



P.S. 81Q JEAN PAUL RICHTER

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 81Q JEAN PAUL RICHTER
ADDRESS: 559 CYPRESS AVENUE
TELEPHONE: 718-821-9800
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342400010081 **SCHOOL NAME:** P.S. 81Q Jean Paul Richter

SCHOOL ADDRESS: 559 CYPRESS AVENUE, QUEENS, NY, 11385

SCHOOL TELEPHONE: 718-821-9800 **FAX:** 718-386-7203

SCHOOL CONTACT PERSON: GENEVIEVE VENTURA **EMAIL ADDRESS** GVentur@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Angelo Vicente

PRINCIPAL: GENEVIEVE VENTURA

UFT CHAPTER LEADER: Angelo Vicente

PARENTS' ASSOCIATION PRESIDENT: Brunilda Arroyo/Vivian M. Iturralde

STUDENT REPRESENTATIVE:
(Required for high schools) n/a

DISTRICT AND NETWORK INFORMATION

DISTRICT: 24 **CHILDREN FIRST NETWORK (CFN):** Cluster 2, Network 9, (94N209)

NETWORK LEADER: DANIEL PURUS/MARLENE WILKS/William Manekas

SUPERINTENDENT: Madelene Taub

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
GENEVIEVE VENTURA	Principal	Electronic Signature Approved.
Eileen DiGregorio	UFT Member	Electronic Signature Approved.
Laura Davila	UFT Member	Electronic Signature Approved.
Diane Howard	UFT Member	Electronic Signature Approved.
Angelo Vicente	UFT Chapter Leader	Electronic Signature Approved.
Vivian M. Iturralde	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: I have thoroughly read the CEP preview and am in agreement with everything.
Brunilda Arroyo	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: I have approved the CEP.
Flor Musso	Parent	Electronic Signature Approved.
Lucy Santana	Parent	Electronic Signature Approved.
Daniel Luna	Parent	Electronic Signature Approved. Comments: Not able to approve, email from iPlan-CEP Admins was not sent to his email.
Linda Alicea	DC 37 Representative	Electronic Signature Approved. Comments: Not able to approve, iPlan-CEP Admins didn't send email with link, id and password to Linda Alicea and Daniel

		Luna.
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* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

□ P.S. 81Q, a K-5 school, serves a population of 1098 students from culturally diverse backgrounds. Staff members and administrators have provided an atmosphere where students are striving for excellence in Literacy, Math, Science, Social Studies, Art and Music □

There is a strong climate of mutual trust between staff, students, and parents. The school-wide open door policy supports a willingness to work together and understanding of instructional initiatives. Many staff members as well as parents were once students here at P.S. 81Q. The Principal began her career here 28 years ago as a school aide moving on to becoming a paraprofessional, a teacher, an assistant principal and finally the principal.

As a staff we have explored a variety of ways to document and gather data that support our already established practices, both quantitative and qualitative. This has allowed our teachers to articulate the work of the classroom through collections of student work, aligning instructional practices based on individual student needs. Our literacy and math coaches have acted as a strong support to teachers and students in aligning the data to the individual learning needs of students.

Teachers in our school put the needs of the students above all else. This is apparent by the way in which many of them volunteer their time for extra-curricular activities such as chaperoning field trips or weekend chess club competitions. We have had an after school drama club for the past 8 years, lead by two teachers who have volunteered their time. More than half the staff arrives between 6:30 AM and 7:00 AM to meet with parents and prepare for the day. Retirees return regularly to chaperone trips, kick-off school-wide events, help with class projects, and involve themselves in culminating activities.

Several of our teachers have written and received funding through grants for our school such as: Robin Hood Library which opened in the Fall of 2008, Resolution A funding for technology, Legislative Grants for after-school technology, UFT Teacher Center funding, and gifts from the DonorsChoose organization.

P.S. 81Q is aligned with community organizations such as The Greater Ridgewood Youth Council. Our building hosts their OST and Homework Help Program as well as their Sports and Recreation Program. We are currently involved in a ten week program with The American Ballroom Theater's Dancing Classrooms in which the skills of etiquette and social dancing are taught to our fifth graders. Our City Councilwoman, Diana Reyna, is also involved in school activities such as "Hats Off To Reading" and the planting of trees around our school for The Mayor's "Million Trees" project. We have also received new playgrounds for both our buildings from the "Out to Play" program through Borough President Helen Marshall.

We have a close working relationship with our PTA, School Leadership Team, and the UFT. Our PTA Co-Presidents, Vivian M. Iturralde and Brunilda Arroya, work closely with the Principal to make school-wide decisions that will benefit our students.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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:		P.S. 81Q Jean Paul Richter								
District:		24	DBN #:		24Q081	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			94.4	95.2	TBD	
Kindergarten		164	142	147						
Grade 1		231	187	173	Student Stability - % of Enrollment:					
Grade 2		223	232	190	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		216	208	211			93	94.50	TBD	
Grade 4		188	213	204						
Grade 5		182	182	206	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			77.3	77.3	90.8	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			5	12	TBD	
Grade 12		0	0	0						
Ungraded		4	0	5	Recent Immigrants - Total Number:					
Total		1208	1164	1136	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							25	19	21	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		15	31	43	Principal Suspensions		5	4	TBD	
# in Collaborative Team Teaching (CTT) Classes		78	75	86	Superintendent Suspensions		2	4	TBD	
Number all others		63	61	44						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		3	1	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	225	198	198	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	10	32	Number of Teachers	93	93	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	12	TBD
				Number of Educational Paraprofessionals	4	8	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	79.6	84.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	73.1	74.2	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	96	98	TBD
American Indian or Alaska Native	0.7	0.2	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	91.9	89.3	TBD
Black or African American	1.4	1.5	1.1				
Hispanic or Latino	81.5	83.1	83.3				
Asian or Native Hawaiian/Other Pacific Isl.	8.8	8.5	7.8				
White	7.6	6.6	7.2				
Multi-racial							
Male	53.5	51.5	53.9				
Female	46.5	48.5	46.1				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	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	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	91.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

PLEASE NOTE - BELOW IS INCOMPLETE RESPONSES DUE TO COPY and PASTE ERROR caused during the "Save".

Please see the Uploaded Documents portion of this CEP where you will see AccomplishmentsAidsBarriersDataTrends.doc to find responses for this section.

ACCOMPLISHMENTS OVER THE LAST COUPLE OF YEARS:

Data is used effectively to identify and support all of our students, especially those in greatest need of improvement

AIDS TO THE SCHOOL'S CONTINUOUS IMPROVEMENT:

BARRIERS TO THE SCHOOL'S CONTINUOUS IMPROVEMENT:

Data/Trend Analysis

Student Progress for English Language Arts

Student Progress for Mathematics

The overall comparison of the NYC Department of Education Progress Report of the years 07-08 and 08-09 in the area of Mathematics shows a trend of steady growth in most tested areas. The Percentage of Students Making at Least One Year of Progress fell by 2.4%. In comparison to our school's Relative Peer Horizon P.S. 81 Q is in the lower fourth quartile for all areas except in Percentage of Students in Lower One Third Making at Least One Year of Progress, which is in the middle third quartile.

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.

Annual Goal	Short Description
Our goal for 2010-2011 is to broaden and strengthen our efforts on differentiated instruction with consistency and alignment to data systems.	Our goal for 2010-2011 is to broaden and strengthen our efforts on differentiated instruction with consistency and alignment to data systems.
Our goal for 2010-2011 is to broaden and strengthen our implementation of higher-order thinking skills across all grades and content areas which will result in an increase in student proficiency in English language Arts.	Our goal for 2010-2011 is to broaden and strengthen our implementation of higher-order thinking skills across all grades and content areas which will result in an increase in student proficiency in English language Arts.
<input type="checkbox"/> Our goal for 2010-2011 is to increase student achievement for our English Language Learner population in English Language Arts through extensive differentiated professional development.	Our goal for 2010-2011 is to increase student achievement for our English Language Learner population in English Language Arts.

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) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal for 2010-2011 is to broaden and strengthen our efforts on differentiated instruction with consistency and alignment to data systems.</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><input type="checkbox"/></p> <ul style="list-style-type: none"> • The school will continue to provide professional development for the 2010-2011 school year in the theory and practical application of differentiation principles based on content, process and product to ensure that teachers will vary their approach to instruction and adjust the curriculum in alignment with student needs and relevant data • Administrators will attend professional development to plan for the implementation and rollout of the Common Core State Standards • Professional Development and support will be provided by both internal and (coach and administrators) and external sources(network support and consultants) • Grade level and individual conferences, as well as formal and informal observations, will be scheduled at regular intervals throughout the school year to document and evaluate interpretation of information in instructional practices, teaching artifacts, and student work • Classroom and content areas teachers will collaboratively plan and integrate differentiation practices to ensure that students have consistent, multiple options for processing information and making sense of ideas • Professional development will be provided to develop and facilitate a multi-sensory approach to differentiation in addition to the integration of multi-media resources

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Sources-Title I School Wide Program Tax Levy Fair Student Funding</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><input type="checkbox"/> Initial Indicator Fall 2010 - Using the previous year's assessments, such as ELA scores, Acuity assessments, ECLAS and teacher evaluations, a baseline will be established to set instructional goals for differentiated instruction.</p> <p>Intervals of Periodic Review for Assessments - ELA scores will be reviewed in June and compared to previous year's scores to determine progressive trends. ECLAS assessments will be given in the Fall and Spring to determine student achievement by level. Periodic assessments will be given quarterly to determine student growth in critical thinking skills. Teacher assessments such as, formative evaluations, conferences, etc. will be completed every four to six weeks to update and evaluate data sources. Teachers will re-evaluate differentiated grouping every four to six weeks.</p> <p>Projected Gains - We would like to see an increase in student progress of approximately 3%.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Our goal for 2010-2011 is to broaden and strengthen our implementation of higher-order thinking skills across all grades and content areas which will result in an increase in student proficiency in English language Arts.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ • The school will continue to provide on-going professional development for the 2010-2011 school year for all teaching staff on how to modify their instruction and testing methods to enhance critical teaching skills among their students • Professional Development and support will be provided by both internal and (coach and administrators) and external sources(network support and consultants) • Grade level and individual conferences, as well as formal and informal observations, will be scheduled at regular intervals throughout the school year to document and evaluate interpretation of information in instructional practices, teaching artifacts, and student work • Administrators will attend professional development to plan for the implementation and rollout of the Common Core State Standards • Professional Development will be provided in the areas of Bloom's revised Taxonomy (Anderson's Taxonomy) i.e. creating, evaluating, analyzing, applying, understanding and remembering • Teachers will incorporate graphic organizers in all content areas to help students understand complex ideas</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Sources-Title I School Wide Program Tax Levy Fair Student Funding</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>□ Initial Indicator Fall 2010 - Using the previous year's assessments, such as ELA scores, Acuity assessments, ECLAS and teacher evaluations, a baseline will be established to set instructional goals for higher order thinking skills.</p> <p>Intervals of Periodic Review for Assessments - ELA scores will be reviewed in June and compared to previous year"s scores to determine progressive trends. ECLAS assessments will be given in the Fall and Spring to determine student achievement by level. Periodic assessments will be given quarterly to determine student growth in critical thinking skills. Teacher assessments such as, formative evaluations, conferences, etc. will be completed every four to six weeks to update and evaluate data sources.</p> <p>Projected Gains - We would like to see an increase in student progress of approximately 3%.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Our goal for 2010-2011 is to increase student achievement for our English Language Learner population in English Language Arts through extensive differentiated professional development.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> • The school will provide professional development for the 2010-2011 school year to improve teachers' professional skills to better prepare English Language Learners in meeting and exceeding the New York City and New York State Performance and Learning Standards • Professional Development and support will be provided by both internal and (coach and administrators) and external sources(network support and consultants) • Administrators will attend professional development to plan for the implementation and rollout of the Common Core State Standards • Grade level and individual conferences, as well as formal and informal observations, will be scheduled at regular intervals throughout the school year to document and evaluate interpretation of information in instructional practices and ESL methodology, teaching artifacts, and student work • Classroom and content areas teachers will collaboratively plan and integrate differentiation practices to ensure that all English language Learners have consistent, multiple options for processing information and making sense of ideas</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Sources-Title I School Wide Program Tax Levy Fair Student Funding Title III</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><input type="checkbox"/> Initial Indicator Fall 2010 - Using the previous year's assessments, such as ELA and NYSESLAT scores, Acuity assessments, and teacher evaluations, a baseline will be established to set instructional goals for English Language Arts.</p> <p>Intervals of Periodic Review for Assessments - ELA and NYSESLAT scores will be reviewed in June and compared to previous year"s scores to determine progressive trends. ECLAS</p>

assessments will be given in the Fall and Spring to determine student achievement by level. Periodic assessments will be given quarterly to determine student growth in ELA skills. Teacher assessments such as, formative evaluations, conferences, etc. will be completed every four to six weeks to update and evaluate data sources.

Projected Gains - We would like to see an increase in student progress of approximately 3%.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	51	50	N/A	N/A	6			19
1	69	56	N/A	N/A	3			18
2	66	42	N/A	N/A				10
3	56	40	N/A	N/A				19
4	37	26	18	12	3			24
5	11	10	6	15	2			26
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p><input type="checkbox"/> FUNDATIONS/WILSON READING PROGRAM is an academic intervention reading phonics program based on a systematic, sequential, multi-sensory method of teaching reading and writing skills to struggling students. Small group instruction 3x weekly during the school day</p> <p>HEADSPROUT EARLY READING PROGRAM- A research based, supplemental early reading on-line program that provides core-reading outcomes. Provides instruction in phonemic awareness, phonics, fluency, vocabulary and reading comprehension. This service is provided 4x per week in a small group during the school day.</p> <p>CARS-(Comprehensive Assessment of Reading Strategies)-An assessment based program that incorporates 12 reading strategies that gives students practice and self assessment in these strategies. This service is provided 2x weekly during the school day.</p> <p>EXTENSIONS IN READING-provides challenging instructional activities for 12 reading strategies. Strengthens critical reading, organizational and writing skills. This service is provided 3x weekly per 45 minute sessions.</p> <p>LEXIA—a research based reading and writing program that teaches decoding and encoding skills beginning with phoneme segmentation to a level of mastery. Small groups 3X a week for 45 minutes.</p> <p>EXTENDED DAY 37 ½ minutes-provides small group instruction in language arts and math to struggling students in preparation for testing. Group meets 4x weekly for 37 ½ minutes</p> <p>EARLY BIRD LITERACY AND MATH PROGRAM provides services for new arrivals with limited English proficiency. Students meet in the morning 3x weekly for 60 minutes.</p> <p>AFTER SCHOOL EXTENDED DAY FOR ESL students provides English Language Learners with supplemental and rigorous instruction and proficiency in English. Students meet 2x</p>

	weekly for 120 minutes per session after school.
Mathematics:	<p><input type="checkbox"/> EVERYDAY MATHEMATICS-is a research based math curriculum based on several basic principles; students acquire knowledge, skills and understanding from their own experience, Tapping into children's own prior mathematical knowledge and teacher's ability to provide excellent instruction. In addition to the math block, struggling students receive AIS 2x weekly for 45 minutes per session.</p> <p>Harcourt School Publishers Math is a researched based math curriculum that focuses on effective learning and teaching processes that include instructional strategies problem solving, reasoning, intervention and meeting the needs of diverse learners. Groups meet four times a week for 37 1/2 minutes.</p>
Science:	<p><input type="checkbox"/> Science teachers along with special education cluster teachers provide age-appropriate experiences and lessons which allow children to expand their understanding of important science concepts. The students acquire problem-solving and critical thinking skills as well, and participate in many hands-on experiences. Lessons are modified according to needs. The Research-based FOSS Science program provides extensive Lesson Plans, Teacher Resources, Manipulatives, a Science Reading Library, blackline masters, etc., to address the varied needs of children's learning styles.</p>
Social Studies:	<p><input type="checkbox"/> Social Studies teachers along with special education cluster teachers provide students in-depth, inquiry based units in social studies. Students will learn to read critically, evaluate information, and articulate thoughts. Lessons are modified according to needs.</p>
At-risk Services Provided by the Guidance Counselor:	<p><input type="checkbox"/> Guidance Counselors provide services for students experiencing academic, social and/or behavioral difficulties impeding their development. This service is provided 1x a week for 30 minutes. The counseling includes play therapy, reading, writing, etc.</p>
At-risk Services Provided by the School Psychologist:	<p><input type="checkbox"/> School Psychologist performs psycho-educational assessments, observations of students and prepares comprehensive evaluation reports. In addition, the psychologist facilitates participation at IEP meetings and documents</p>
At-risk Services Provided by the Social Worker:	<p><input type="checkbox"/> The Social Worker follows recommendations of IEPs for mandated cases. Meets with mandated students 1x weekly for 30 minutes each student. The social worker also provides formal and informal meetings with parents and observes students in classroom.</p>

At-risk Health-related Services:

These services include treating students with asthma conditions, children with allergies and administering medications to ADHD students.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 200

Non-LEP N/A

Number of Teachers 8

Other Staff (Specify) N/A

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.

□

Overview

Parent/Community Involvement

Project JUMP START (Programs and activities to assist newly enrolled LEP students)

Title III Programs

Extended Day Literacy and Math Program

Early Bird Literacy and Math Program

Diversity and Needs of our English Language Learners

In order to address the diverse needs of ELL students, it is necessary to employ differentiated instruction for SIFE, newcomers, long-term ELL students and students with special needs, and transitional ELL students.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

***Infusing ESL Strategies into Content Areas**

*Differentiated Instructional Strategies for the ESL Student

Environment

Section III. Title III Budget

School: P.S. 81Q

BEDS Code: 342400010081

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$31,380.00	<input type="checkbox"/> ELL After School Literacy and Math Program (Grades 1-5) \$49.89 per hour includes fringes=\$14,967.00 Early Bird New Comers Literacy and Math Programs (Mon., Tues., Wed., and Thurs.) 1 teacher (60 hours) \$49.89 per hour includes fringe=\$2,993.40 1 supervisor for ELL Literacy and Math After-School Program (60 hours) \$52.21 per hour includes fringe=\$3,132.60 1 supervisor for Early Bird New Comers Program (60 hours) \$52.21 per hour includes fringe=\$3,132.60
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials	\$6,119.60	<input type="checkbox"/>

<ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 		<p>Reading Predictors <input type="checkbox"/> from Options Publishing</p> <p>Foundations in Math from Options Publishing</p> <p>Just Right Reading from Options Publishing</p> <p>Connecting Vocabulary from Options Publishing</p> <p>Leveled Books, charts, tapes, markers and workbooks.</p>
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

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.

□ P.S. 81 recognizes the importance of communicating with parents. The majority of our parents speak Spanish with a small percentage speaking Arabic and Chinese, two of the covered languages. In order to maintain effective communication with parents we provide written translations of memos and other documents for parents. Our Parent Coordinator and Family Worker worked collaboratively to assess our school's written translation and oral interpretation needs by examining the Home Language Surveys filled out by parents, analyzing ATS data, and interviewing parents. We will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign of the covered languages will be posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained.

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.

□ Our school strives to effectively communicate with parents by providing translations and oral interpreters whenever possible. In assessing our school's community's written translation needs, we examined the Home Language Surveys filled out by parents at registration, ATS data and by interviewing parents. After reviewing these documents, we found the more commonly spoken languages in our school were Spanish, Polish, Chinese Arabic and Korean. In considering the Chancellor's Regulations on Translations, our school need to provide timely provision of translated documents through either existing resources in our school or the Translation and Interpretation Unit at the Department of Education. The findings of our needs assessment were shared with our staff meeting and with our parents at a Parent Teachers Association meeting.

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.

In order to ensure timely provision of translated documents to parents, some documents are translated in house by school staff and parent volunteers. In the event that we do not have the required staff or volunteers to provide translations into the covered languages, we will contact the Translation and Interpretation Unit at the Department of Education. This will ensure all parents and students receive these documents in a timely fashion and aid us in fostering effective communication between the home and school.

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.

Interpretation services will be provided in-house by school staff, parent volunteers and outside contractors. We will contact the Translation and Interpretation Unit at the Department of Education to schedule translators for school events, such as Parent-Teacher Night, PTA meetings and workshops. The key will be planning ahead, so we can assess our translation and interpretation needs on a monthly basis.

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>.

PS 81Q will provide each parent who requires services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages will be posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$8,490,782.00	\$31,502.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$8,490.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$42,450.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$84,900.00	*	

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 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
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<p>To convene an annual meeting for Title I parents on or before November 1st of each school year to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To read or listen to 4-6 books a day to all kindergarten and first grade students. To ensure that all second grade students read two short chapters a day. To ensure all third grade students read 30 or more chapter books in the school year. To ensure fourth and fifth grade students read 25 or more chapter books a year of at least</p>
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<p>To provide parents with timely information about all programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p> <p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • parent-teacher conferences at least annually • frequent report to parents on their children's progress • reasonable access to staff • opportunities to volunteer and participate in their child's class • observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.</p>	<p>150 pages or more of different genres.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> • attendance and punctuality at school • homework • television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child's/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them to be more effective in assisting their child/children in the educational process.</p>
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Parents have the right to receive information on how they can support their children's learning at home.	Parents will support efforts to raise student achievement and will participate in ongoing two-way communication with the school to ensure early identification of student needs.	Students will study for examinations and participate in school activities.	The school will provide information and tools to parents so they can help their children to achieve academic and social progress.
Parents have the right to have their children's performance and report cards clearly explained during parent-teacher conferences, and in other scheduled meetings.	Parents will follow up with the school or teacher if such follow up is needed and attend scheduled meetings.	Students will listen to and talk with their parents and teachers about their performance and progress.	The school will provide opportunities for parents to discuss student achievement as reported on report cards and/or during parent-teacher conferences.
Parents have the right to express their opinions, register their complaints and have their concerns addressed in a timely manner by appropriate school personnel.	Parents will participate in discussions and decisions relating to the education of their children with appropriate school personnel.	Students will talk to their families and teachers about what they are learning and doing in school.	The school will be responsive to parents' questions and concerns in a timely manner. The school will provide information to parents on the complaint processes available to them.
Parents have the right to be provided with opportunities for their involvement in the school community.	Parents will learn about opportunities for parental involvement at school and at the district level and get involved if at all possible.	Students will contribute to the building of community at their school.	The school will offer specific opportunities for parent involvement make them readily available and provide a welcoming environment for all parents.
Parents have the right to be given reasonable access to the school building.	Parents will know and follow school procedures for parent access to the school building.	Students will know and follow school procedures for access to the school building.	The school will communicate school procedures and policies for parent access to the school building and to their children's records.

Parents have the right to have their children attend class in a clean and safe environment.	Parents will encourage their children to resolve conflicts in a respectful and positive manner.	Students will strive to resolve conflicts in a positive and respectful manner.	The school will strive at all times to promote an atmosphere that is safe and welcoming to students and their families.
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Parents have the right to know that the school will maintain up-to-date emergency contact and health information.	Parents are required to provide the school with current a) family addresses and telephone numbers; b) accurate emergency contacts and c) health information. Parents will have their children immunized.	Students will transmit any necessary correspondence to and from school personnel and parents.	The school will maintain up-to-date emergency contact and health information.
Parents have a right to receive information about the schools' policies and procedures and have access to their children's records.	Parents will be familiar with the school calendar, school safety plan, discipline code, and will discuss these topics with their children.	Students will be familiar with the school calendar, school safety plan, discipline code, and will discuss these topics with their parents.	The school will provide to parents a clear description and explanation of the school calendar, school safety plan, the discipline code and the Chancellor's parent-school communication plan.
Parents have a right to information regarding the school's mission, vision, academics and program offerings.	Parents will know the school's mission, goals and objectives.	Students will take advantage of every opportunity offered to them and strive for excellence in their academics and extracurricular activities.	The school will provide a clear description and explanation of the school's mission, educational goals and objectives, and school report card.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

□

P.S 81Q recognizes the importance of the parents/guardians involvement in the education of their children. We feel that learning and the educational experience are enhanced by a team effort with parents and school personnel working together to provide the best possible educational experience. This School Parent Compact has been developed to honor the commitment of school and home relationships, which outlines the responsibilities and agreements that teachers, parents and students pledge to ensure the best possible education for our students. We feel that the efforts of everyone involved will ensure a successful learning school year.

P.S. 81Q AGREES:

-To convene at least one annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

-To actively involve parents in planning, reviewing and improving the Title I programs and the

-To provide parents with timely information about all programs.

pertinent individual and school region education information.

-To deal with communication issues between teachers and parents through:

Frequent reports to parents on their children's progress.

Opportunities to volunteer and participate in their child's class and observation of classroom activities.

that it is appropriate.

AS A PARENT/GUARDIAN I AGREE:

-To become involved in developing, implementing, evaluating, and revising the school

- To use or ask for technical assistance training that the local education authority or school may offer
- To work with our child/children on their schoolwork.
- To ensure that all second grade students read at least two short chapters a day.
 - To ensure fourth and fifth grade students read 25 or more chapter books a year of at least 150 pages or more of
 - To monitor our child/children's:

Homework

- To see that my child gets plenty of rest, regular and nutritious meals, and develops good health habits.
 - To provide a home environment that encourages my child to learn.
 - To stay aware of what my child is learning.
 - To communicate with our child/children's teacher about their educational needs.
- they would like and/or need to help them be more effective in assisting your child/children in the educational process.

Please Sign: _____ Date: _____

AS A STUDENT, I AGREE TO:

- Get plenty of rest.
- Attend school regularly and on time.
- Always try to do my best in work and behavior.
- Give my parents/guardians the notes that the school sends home
- Respect others and myself.
- Complete all of my homework.

Please Sign: _____ Date: _____

_____ Class: _____

AS A TEACHER, I AGREE TO:

- Provide an environment conducive to learning and a high quality curriculum that will enable your child to meet state performance standards.
- Provide meaningful and appropriate homework activities.
- Maintain open lines of communication with you and your child.
- Help your child to grow to his/her potential through the use of appropriate instructional strategies and materials.
- Attentively check homework and correct it.
- To give out notices, Agendas to P.T.A. meetings, etc. to parents from the P.T.A. and Parent Coordinator.

Please Sign: _____ Date: _____

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.

Based on the comprehension needs assessment we have concluded that one of our goals is to advance our students from Level 3 to Level 4. In order to accomplish this we will provide a more vigorous curriculum that engages the student's higher order thinking skills. Enrichment activities will be provided for after-school programs. The data from interim assessments will be analyzed to find areas of the student's strengths and weaknesses. Academic Intervention will be provided to strengthen areas of weakness. Teachers will incorporate various approaches addressing each student's learning style in the collaborative team teaching classrooms.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

N/A

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.

N/A

o Help provide an enriched and accelerated curriculum.

N/A

o Meet the educational needs of historically underserved populations.

N/A

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.

N/A

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

Intensive after-school extended day literacy and math for students in grades three, four and five. Early-Bird and After-School intervention program for English Language Learners in literacy and math. Early intervention for struggling students in grades K, 1 and 2. The AIS program will provide push-in services to classes during the literacy/math block to reduce the student ratio and deliver small group instruction to children at all academic levels.

3. Instruction by highly qualified staff.

In order to implement instruction by highly qualified teachers as required by the NCLB, the school will conduct on site professional development in Math and Literacy. Intensive professional development will be provided in differentiated instruction, ESL strategies and standards.

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

- On-going and intensive professional development will be provided for principals, teachers, parents and other staff to enable all students to meet the State's academic standards. In addition, training will be provided in using data to plan and set goals, differentiated instruction, and ESL methodology.

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

- Principal interviews, demonstration lessons and School Based Options.

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

- Teachers input will be received during School Leadership Meetings, Faculty and Grade conferences, and at Inquiry Team meetings.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

We have formed a partnership with a community-based organization New Life Day Care. ESL classes are given to parents sponsored by DOE adult education in our building 2 nights per week.

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 specifically 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 school allocation amounts)</i>	Check (X) 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 goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal		No		\$8,490,782.00	True	VI
Title I, Part A (ARRA)	Federal		No		\$31,502.00	True	VI
Title II	Federal		No		\$233,712.00	True	VI
Title III	Federal		No		\$31,380.00	True	VI/LAP
IDEA	Federal		No		\$365,874.00	True	VI/LAP
Tax Levy	Local		No		\$7,176,228.00	True	VI

¹**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.

²**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.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

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

Part A:

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.)

21

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

Title I set aside funds for students in temporary housing will be used if necessary for supplies such as uniforms, school supplies, books, eyeglasses, counseling services, and parental involvement.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

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

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_24Q081_020211-113515.doc

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) LAP narrative to this CEP.

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

Form TIII – A (1)(a)

Grade Level(s) K-5 Number of Students to be Served: 200 LEP _____
Non-LEP

Number of Teachers 7 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview Title 111, Part A LEP Program Language Instruction Program

Overview

Public School 81Q is located in the Ridgewood section of Queens in District 24. As a kindergarten through fifth grade school, it serves a population of approximately 1100 students from culturally diverse backgrounds. Students of Hispanic descent represent almost 84% of the school. Asian students comprise 8% of the school while Caucasian students comprise 7% and African-American students comprise 1% of the school population. Additionally, the school is 54% male and 46% female. The ELL population is 200 students, which is approximately 18% of the total school population.

Instructional Program

P.S. 81Q adopts the **Freestanding ESL Program** in response to Parental Option and in accordance with CR Part 154 and Title III guidelines for 200 ELL students. Student eligibility is based on the results of the NYSESLAT and/or LAB-R. On the 2010 NYSESLAT exam result, and at the time of writing, (7%) scored at the beginning level in the listening and speaking part (10%) scored at the intermediate level and (29%) scored at the advanced level. In the reading and writing part, (17%) scored at the beginning level, (36%) scored at the intermediate level, and (31%) scored at the advanced level. As per state mandates, beginner and intermediate students will be serviced for 360 minutes a week and advanced students will be serviced for 180 minutes a week. Of our 200 ELL students, 30 students have IEPs. We have a total of eight ESL teachers and one Bilingual/Special Education teacher. For the sixth year, the majority of our ELL students are placed in self-contained ESL classrooms. Seven of the certified ESL teachers are assigned as lead teachers in self-contained ESL classrooms. All students within the classes are English language learners. There is one kindergarten ESL class, two 1st grade ESL classes, one 2nd grade ESL class, one 3rd grade ESL class, one 4th grade ESL class, and one 5th grade ESL class. ESL teachers incorporate ESL methodologies into all areas, addressing the needs of all student levels: beginner, intermediate and advanced. Additionally, content specialty teachers, such as science, social studies, music, and technology, service all ESL self-contained classes. Along with the ESL teachers, content specialty teachers modify and differentiate instruction to allow ELL students to meet and exceed city and state performance standards, while acquiring proficiency in all areas of English Language.

P.S. 81Q also has five Special Education classes in grade K-5. Each has a maximum number of twelve students and is led by one special education certified teacher and one full-time paraprofessional for students. An ESL push-in or pull-out teacher services the ELL students for the mandated hours. Additionally, instruction is differentiated to accommodate the diverse learning needs of the special needs students. Some of our ELL students with IEPs are also placed in an Integrated Co-Teaching classroom, in which a regular education teacher and special education teacher work together to provide instruction to general education and special education students. The teachers work together to differentiate instruction. Many of these special education

students are Ells. They are serviced by a push-in or pullout ESL teacher for the mandated hours of service and in accordance with IEP recommendations. A certified ESL teacher services ten classes in this manner.

In addition to considering parental choice it is also necessary to consult the data regarding ELLs. The NYSESLAT and LAB-R data patterns across proficiency levels and grades show that the early childhood grades are very strong in listening and speaking skills. The majority of early childhood ELLs scored in the advanced level of listening and speaking, while only a minority of the same students scored an advanced level in reading and writing. The data also shows that the majority of ELL students throughout the upper grades are proficient in listening and speaking but scored lower in the reading and writing part.

Coupled with the patterns seen on the ESL exams, P.S. 81 also considers other statewide and citywide assessments to drive instruction. The patterns across proficiencies and grades show that the students who have been here for a longer time and have scored at the higher levels on the NYSESLAT have also received higher scores in the content area examinations. Children who have been here less than three years scored mainly on levels one and two.

The analysis of the data shows that beginner and intermediate ELL students face challenges when taking state-wide and city-wide exams, perhaps due to the difficulty and time needed to acquire a second language. Therefore, it is important that we continue to immerse the children in grade level content, while providing language support. Teachers are integrating the essential practices for ELL students in the school curriculum by developing oral language through meaningful conversation, teaching skills through contextualized instruction, building vocabulary through authentic experience with words, activating schema by building background knowledge and teaching meaning-making skills. By utilizing these practices, P.S. 81 is confident that beginner and intermediate students will grow to acquire the necessary skills needed to achieve grade level standards.

Parent/Community Involvement

At registration, all parents complete the Home Language Identification Survey (HLIS), indicating the language their children use other than English at home. The school reviews the HLIS and identifies students eligible for LAB-R testing. After students are tested and found eligible to receive ESL services, the school then provides the parents with an orientation explaining program options. It is an ongoing process for parents of newly admitted students. Parents are familiarized with all program choices available in the city by watching a NYCDOE Parent Orientation Video. After viewing, the parental option forms are explained step by step, at which time parents/guardians make an “informed choice” regarding program selection. These forms are collected and copied for the Title III binder and students’ cumulative folders. In cases where parents did not attend the orientation, Parent Selection forms are sent home. If they are not returned, the ELL coordinator collaborates with the parent coordinator to make all necessary effort to reach the parent and ensure that the form is returned. The parent is given a chance to view the video in our library. Our PTA President translates all of the information presented to the parents.

In conjunction with the ESL Department and Parent Coordinator approximately thirty additional Parent Workshops are offered throughout the school year. Interpreters are available at all meetings and letters are sent home in different languages. Some of the workshops are: ADHD/ADD, *English Language Arts for Fourth Graders*, *Oral Language Skills*, *Math Workshop* and *The Role of the Family in Academic and Social Success*.

In addition, parents attend monthly PTA meetings, which are held during the school day and evenings. The meetings serve as a way to conduct workshops and deliver all pertinent information regarding school routines and events (handbooks, newsletters). Our translators attend all meetings. Additionally, parents and local residents volunteer as Learning Leaders in our school assisting selected students in reading on a regular schedule.

Project JUMP START (Programs and activities to assist newly enrolled LEP students)

In June, Mrs. Zolotin, Assistant Principal, with the help of translators, holds a Welcoming Parent Orientation for incoming kindergarten students. Topics addressed include: Helping Your Child Make the Transition and A Typical Day in Kindergarten. The orientation is a great opportunity for students to see the school before the actual start date. Additionally a Title III program geared for newly arrived LEP students are offered to all new admits.

Title III Programs

P.S. 81's Title III programs provide English language learners with quality supplemental instruction designed to assist them in meeting academic rigor and proficiency in English. An Extended Day Literacy and Math Program will target ELL students in Grades 1 through 5 who meet eligibility requirements for City and State testing. Additionally, an Early Bird Literacy and Math Program will target students at a beginning level of English proficiency in grades 1-5.

Extended Day Literacy and Math Program

These instructional programs will service ELL students in grades 1-5. These sessions will meet from November through April. The sessions will take place on Mondays and Wednesdays from 3:05 to 5:05 for a total of thirty sessions. Group size will be maintained at 12-15 students per teacher. Highly qualified/certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on: 1) Literacy: *Reading Comprehension Strategies, Opportunities for Response; Reading Logs, Conferencing and Helping Students To Ask Questions and using Critical Thinking Skills.* 2) Math: *Estimating, Problem Solving Strategies, Finding Patterns, Deciphering Number Sentences, and Graphing.* Our focus will be on using ESL strategies to help students achieve higher scores on the NYSESLAT and city and state assessments. Extended Day studies will help prepare students for all NYS and NYC assessments by reinforcing literacy skills through content area reading and writing activities. A supplementary literacy series will be provided to augment English and Math instruction designed for ELL students. Instructional supplies to be purchased will include chart paper, markers,

composition books, sentence strips, pencils, and various other supplies. Titles to be purchased for this include: *Just Right Reading*, *Connecting Vocabulary*, *Breakaway Math for grades 4 & 5*, *Foundations in Math for 3rd grade*, and *Extensions in Math for 2nd grade* by Options Publisher. This program will have an on-site supervisor in place.

Also, there will be instruction during the extended day program for fourth grade students in preparation for the NYS Fourth Grade Science Test. Important science topics will be covered while test-taking strategies, such as multiple choice questions and writing responses will be taught.

Early Bird Literacy and Math Program

The Early Bird Program will service students in grades one through five. The program is geared for students who have just arrived in the country and are at a beginning level of English proficiency. The program will meet four times a week on Monday, Tuesday, Wednesday and Thursday from 6:55 until 7:55 for fifty sessions. It will be staffed by a highly qualified/certified ESL teacher and the class size will be maintained at 12 to 15 students. The instruction will focus on increasing the English proficiency of the students while raising achievement in core academic subjects, such as math, science and social studies. Instruction will be supplemented with materials such as big books, charts, audio and visual materials and Head Sprout, an online phonics program. This program will be equipped with an on-site supervisor.

Diversity and Needs of our English Language Learners

In order to address the diverse needs of ELL students, it is necessary to employ differentiated instruction for SIFE, newcomers, long-term ELL students and students with special needs, and transitional ELL students.

Newcomers and SIFE students are receiving AIS services in reading and mathematics three times a week. Newcomers are invited to attend the Early Bird Literacy and Math Program to help them increase their level of English proficiency and succeed in core academic subjects. SIFE students are encouraged to attend the Extended Day Literacy and Math Program, which prepares them for the state and city mandated

standardized exams, as well as helps them to meet academic standards and achieve proficiency in English.

The long term ELL student receives additional instruction based on their abilities to transition into the mainstream classrooms. They work in small groups and at times on a one-to-one basis. They also receive AIS services in both math and reading. Classroom teachers, content area teachers, math teachers and reading teachers provide support for these students in order to assist these children in meeting grade level standards. ESL strategic instruction is incorporated into all subject areas, so students are able to transition smoothly. Teachers receive professional development in order to understand and implement basic ESL methodology

Students with only one year in an American school are held to the same standards expected of all students regardless of language proficiency. Students are provided with additional support through the use of ESL strategies and scaffolding techniques supplied by the ESL and classroom teachers. Students are expected to learn content area knowledge while acquiring English as their second language. Students are given extra support through the intervention of AIS reading and math teachers and are invited to attend Title III supplemental programs.

English language learners that have been in New York City schools for six years or more are given additional support to ensure that they are prepared and capable of working within content areas in the upper grades of education. Students are expected to take all state and city exams. To ensure their success, many plans have been implemented to work with these students. This includes extended day programs, which focus on content and language through the support of highly qualified ESL teachers.

The use of the workshop model in reading, writing and math helps to bridge language and content together in meaningful ways. The workshop model guarantees that the students are introduced to the strategies and given the chance to work independently and cooperatively to achieve their goals.

English language learners identified as having special needs are provided with a multitude of support systems. Special education and related services teachers, as well as ESL teachers support them. These support systems allow for differentiated instruction, as well as more individualized instruction. All teachers collaborate to ensure the success of

students in all subject matters. Special Education students who are ELLs are given their mandated ESL instructional time through a push-in or pull-out program.

Students who achieve proficiency on the NYSESLAT are still in need of support to ensure success in their academic studies. Classroom and reading teachers continue to incorporate ESL strategies into the curriculum and ESL teachers remain available to provide support for these students. Additionally, these students are invited to attend Title III programs.

ELL students are explicitly taught with the help of the following instructional materials: grade level books, realia, big books, technology, manipulatives, graphic organizers, web-based phonics programs, audio and visual tools.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

Professional Development workshops will focus on improving teachers’ instructional skills to better prepare English Language Learners in meeting and exceeding the NYC and NYS performance and learning standards. All Professional Development will include teachers’ in our Title III after school program. It will take place monthly and will be facilitated by our ESL Coordinator. Some of the workshop topics include the following:

- *Infusing ESL Strategies into Content Areas
- *Scaffolding across the Disciplines
- *Differentiated Instructional Strategies for the ESL student
- *Oral Language Development
- *Mathematical Instructional Strategies to develop and enhance students’ skills and performance on the city and state assessments
- *Classroom Environment
- *Family and Community Involvement

Form TIII – A (1)(b)

School: P.S. 81 Queens BEDS Code: 34240010081

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

Allocation Amount:		\$31,380.00
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	\$25,260.40	ELL Literacy and Math After School Program (Grades 1-5) (Mon. & Wed.) 5 teachers (60 hours) \$49.89 per hour includes fringes=\$14,967.00 Early Bird Newcomers Program Literacy (Mon., Tues., Wed., & Thurs.) 1 teacher (60 hours) \$49.89 per hour includes fringe=\$2993.40 1 supervisor for ELL Literacy and Math After Program (60 hours) \$52.21 per hour includes fringe=\$3132.60 1 Supervisor for Early Bird Newcomers Program (60 hours) \$52.21 per hour includes fringe=\$3132.60 1 Secretary (40 hours) \$25.87 per hour includes fringe=\$1034.80
Purchased services - High quality staff and		

curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	\$6,119.60	Content Reading: Social Science from Continental Press Content Reading: Geography form Continental Press Just Right Reading from Options Connecting Vocabulary from Options Reading Predictors from Options Foundations in Math from Options Leveled Books, charts, tapes, markers and workbooks.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$31,380.00	

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 81Q Jean Paul Richter					
District:	24	DBN:	24Q081	School		342400010081

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		94.4	95.2	95.2
Kindergarten	142	147	162				
Grade 1	187	173	163	Student Stability - % of Enrollment:			
Grade 2	232	190	179	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	208	211	184		93.0	94.5	94.6
Grade 4	213	204	208				
Grade 5	182	206	201	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		77.3	90.8	90.8
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	12	48
Grade 12	0	0	0				
Ungraded	0	5	1	Recent Immigrants - Total Number:			
Total	1164	1136	1098	(As of October 31)	2007-08	2008-09	2009-10
					25	19	21

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	43	60	Principal Suspensions	5	4	1
# in Collaborative Team Teaching (CTT) Classes	75	86	86	Superintendent Suspensions	2	4	3
Number all others	61	44	42				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	1	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:				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	198	198	TBD	Number of Teachers	93	93	88
# ELLs with IEPs	10	32	TBD	Number of Administrators and Other Professionals	12	12	11
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	4	8	11

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.8
				% more than 2 years teaching in this school	79.6	84.9	96.6
				% more than 5 years teaching anywhere	73.1	74.2	80.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	96.0	98.0	98.9
American Indian or Alaska Native	0.2	0.2	0.2	% core classes taught by "highly qualified" teachers	91.9	89.3	95.0
Black or African American	1.5	1.1	1.4				
Hispanic or Latino	83.1	83.3	85.6				
Asian or Native Hawaiian/Other Pacific	8.5	7.8	6.2				
White	6.6	7.2	6.6				
Male	51.5	53.9	51.0				
Female	48.5	46.1	49.0				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	v	v	-				
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.4						
<i>(Comprises 60% of the</i>							
Additional Credit:	10						

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 Network 2 CFN 209	District 24	School Number 081	School Name Jean Paul Richter
Principal Genevieve Ventura		Assistant Principal Jo Ann Zolotin	
Coach Laura Lo Presti		Coach Arthur Seeger	
Teacher/Subject Area ESL/Shanti Prashad		Guidance Counselor Josephine D'Amico	
Teacher/Subject Area Nancy Tarricone/Social Studies		Parent Vivian M. Iturralde	
Teacher/Subject Area		Parent Coordinator Jane Clarino	
Related Service Provider Roseann Mascia		Other	
Network Leader Daniel Purus		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	7	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	1100	Total Number of ELLs	200	ELLs as Share of Total Student Population (%)	18.18%
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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.

At registration, all parents complete the Home Language Identification Survey (HLIS), indicating the language their children use other than English at home. A certified ESL teacher reviews the HLIS and identifies students eligible for LAB-R testing. After students are tested and found eligible to receive ESL services, the school then provides the parents with an orientation explaining program options. It is an ongoing process for parents of newly admitted students. Parents are familiarized with all program choices available in the city by watching a NYCDOE Parent Orientation Video. After viewing, the parental option forms are explained step by step, at which time parents/guardians make an “informed choice” regarding program selection. These forms are collected and copied for the Title III binder and students’ cumulative folders. In cases where parents did not attend the orientation, Parent Selection forms are sent home. If they are not returned, the ELL coordinator collaborates with the parent coordinator to make all the necessary efforts to reach the parent and ensure that the form is returned. The parent is given a chance to view the video in our library. Our PTA President translates all of the information presented to the parents. PS81Q adopts the Freestanding ESL Program in response to parental option and in accordance with CR Part 154 and Title III guidelines for 200 ELL 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	2	1	1	1	1								7
Push-In	4	4	4	5	3	4								24
Total	5	6	5	6	4	5	0	0	0	0	0	0	0	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	200	Newcomers (ELLs receiving service 0-3 years)	163	Special Education	30
SIFE	3	ELLs receiving service 4-6 years	35	Long-Term (completed 6 years)	2

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	163	3	16	35	0	14	2	0	2	200
Total	163	3	16	35	0	14	2	0	2	200

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

C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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 L
Spanish	30	27	25	35	31	26								174
Chinese				4	2									6
Russian														0
Bengali														0
Urdu					1									1
Arabic	1	2	3	2										8
Haitian														0
French														0
Korean														0

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
Punjabi				1										1
Polish						1								1
Albanian														0
Other		2	2	4		1								9
TOTAL	31	31	30	46	34	28	0	200						

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.

We have a total of eight ESL teachers and one Bilingual/Special Education teacher. For the sixth year, the majority of our ELL students are placed in self-contained ESL classrooms. As per state mandates, beginner and intermediate students will be serviced for 360 minutes a week and advanced students will be serviced 180 minutes a week. Seven of the certified ESL teachers are assigned as lead teachers in self-contained ESL classrooms. All students within the classes are English language learners. There is one kindergarten ESL class, two 1st grade ESL classes, one 2nd grade ESL class, one 3rd grade ESL class, one 4th grade ESL class, and one 5th grade ESL class. ESL teachers incorporate ESL methodologies into all areas, addressing the needs of all student levels: beginner, intermediate and advanced. The content specialty teachers, such as science, social studies, music, and technology, service all ESL self-contained classes. Along with the ESL teachers, content specialty teachers modify and differentiate instruction to allow ELL students to meet and exceed city and state performance standards, while acquiring proficiency in all areas of English Language.

P.S. 81Q also has five Special Education classes in grades K-5. Each has a maximum number of twelve students and is led by one special education certified teacher and one full-time paraprofessional for students. An ESL push-in or pull-out teacher services the ELL students for the mandated hours. Instruction is differentiated to accommodate the diverse learning needs of the special needs students.

Some of our ELL students with IEPs are also placed in an Integrated Co-Teaching classroom, in which a regular education teacher and special education teacher work together to provide instruction to general education and special education students. The teachers work together to differentiate instruction. Many of these special education students are ELLs. They are serviced by a push-in or pull-out ESL teacher for the mandated hours of service and in accordance with IEP recommendations. A certified ESL teacher services ten classes in this manner.

In order to address the diverse needs of ELL students, it is necessary to employ differentiated instruction for SIFE, newcomers, long-term ELL students and students with special needs, and transitional ELL students. Newcomers and SIFE students are receiving AIS services in reading and mathematics three times a week. Newcomers are invited to attend the Early Bird Literacy and Math Program to

help them increase their level of English proficiency and succeed in core academic subjects. SIFE students are encouraged to attend the Extended Day Literacy and Math Program, which prepares them for the state and city mandated standardized exams, as well as helps them to meet academic standards and achieve proficiency in English.

The long-term ELL student receives additional instruction based on their abilities to transition into the mainstream classrooms. They work in small groups and at times on a one-to-one basis. They also receive AIS services in both math and reading. Classroom teachers, content area teachers, math teachers and reading teachers provide support for these students in order to assist these children in meeting grade level standards. ESL strategic instruction is incorporated into all subject areas, so students are able to transition smoothly. Teachers receive professional development in order to understand and implement basic ESL methodology

Students with only one year in an American school are held to the same standards expected of all students regardless of language proficiency. Students are provided with additional support through the use of ESL strategies and scaffolding techniques supplied by the ESL and classroom teachers. Students are expected to learn content area knowledge while acquiring English as their second language. Students are given extra support through the intervention of AIS reading and math teachers and are invited to attend Title III supplemental programs.

English language learners that have been in New York City schools for six years or more are given additional support to ensure that they are prepared and capable of working within content areas in the upper grades of education. Students are expected to take all state and city exams. To ensure their success, many plans have been implemented to work with these students. This includes extended day programs which focus on content and language through the support of highly qualified ESL teachers.

The use of the workshop model in reading, writing and math helps to bridge language and content together in meaningful ways. The workshop model guarantees that the students are introduced to the strategies and given the chance to work independently and cooperatively to achieve their goals. ELL students are explicitly taught with the help of the following instructional materials: grade level books, realia, big books, technology, manipulatives, graphic organizers, web-based phonics programs, audio and visual tools.

English language learners identified as having special needs are provided with a multitude of support systems. Special education and related services teachers, as well as ESL teachers support them. These support systems allow for differentiated instruction, as well as more individualized instruction. All teachers collaborate to ensure the success of students in all subject matters. Special Education students who are ELLs are given their mandated ESL instructional time through a push-in or pull-out program.

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.



Group size will be maintained at 12-15 students per teacher. Highly qualified/certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on: 1) Literacy: Reading Comprehension Strategies, Opportunities for Response; Reading Logs, Conferencing and Helping Students To Ask Questions and using Critical Thinking Skills. 2) Math: Estimating, Problem Solving Strategies, Finding Patterns, Deciphering Number Sentences, and Graphing. Our focus will be on using ESL strategies to help students achieve higher scores on the NYSESLAT and city and state assessments. Extended Day studies will help prepare students for all NYS and NYC assessments by reinforcing literacy skills through content area reading and writing activities. A supplementary literacy series will be provided to augment English and Math instruction designed for ELL students. Instructional supplies to be purchased will include chart paper, markers, composition books, sentence strips, pencils, and various other supplies. Titles to be purchased for this include: Just Right Reading, Connecting Vocabulary, Breakaway Math for grades 4 & 5, Foundations in Math for 3rd grade, and Extensions in Math for 2nd grade by Options Publisher. This program will have an on-site supervisor in place.

There will also be instruction during the extended day program for fourth grade students in preparation for the NYS Fourth Grade Science Test. Important science topics will be covered while test-taking strategies, such as multiple choice questions and writing responses will be taught.

The Early Bird Program will service students in grades one through five. The program is geared for students who have just arrived in the country and are at a beginning level of English proficiency. The program will meet four times a week on Monday, Tuesday, Wednesday and Thursday from 6:55 until 7:55 for fifty sessions. It will be staffed by a highly qualified/certified ESL teacher and the class size will be maintained at 12 to 15 students. The instruction will focus on increasing the English proficiency of the students while raising achievement in core academic subjects, such as math, science and social studies. Instruction will be supplemented with materials such as big books, charts, audio and visual materials and Head Sprout, an online phonics program. This program will be equipped with an on-site supervisor.

In June, Mrs. Zolotin, Assistant Principal, with the help of translators, holds a Welcoming Parent Orientation for incoming kindergarten students. Topics addressed include: Helping Your Child Make the Transition and A Typical Day in Kindergarten. The orientation is a great opportunity for students to see the school before the actual start date. The Title III program geared for newly arrived LEP students are offered to all new admits.

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)?

n/a

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.

Professional Development workshops will focus on improving teachers' instructional skills to better prepare English Language Learners in meeting and exceeding the NYC and NYS performance and learning standards. All Professional Development will include teachers' in our Title III after school program. It will take place monthly and will be facilitated by our ESL Coordinator. Some of the workshop topics include the following:

- *Infusing ESL Strategies into Content Areas
- *Scaffolding across the Disciplines
- *Differentiated Instructional Strategies for the ESL student
- *Oral Language Development

- *Mathematical Instructional Strategies to develop and enhance students' skills and performance on the city and state assessments
- *Classroom Environment
- *Family and Community Involvement

In June, Ms. R. Diamond, Assistant Principal, arranges an intervisitation to the neighboring middle school for all our teachers and 5th Grade ELL students. Guidance counselors are available to assist all 5th Grade ELL students during this transitional period.

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?

The ESL Department and Parent Coordinator offer approximately thirty Parent Workshops throughout the school year. Interpreters are available at all meetings and letters are sent home in different languages. Some of the workshop topics include: ADHD/ADD, English Language Arts for Fourth Graders, Oral Language Skills, Math Workshop and The Role of the Family in Academic and Social Success.

Parents attend monthly PTA meetings, which are held during the school day and evenings. The meetings serve as a way to conduct workshops and deliver all pertinent information regarding school routines and events (handbooks, newsletters). Our translators attend all meetings. Parents and local residents volunteer as Learning Leaders in our school assisting selected students in reading on a regular schedule.

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)	29	17	11	13	7	10								87
Intermediate(I)	2	13	9	27	11	8								70
Advanced (A)	0	1	10	6	16	10								43
Total	31	31	30	46	34	28	0	0	0	0	0	0	0	200

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	3	1	2	5							
	I	0	8	5	2	2	1							
	A	0	10	15	6	13	6							
	P	0	5	3	29	15	12							
READING/ WRITING	B	1	10	6	5	5	5							
	I	0	13	9	27	11	8							

	A	0	1	6	6	16	11						
	P	0	0	5	0	0	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	15	11	1	0	27
5	6	13	2	0	21
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	16		12		5		0		33
5	7		11		6		2		26
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4		10		14		0		28
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				
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?

Early Literacy skills for ELL students are assessed using ECLAS2, DRA, NYSESLAT and LAB-R. The NYSESLAT and LAB-R data patterns across proficiency levels and grades show that the early childhood grades are very strong in listening and speaking skills. The majority of early childhood ELLs scored in the advanced level of listening and speaking, while only a minority of the same students scored an advanced level in reading and writing. The data also shows that the majority of ELL students throughout the upper grades are proficient in listening and speaking but scored lower in the reading and writing part.

Coupled with the patterns seen on the ESL exams, PS81 also considers other statewide and citywide assessments to drive instruction. The patterns across proficiencies and grades show that the students who have been here for a longer time and have scored at the higher levels on the NYSESLAT have also received higher scores in the content area examinations. Children who have been here less than three years scored mainly on levels one and two.

The analysis of the data shows that beginner and intermediate ELL students face challenges when taking state-wide and city-wide exams, perhaps due to the difficulty and time needed to acquire a second language. Therefore, it is important that we continue to immerse the children in grade level content, while providing language support. Teachers are integrating the essential practices for ELL students in the school curriculum by developing oral language through meaningful conversation, teaching skills through contextualized instruction, building vocabulary through authentic experience with words, activating schema by building background knowledge and teaching meaning-making skills. By utilizing these practices, PS81 is confident that beginner and intermediate students will grow to acquire the necessary skills needed to achieve grade level standards.

All classroom teachers analyze their student's assessment data and place the lowest performing students into the Target Population for Inquiry work. When an ELL student falls within the lowest third of the class' data they are placed in the 37 and a half minutes after the regular school day to receive small group instruction.

The ELL programs use research-based instructional tools. ELL students are evaluated by the Pearson Periodic Assessment for ELLS. Baseline data from the first round of the Pearson's is compared to the last round of assessment to insure that improvement has occurred at an acceptable percentage.

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.

EPaste additional information here

Part VI: LAP Assurances

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 24Q081

All Title I SWP 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:	787,026	31,502	818,528
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,870	315	8185
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	39,351	*	
4. Enter the anticipated 10% set-aside for Professional Development:	78,703	*	

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

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

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

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

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

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

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

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

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.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

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

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

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

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

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

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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

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	X			661,102	X	33 and 41
Title I, Part A (ARRA)	Federal	X			31,187	X	33
Title II, Part A	Federal	X			233,712	X	34

¹ **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.

² **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.

Title III, Part A	Federal	X			31,380	X	20
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			5,059,012	X	11, 12, 13, and 14

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