruction is key to their success.

5. NA

6. We evaluate the success of our programs for ELLs by looking both at their individual linguistic growth, class performance, and content achievement. This is done by comparing where they were when they first began in September, and how they progress throughout the year in their class work, informal teacher made tests, class participation, group work, portfolios, and at their NYSESLAT, Math, Reading, and any other city/state tests.

Additional Information

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

Part VI: LAP Assurances

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

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