Department of Education

P.S. 181 BROOKFIELD

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: P.S. 181 BROOKFIELD
ADDRESS: 148-15 230 STREET
TELEPHONE: 718-528-5807
FAX: 718-723-7825

MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342900010181 **SCHOOL NAME:** P.S. 181 Brookfield

SCHOOL ADDRESS: 148-15 230 STREET, QUEENS, NY, 11413

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

SCHOOL CONTACT PERSON: ANDREA BELCHER **EMAIL ADDRESS** ABelche@schools.nyc.gov

POSITION / TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Andrea A. Belcher
PRINCIPAL:	ANDREA BELCHER
UFT CHAPTER LEADER:	Caryn Bergman
PARENTS' ASSOCIATION PRESIDENT:	Gene Butler
STUDENT REPRESENTATIVE: *(Required for high schools)*	

DISTRICT AND NETWORK INFORMATION

DISTRICT: 29 **CHILDREN FIRST NETWORK (CFN):** CFN#110

NETWORK LEADER: CHARLENE SMITH/Martha Frans

SUPERINTENDENT: LENON MURRAY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Andrea Belcher	Principal	Electronic Signature Approved. Comments: Approve
Giuseppina Napolitano	Admin/CSA	Electronic Signature Approved. Comments: yes apprd No objections to CEP noted
Caryn Bergman	UFT Chapter Leader	Electronic Signature Approved. Comments: yes yes No objections to CEP noted
Anne Joyner	UFT Member	Electronic Signature Approved. Comments: yes yes No objections to CEP noted
Gene Butler	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: yes ye No objections to CEP noted
Tiffany Bowers	DC 37 Representative	Electronic Signature Approved. Comments: yes yes No objections to CEP noted
Vanita Anderson	Parent	Electronic Signature Approved. Comments: yes yes
Hope Daley	Parent	Electronic Signature Approved. Comments: yes I approve
Andrea Munoz	Parent	Electronic Signature Approved. Comments: yes yes
Shawn Miller	Parent	Electronic Signature Approved. Comments: yes yes

* 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.

☐

Our school services grades Pre-K through 5. There are approximately 440 students and a total of 68 faculty and staff members.

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

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

Students in grades 4 and 5 will participate in a Junior Business Club and develop math skills as they learn how to invest and start up a small business. Students, staff, parents and administrators will kick off PBIS this September in an effort to enhance the school tone and reduce disciplinary concerns. We will also continue to bridge learning opportunities as students learn health, science, math through agriculture as they learn in our children's garden.

We are building relationships at PS 181. We aim to develop a more collaborative and professional learning community. We will continue to work on team building activities to foster unity and collaboration among the professional staff. Faculty will also be trained in character development strategies and continue to take on leadership roles in providing best practices workshops and professional development. We will have our second student Talent Show in December 2010. In February, we will celebrate our Third Annual Multicultural Celebration uniting students, parents school staff and the surrounding community. This features We will have our Third Annual PS 181 Cares Day in the spring of 2011. Administration, faculty, staff, parents and students will join forces to organize closets, deliver materials, organize rooms, do a spring clean-up and beautification project including planting perennials, summer bulbs and expand our children's vegetable garden. The Rosedale Branch of NY Public Library will goin efforts in providing us with books to supplement each book of the month. The Librarian will visit our school several times throughout the year to register parents and students who apply for library cards. Interschool visits with peer schools to share best practices will be ongoing. We also illicit support from our Network Instructional staff, Senior Innovative Program Specialist for Students with Disabilities, PD 360 and internal faculty to foster professional growth. Each month, we host a parent involvement event or activity and a service learning project.

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

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. 181 Brookfield								
District:	29	**DBN #:**	29Q181	**School BEDS Code:**					
DEMOGRAPHICS									
Grades Served:	☑ Pre-K	☑ K	☑ 1	☑ 2	☑ 3	☑ 4	☑ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☑ Ungraded			

Enrollment:				**Attendance:** - *% of days students attended**:			
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*	2007-08	2008-09	2009-10
Pre-K	29	32	33		91.8	91.4	TBD
Kindergarten	60	52	54				
Grade 1	54	69	66	**Student Stability** - *% of Enrollment*:			
Grade 2	55	60	72	*(As of June 30)*	2007-08	2008-09	2009-10
Grade 3	63	65	64		86.6	84.38	TBD
Grade 4	60	72	69				
Grade 5	99	66	74	**Poverty Rate** - *% of Enrollment*:			
Grade 6	82	0	0	*(As of October 31)*	2007-08	2008-09	2009-10
Grade 7	0	0	0		71.8	74.8	82.7
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		3	13	TBD
Grade 12	0	0	0				
Ungraded	2	0	4	**Recent Immigrants** - *Total Number*:			
Total	504	416	436	*(As of October 31)*	2007-08	2008-09	2009-10
					5	3	1

Special Education Enrollment:				**Suspensions:** ***(OSYD Reporting) - Total Number*:**			
(As October 31)	2007-08	2008-09	2009-10	*(As of June 30)*	2007-08	2008-09	2009-10
# in Self-Contained Classes	54	31	37	Principal Suspensions	5	4	TBD
# in Collaborative Team Teaching (CTT) Classes	8	0	5	Superintendent Suspensions	0	23	TBD
Number all others	34	24	26				
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number*:			
				(As of October 31)	2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0
# in Transitional Bilingual	0	0	0				

Classes			
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	14	11	17
# ELLs with IEPs	0	1	2
These students are included in the General and Special Education enrollment information above.			

Number of Staff - *Includes all full-time staff*:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	39	34	TBD
Number of Administrators and Other Professionals	11	8	TBD
Number of Educational Paraprofessionals	4	3	TBD

Overage Students (# entering students overage for grade)			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD

Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10
% fully licensed & permanently assigned to this school	100	100	TBD
% more than 2 years teaching in this school	71.8	85.3	TBD
% more than 5 years teaching anywhere	66.7	76.5	TBD
% Masters Degree or higher	82	88	TBD
% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	91.2	TBD

Ethnicity and Gender - *% of Enrollment:*			
(As of October 31)	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.4	0.2	0.5
Black or African American	92.1	91.3	87.6
Hispanic or Latino	4	4.8	5
Asian or Native Hawaiian/Other Pacific Isl.	1.4	0.5	0.9
White	2.2	2.6	2.8
Multi-racial			
Male	59.3	55.8	58.7
Female	40.7	44.2	41.3

2009-10 TITLE I STATUS

☑ Title I Schoolwide Program (SWP)	☐ Title I Targeted Assistance	☐ Non-Title I	
Years the School Received Title I Part A Funding:	☑ 2006-07	☑ 2007-08	☑ 2008-09	☑ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: **Yes** ☐ **No** ☑	**If yes, area(s) of SURR identification:**	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
In Good Standing (IGS)	☑	
Improvement Year 1	☐	
Improvement Year 2	☐	
Corrective Action (CA) - Year 1	☐	
Corrective Action (CA) - Year 2	☐	
Restructuring Year 1	☐	
Restructuring Year 2	☐	
Restructuring Advanced	☐	

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**			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
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	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		**Quality Review Results - 2008-09**	
Overall Letter Grade	A	**Overall Evaluation:**	√
Overall Score	69.2	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	7.3	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	16.3	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	41.8	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.8	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?

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What student performance trends can you identify?

The following trends have been identified;

English Language Arts-

3rd Grade

In the 2008- 2009 school year, with a population of 69 students, students scoring at or above level 3 decreased to 49% with a mean score of 650. In the 2009-2010 school year, with a population of 67 students tested, 3% exceeded standards scoring level 4, 39% met standards scoring level 3, 31% met basic standards scoring level 2, and 24% were below standards scoring level 1. The mean score increased to 654. .

- Of the 31 female students tested, 42% scored at or above level 3, with 58% scoring between levels 1 and 2.
- Of the 36 male students tested, 42% scored at or above level 3 with 58% scoring between levels 1 and 21
- There were 14 students tested with disabilities; 57% scored between level 2 and 4, and 14% scored between levels 3 and 4 .
- Of the total number of 3rd grade students tested in 2009-2010, 57 were economically disadvantaged; 43% scored at or above level 3.
- There were 5 English Language Learners and 100% of these students scored between levels 2 and 4

4th Grade

In the 2008-2009 school year, with a population of 73 students, students scoring at or above level 3 increased to 75% with an increased mean score of 659.In the 2009-2010 school year, with a population of 77 students tested 14% met standards scoring level 3, 64% met basic standards scoring level 2, and 22% were below standards scoring level 1. The mean score decreased to 651.

- Of the 35 female students tested, 14% scored at or above level 3, 83% scored between levels 1and 2.
- Of the 42 male students tested, 14% scored at or above level 3, 74% scored between levels 2 and 4.
- There were 18 students with disabilities tested; 61% scored between levels 2 and 4.
- Of the total number of 4th grade students tested in 2009-2010, 58 were economically disadvantaged, 10% scored at or above level 3.

5th Grade

In the 2008-2009 school year, with a population of 65 students, students scoring at or above level 3 decreased to 58% with an increased mean score of 657. In the 2009-2010 school year with a population of 70 students tested, 4% exceeded standards scoring level 4, 24% met standards scoring level 3, 52% met basic standards scoring level 2, and 20% were below standards scoring level 1. The mean score increased to 658.

- Of the 28 female students tested, 29% scored at or above level 3, 89% scored between levels 2 and 4, with 11% scoring level 4
- Of the 42 male students tested, 21% scored at or above level 3 , 74% scored between levels 2 and 4.
- There were 14 students with disabilities tested; 7% scored at or above level 3 , 71% scored between levels 2 and 3.
- Of the total number of 5th grade students tested in 2008-2010, 50 were economically disadvantaged; 36% scored level 3 or above.

Mathematics

3rd Grade

In the 2008-2009 school year, with a population of 67 students, students scoring at or above level 3 decreased to 76% with a mean score of 666.In the 2009-2010 school year with a population of 69 students tested, 9% exceeded standards scoring level 4, 25% met standards scoring level 3, 41% met basic standards scoring level 2, and 26% were below standards scoring level 1. The mean score increased to 675.

- Of the 32 female students tested, 31% scored at or above level 3 , 72% scored between levels 2 and 4, with and 16% scoring level 4
- Of the 36 male students tested, 33% scored at or above level 3, 75% scored between levels 2 and 4, and with 3% scoring level 4
- There were 14students tested with disabilities; 21% scoredat or above level 3, and 71% scored between levels 2 and 4.
- Of the total number of 3rd grade students tested in 2009-2010, 59 were economically disadvantaged; 32% scored at or above level 3.

4th Grade

In the 2008-2009 school year, with a population of 72 students scoring at or above level 3 increased to 86% with a mean score of 684. In the 2009-2010 school year with a population of 78 students tested, 6% exceeded standards scoring level 4,12% met standards scoring level 3, 62% met basic standars scoring level 2, and 21% were below standards scoring level 1. The mean score decreased to 659.

Of the 35 female students tested 17% scored at or above level 3, 86% scored between levels 2 and 4, and 3% scored level 4.

- Of the 42 male students tested, 17% scored at or above level 3, 74% scored between levels 2 and 4;and with 10% scoring level 4.
- There were 18 students with disabilities tested; 6% scored at or above level 3, 72% scored between levels 2 and 4. .
- Of the total number of 4th grade students tested in 2009-2010, 59 were economically disadvantaged; 14% scored level 3 and above.

5th Grade

In the 2008-2009 school year, with a population of 65 students, students scoring at or above level 3 decreased to 58% with an increased mean score of 657. In the 2009-2010 school year with a

population of 73 students tested, 10% exceeded standards scoring level 4, 23% met standards scoring level 3, 52% met basic standards scoring level2, and 15% were below standards scoring level 1. The mean score increased to 666.

- Of the 29 female students tested, 34% scored at or above level 3 , 97% scored between levels 2 and 4, with 7% scoring level 4.
- Of the 42 male students tested, 32% scored at or above level 3 , 79% scored between levels 2 and 4, 12% scored level 4 .
- There were 14 students with disabilities tested; 14% scored at or above level 3, 71% scored between levels 2 and 4 and 7% scored level 4 .
- Of the total numbers of 5th grade students tested in 2009-2010, 53 were economically disadvantaged, 34% scored at or above level 3

What have been the greatest accomplishments over the last couple of years?
The greatest accomplishments made during the last couple of years according to the AYP are as follows:
AYP in ENGLISH LANGUAGE ARTS:

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

AYP IN MATHEMATICS:

- Adequate yearly progress was achieved in Mathematics (3/3)

- In Mathematics, all students including African-American and Economically disadvantaged students had a 100% participation rate.
- The Performance Index for all students was 176, for African-Americans, 177, and for Economically Disadvantaged 174.

- The Effective Annual Measurable Objective, (AMO), for the Performance Objective was 111 for all students, and 110 for Economically Disadvantaged students.

AYP IN SCIENCE:

- Adequate yearly progress was achieved in Science (1/1), with a Safe Harbor Qualification

- In Science, all students including African-American and Economically Disadvantaged students had a 100% participation rate.
- The Performance Index for all students was 177, for African-Americans, 178, and for Economically Disadvantaged 176.

- The Effective Annual Measurable Objective, (AMO), for the Performance Objective was, according to New York State Standards, 100 for all students including African-American and Economically Disadvantaged students..

OTHER ACCOMPLISHMENTS INCLUDE:

- To provide on-going staff development on using data to drive instruction.

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

What are the most significant aids or barriers to the school's continuous improvement?
AIDS: Our school uses both soft and hard assessment to drive instruction. For example, teachers confer with students during independent work time in reading and writing workshop to assess students' grasp or/need in, the use of the skills and strategies necessary to negotiate assignments and comprehension in the Reading and Writing Workshop. Hard Assessments [such as NYS ELA, Computer Adapted/Administered Education Performance tests (Scantron), and Predictive Assessments, (Acuity), and Instructionally Targeted Assessments, (ITA"s)], as well as on-going soft assessments, [(Authentic Assessments) such as observation of students performing tasks, individual student/teacher Conferences], specifies particular needs of the student that most needs to be addressed. Teachers then use this data to drive not only individual, small group and whole class instruction but also to support students' diverse needs with interventions such as, Read 180, Reading Recovery, Resource Room, AIS, Extended Day Programs, and Double Science Lab time for fourth grade students, and White Board Technology based Instruction.
BARRIERS: Our school has a high, continually fluctuating population of students from the islands of the West Indies. Many, (if not most) of these children who are registered are at various grade levels but have never received a formal education, indeed, any education at all. Since they usually speak English, they are not entitled to any services. The computerized hard assessments which are administered to them when they register reveal this fact since these children are usually not able to read or process what is before them. Yet, these children are required to take NYS exams in Literacy, Math, and the Content areas in which they have little or no prior knowledge and therefore have little or no comprehension. This lack of comprehension greatly impacts these students' ability to comprehend or solve Math word problems, even if they are read to them, and consequently precludes the development of any of the higher level thinking skills as outlined on the Blooms Taxonomic hierarchy. These children often do not stay in the school for any significant period of time, but usually long enough to show up on data. When they leave, they often cannot be tracked down so they remain as poor performers on the school's records even though they are physically not in attendance.

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

SECTION V: ANNUAL SCHOOL GOALS

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**
☐Goal 1 To increase the reading, writing, listening and speaking proficiency levels of grades 4 and 5 students by using an inquiry based approach to drive instruction and measure standards based learning outcomes. ☐ 14 of the 24% of Grade 4 students who attained Level 2 will make gains to proficiency Level 3 by spring 2011. 11 of the 48% of Grade 5 students who attained Level 2 will make gains to proficiency Level 3 by spring 2011 11% of the Grade 5 students who attained Level 3 will maintain or increase scale sores as demonstrating proficiency at levels 3 and 4.	☐ ☐To achieve the goal. Use of differentiated instruction, teacher teams and use of an inquiry based approach. Target Population will use Curriculum Instruction's NY Ready instructional program in ELA and Math and i-Ready web-based instructional and assessment program. Data will be generated to inform instruction, build rigor and and increase student progress. Lessons will be created for school and home instruction based on performance levels on assessment.
☐ Goal 2- To increase the mathematics proficiency levels of grades 4 and 5 students by using an inquiry based and hands on approach of standards based lessons to drive instruction and measure learning targets. Increase proficiency rates of students with 14 of 34% of Grade 4 students showing growth from Level 2 to Level 3 by spring 2011. Increase proficiency rates of students with 18 of 46% of Grade 4 students showing growth from Level 2 to Level 3 by spring 2011. Students will be able to self –assess and set short term goals to achieve their overall long	☐ ☐To achieve the goal. We will use a school –wide inquiry based approach to inform, drive, and measure instructional effectiveness. 2. Students will be assessed using a variety of tools for each unit of study.

term goal.	
☐ Goal 3 To increase accountability for student performance and student progress during the 2010-2011 school year. Teachers will set professional goals using an array of student data including: Formative and summative assessment tools Students' learning styles Individual learning plans and Students' abilities to -aide students in setting appropriate long term and short term goals. 3. Teachers will take responsibility for their own professional growth and effectiveness	☐ participating in professional development according to their needs and interests Helping to develop a professional learning community by sharing and collaborating with colleagues best practices and ideas that promote increased student progress
☐ Goal 4 To delve deeper in using a standardized school-wide system of the ongoing use of data to reform and drive the instructional program while holding all stakeholders accountable for student progress throughout the school year.	☐Create Teacher Teams and meeting times one period per week to look at students work, plan and use data to make informed instructional decisions.
☐ Goal 5 To improve the school's overall tone and build capacity during the 2010-2011 school year through the use of character development, PBIS School-wide implementation, Reflections-Sessions Program featuring conflict resolution, peer mediation, problem solving and tolerance and student centered/interest based enrichment programs.	☐Training in programs including Capturing Kids Hearts, Resolving Conflicts Creatively, PBIS, Reflection Sessions and School Clubs - Club Fridays help to build character, community and improve the school's tone.
☐ Goal 6 To improve relationships within the PS 181 Brookfield School community by effectively communicating and collaborating with all stakeholders as evidenced by 50% increased participation in school-wide programs and events that foster professional accountability and bridge the home school connection throughout the 2010-2011 academic year.	☐Ongoing sharing of information relating to all school programs and initiatives. Use of Week At a Glance circular and conferences for faculty /staff, calendars, news letters and Global connect phone message system for parents. Family events such as movie nights, talent shows, sing alongs, parent student dances etc.

SECTION VI: ACTION PLAN

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

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 1 To increase the reading, writing, listening and speaking proficiency students by using an inquiry based approach to drive instruction an based learning outcomes. ☐ 14 of the 24% of Grade 4 students who attained Level 2 will Level 3 by spring 2011. 11 of the 48% of Grade 5 students who attained Level 2 will Level 3 by spring 2011 11% of the Grade 5 students who attained Level 3 will maint sores as demonstrating proficiency at levels 3 and 4.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ We will use a school –wide inquiry based approach t measure instruction. Students will be assessed using a variety of tools for includes: Pre and Post assessment tests that correlates with Trea Reading Program Skills based teacher created assessment aligned to the current student reading anthologies and literature Ed-Performance computer based assessment tool admi Wilson Reading Intervention Program Achieve 3000 Reading Intervention Program Ongoing writing intervention and conferring with students Benchmark goals- students will set interim SMART goals parents every 4-8 weeks. A school-wide focused skill of the week , andards in ELA and the elements of Balanced Literacy and Treasur Reading program. Students in grades 2-5 will be taught using a comprehensive includes skills and vocabulary development, genre studies, phonics leveled reading and writing, assessment, alouds and modeling and teachers to differentiate instruction to meet student needs.

	Students will focus on one school-wide reading comprehens via the established Skill of the week. The schedule has been programmed to allow teachers on e common preps fostering in house P.D. opportunities via grade conf McGraw Hill staff development. P.D. has been targeted to individual teachers via the School program PD 360 Webinars as well as by the specialists and admini the attainment of their goals. Development of school-wide Data Portfolio Assessment Bin teachers to reflect the various data obtained for students and charts individual and whole class performance. This will lead to the format and implications for driving and or reforming instructional programs of all students. Data Specialist/AIS Teachers and Literacy Specialists in co Administration will train teachers to use a variety of Instructional To performance and determine students' individual learning styles or n
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *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.*	☐This action plan is supported by our funding under Contracts for E of coaching and supporting the instructional program to help the pri vision. Funds have been allocated for the training in various interve curriculum mapping, and for per-session activities. The schedule s and meetings. Training is both in house facilitated by faculty our the Teams, and off site at workshops. Mentors and the Achievement T administration and the teachers to achieve our goals and increase s
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Indicators of Interim progress include increased teacher participa The ability to turn key learned information with colleagues and impr program by implementing skills, strategies and practices gained thr to gain more skills and knowledge to better meet the needs of stude

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 2- To increase the mathematics proficiency levels of grades 4 an inquiry based and hands on approach of standards based lesson measure learning targets. Increase proficiency rates of students with 14 of 34% of Gra growth from Level 2 to Level 3 by spring 2011. Increase proficiency rates of students with 18 of 46% of Gra growth from Level 2 to Level 3 by spring 2011. Students will be able to self –assess and set short term goal long term goal.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ To develop inquiry learners who question the world around t To predict, observe, compare, classify, measure, display dat hands-on scientific investigations To predict, hypothesize, infer, draw conclusions in scientific To plan and conduct investigations by following the steps of To develop scientific vocabulary To develop inquiry skills and process skills Students will learn grade appropriate science curriculum anr reinforcement and/or enrichment of the attainment of the short term Teachers will Kid-Watch as students work so that they will d Teachers will attend science professional development work Students will engage in learning experiences aligned to the I Sequence and Science Planning Guides. Students will participate in interactive read-aloud through big read-along with cassette to develop word study skills and acquire sc The following strategies will be implemented to promote opti grades: o Group wok and partner work o Interactive computer activities o Hands-on materials and scientific tools o Incorporate use of visual aids in lessons o Student created graphic organizers, diagran o Follow the Scientific Method through inquiry towards developing science experiments o Incorporate ELA, Math, and Social Studies i o Use of technology
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *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.*	☐ Goals will be supported by the classroom teachers and science clus collaborate and plan together. Teachers will attend Science Professional Development Workshops Materials and books that are aligned to the NYC curriculum have be
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐ Ongoing assessments will evaluate student's attainment of the shor differentiate instruction. Students will be assessed through kid-watching, chapter tests, stan projects, performance assessments, 4th grade New York State Scie Students will:

	reflect on their own work by self-assessment checklists and communicate by using grade appropriate scientific vocabula conduct a structured or guided inquiry leading to an indepen

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 3 To increase accountability for student performance and stud 2010-2011 school year. Teachers will set professional goals using an array of studen Formative and summative assessment tools Students' learning styles Individual learning plans and Students' abilities to -aide students in setting appropria term goals. 3. Teachers will take responsibility for their own professiona effectiveness
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ PD360 – On-line Professional Development that addresses topics. Weekly – "Week-at-a-Glance" provides the overall instructio which includes literacy development in all curricular subjects; addre provides a guide for the overall operation of the school; provides inf the week, as well as all out of the building activities and incoming gu Monthly Faculty Meeting – to review previous staff data; to k upcoming events; school wide activities; information regarding the c well as changes in the Department of Education. Monthly Grade Conferences – Administration and teachers r issues and data instructional processes. Weekly Planning- common prep periods allows teachers to r and plan their week instruction and discuss what's working and wha Mentoring/Teaching Mentoring Program – Professional Deve mentoring sessions on differentiated instruction for individual teache classroom visitations and suggestions for establishing a classroom the development of diverse instruction. Professional Learning Community Center – teachers have th collaborate with their colleagues and utilize inter-class-visitations, w Critical Friends theory of sharing Best Practices. • Enrichment Meeting – to plan appropriate activities for "The Club" designed for high achieving students who are high Lev performers. The clubs are: The Dramatic Story Telling Club Club, Newspaper Club, Math Game Club, Reader's Theatre

	Mysteries club and ScienceFrenzie Club
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *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.*	☐ Use of Mentoring program, grade leaders, specialists, ISC Staff Dev visitations. Schedule was planned to foster interclass visits by a specific grade Allows for effective planning. A designated conference room has be teachers to meet. It contains computers, a smart board, printer, Sta resources. A professional learning community is promoted. Allocations have been set aside to pay for professional developmen Affiliations with programs such as ENACT that provides training via Using and developing in house experts as resources within the buil
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Increased participation in P.D., improvement in lesson planning a skills, evidence of standards based student exemplars in all content engagement, evidence of higher order thinking skills, use of Bloom' to inform instructional decisions and evidence of differentiation and performance are indicators of progress.

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 4 To delve deeper in using a standardized school-wide sys data to reform and drive the instructional program while hold accountable for student progress throughout the school yea
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ This year, a vital component will be added as students and t the "Next Steps" and sub-goals for the goals set each 6-8 weeks be Interim goals will be expected to be achieved in January wh revisited and revised and then again in June. Data Assessment Portfolio Binders will be utilized by teache Data Assessment Portfolio Binders will be used not only to drive ins differentiate instruction based on the needs of the individual studen an accurate profile of needs and growth of individual students which establish groups for small group instruction targeting student needs Students in grades 3-5 will take Computer Adaptive tests, E beginning of the school year to ascertain their current reading/math will be administered several times throughout the school year to mo these areas. Results of computer adaptive tests along with standardized observations will be used for grouping in AIS, extended day progra

	addressing academic needs. Using Ed Performance, teachers will differentiate instruction learning objectives based on the needs of the students in ELA and Teachers will participate in ongoing staff development cente of Acuity, Ed Performance and ARIS. Using Acuity, teachers will utilize various reports including it assessment reports, and gains reports. Instructional resources will the findings of said reports. Teachers will become familiar with various Ed Performance summary, gains, and percentile and use these to inform instruction. Teachers engage in KID WATCHING by observing students communication styles, interests and behaviors. These observations and differentiation of instruction. Continued use of Running Records to measure growth com phrasing, and vocabulary development. Teachers will meet with the coaches and specialists includin noted trends in student learning. Teachers will meet bi-weekly to engage in data based rich various target populations. i.e.: Lowest performing 5, the highest pe support services, gender groups etc.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *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.*	☐ Goal supported by administration data specialist, literacy specialist Materials purchased to maintain data and data binders per class an portfolios. Development of school-wide Inquiry Teams by grade, ar gender, performance level and interest.
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Review of data to inform instructional practices. Evidence of diffe practices.

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 5 To improve the school's overall tone and build capacity d school year through the use of character development, PBIS implementation, Reflections-Sessions Program featuring co mediation, problem solving and tolerance and student cente enrichment programs.

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ ENACT Grant- Provides Character development training an education through the Arts. Grades 2, 3and 4 will participate in the All faculty and staff will be trained in the principles and strate education. Foster more cooperation from students and create a more e will focus on instruction rather than misbehavior through the use of programs. Students will work closely with the guidance counselor to mo through the ENACT workshops with non-participating peers. Each Friday effective late October, grades 3-5 students will Friday" activities during 7th period. Students will select clubs based cluster, support service and classroom teachers that support those Participation in "Club Friday will include: Careers, Art, danc Kats, Reading Games, Debate Team, Brookfield Academy Young L Student Council, cooking club, animation club/technology and scien Grade 5 Enrichment Book Clubs for high performing student for high performing students to model how to dig deeper into a text beyond the text to ones live and the world at large.
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *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.*	☐The creation of a Club time on Fridays and scheduling allows sev faculty members to lead clubs. This includes the administrators. P Project Arts include Author's clinics in writing through the arts and s music performances
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐ Improved student cooperation and conduct. Fewer suspensions and teacher removals. Increase in school spirit and participation in extracurricular activities Increase student recognition and rewards Overall increased student progress in all areas of learning. A more cohesive, safe and nurturing school community A more orderly school Showcase of each club or programs Exit project More involvement in Student Council

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐ Goal 6 To improve relationships within the PS 181 Brookfield Schoo communicating and collaborating with all stakeholders as evidence participation in school-wide programs and events that foster profess bridge the home school connection throughout the 2010-2011 acad

Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐ Data Assessment Portfolio Binders, when taken as a whole, population of learners and help administrators/teachers better unde particular/specific needs of the students in their school. This furthe administrators/teachers to select materials peculiar to the needs of and not force them to conform to a cookie-cutter model targeted for school population of every public school in the state of New York. T periodically reviewed and discussed at grade conferences with pare school connection of teacher/parent collaboration to work for the ult of each individual child. Parents receive content area goals every 6-8 weeks and ha provide the school with feedback to accomplish said goals. This will be accomplished through: Story Book Character Dress-up Day Multicultural Night (with contributions from and participation students) An all-inclusive Holiday Party (all faculty and all school staff A special assembly for students/their parents and guests an Women in History Month with prominent, accomplished women fron speakers School/Community toy drive School/Community Harvest Food Drive School/Community Penney Harvest School/Community Coat Drive School sponsored parent/student school-wide catered lunch Learning Community Center followed by an evening of Hip-Hop dar students, and staff. The evening included dinner and snacks. School/Community movie night A “Deck the Halls” holiday school community decorating par celebrate the diverse ways our school community celebrates. A special Holiday assembly to diversely celebrate the multip and faculty population. Swim to Safety program for second graders. K-2 multi-grade Thanksgiving Feast Celebration in the first f foster community and understanding of how the Pilgrims may have
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *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.*	☐Allocate resources and funds to support programs and endeavors support planning, work collaboratively wit Student Council and CBO and the special activities. Provide opportunities at all levels for stud need, gender. Include parents by planning events around their wor participation.

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Increased school spirit, increased involvement in school wide, cla meetings by all members of the school community.

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	Se
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# R
K			N/A	N/A	2		
1	20	20	N/A	N/A			
2	31	31	N/A	N/A	2		
3			N/A	N/A	1		
4					4		
5					1		
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 Interve indicated in column one, including the type of program or strategy (e.g., V etc.), method for delivery of service (e.g., small group, one-to-one, tutorin service is provided (i.e., during the school day, before or after school, Sa
ELA:	☐AIS is built into our daily schedule and provided by the classroom teac for 30 minutes each day. This format includes small group and one-to-on opportunities using Mondo's- "Now I Get It", Kaplan test prep, Read 180, computer program - One More Story for grades K-2, and Wilson Fundatio be provided via Saturday Test Prep Academy. The comprehensive readi Treasures, addresses students in need of academic intervention services
Mathematics:	☐In addition to the regular math program, our math teacher team teache teachers and provides small group instruction to students in need of AIS provides AIS to students in the extended day program and supports the c games and technology as well as text. Students are encouraged to solve as an extra weekly activity. A period a week is dedicated to playing math
Science:	☐In addition to the regular science program, our science teacher team te teachers and provides small group instruction to students in need of AIS plan collaboratively with the science teacher to differentiate instruction. T needs of the students by using a hands on approach – FOSS and text ba skills and strategies taught. This is also supported by field trips and spec the curriculum. A science club began in the fall for grades 3-5. However, K-5 have a minimum of one lab period in addition to their classroom instr also involved in an annual Science fair which the teachers review the Sci Science Project winner is selected on each grade level, grades 3 - 5.
Social Studies:	☐AIS is supported in social studies via non-fiction reading and projects. small groups to complete assignments and projects. Real world experien literature through text to text, self to text and text to the world. Additional issues in current local, national and world events that support their respe curriculum is supported by the Houghton- Mifflin Textbook, "New York Ci transparencies for overhead projector, workbook and online access to the grades utilize children's periodicals including TIME For Kids and Scholas School wide activities including Student Council, field trips to historical sc celebrations support the scope and sequence to enhance student learnin intervention. Students are involved in several school wide activities in wh community. For example, penny harvest, canned food drive, coat drive, e
At-risk Services Provided by the Guidance Counselor:	☐Guidance works with teachers, students and parents to address acting creating FBAs, BIPs and Classroom Interventions Plans using the PRIM. students in small support groups. Additionally, strategies for coping with taught to help students to be proactive in resolving conflicts. Guidance is students with acting out behaviors in the form of "Reflection Sessions". D students are asked to respond to several prompts, including, "What is an the conflict/incident."
At-risk Services Provided by the School Psychologist:	☐See at-risk students for emergency intervention.

At-risk Services Provided by the Social Worker:	☐Sees At-Risk Students and their parents for emergency interventions.
At-risk Health-related Services:	☐Nurse works with students in small workshops to address the health co students to increase their self-awareness.

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
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 (pendin
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
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 o
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 17
Non-LEP 0

Number of Teachers 1
Other Staff (Specify) Licensed Librarian/Literacy Coach and Kindergarten teacher
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.

☐

I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
- To identify if a student is an ELL our school requires that the Home Language Identification Survey (HLIS) is completed at the time of registration. The certified ESL teacher is present during this process. Based upon the parent/guardian responses, the student may be eligible for LAB-R Testing. This process is completed within ten days from the student's admission date. A letter will be sent home notifying the parent/guardian if the student will receive services. Our school provides freestanding English as a Second Language instruction to our English Language Learner students enrolled in grades K through 5th. Instruction is conducted in English for information and understanding in order for students to communicate effectively in social and academic settings. Our fully licensed ESL teacher provides comprehensive literacy and mathematics instruction utilizing the workshop model. Read aloud, accountable talk, shared and independent reading and writing has become part of our students' daily instruction. Our ESL program also covers the core subject areas such as mathematics, social studies, and science. Developed; mini-lessons, problem solving, number sense, and use of manipulatives to assist students in expanding mathematical knowledge. Acknowledgement of students' cultural and geographic roots promotes self-awareness and broadens our social studies and science instruction. The certified ESL teacher groups our ELL students based on their English proficiency levels. There are five classes. Students of the beginning and intermediate level receive 90 minutes of ESL instruction daily. Students at the advanced level receive 45 minutes of ESL instruction daily. To ensure our students meet the standards and pass the required NYS assessments our school offers an extended day program in reading, writing and mathematics. Students are also provided with needed language support such as glossaries, bi-lingual dictionaries and the opportunity to work with partners within the class to assist them with their everyday learning. In order for the students to exit the program they will need to pass the NYSESLAT. This test is administered every spring, and will determine their eligibility for services for the upcoming school year.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- ELL students participate in the extended day after school program.

I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

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

Before the parent/guardian chooses a program for their child using the Program Selection form, they receive information on all ELL program models. A videotape from the NYC Department of Education is shown in their native language, explaining ELL program options at the parent orientation. This happens within the first ten days of admission to the building. At this time, our school offers only a freestanding ESL program, therefore

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

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

II. A. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

- Not applicable.

B. Number of All Ells: 17

Number of SIFE: 0

Number of newcomers: 7

Number of ELLs in years 4-6: 4

Number of ELLs in special education: 2

Number of long-term ELLs: 0

Breakdown of number of ELLs by subgroups and years of service:

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

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

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

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

- Not applicable.

IV. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

- AIS

- Upon evaluation, students may receive guidance, speech, occupational therapy, physical therapy, or SETSS

V. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.
- Not applicable.

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)
ESL Program Type: ___ Free-Standing ___ Push-in __ SAMPLE STUDENT SCHEDULE 200
(ESL)
ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
Indicate Proficiency Level: ___ Beginning ___Intermediate X Advanced

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

Period	Time	Monday	Tuesday	Wednesday	Thursd
1	From: 8:30 To: 9:15	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Sp Writin
2	From: 9:20 To: 10:05	Subject (Specify) Gym (Prep)	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Sp Readin
AIS	From: 10:05 To: 10:35	Subject (Specify) AIS	Subject (Specify) AIS	Subject (Specify) AIS	Subject (Sp AIS
3	From: 10:40 To: 11:25	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Sp ESL
4	From: 11:30 To: 12:15	Subject (Specify) Reading	Subject (Specify) Math	Subject (Specify) Math	Subject (Sp Math
5	From: 12:17 To: 1:02	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Sp Lunch
6	From: 1:04 To: 1:49	Subject (Specify) Math	Subject (Specify) Science (Prep)	Subject (Specify) Math (Prep)	Subject (Sp Math (Prep
7	From: 1:51 To: 2:36	Subject (Specify) S.S./Science	Subject (Specify) Math	Subject (Specify) S.S./Science	Subject (Sp S.S./Scie

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in X Pull-out
Indicate Proficiency Level: X Beginning OR X Intermediate ___Advanced

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

Period	Time	Monday	Tuesday	Wednesday	Thursd
1	From: 8:30 To: 9:15	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Specify) Writing	Subject (Sp Writin
2	From: 9:20 To: 10:05	Subject (Specify) ESL	Subject (Specify) Reading	Subject (Specify) Reading	Subject (Sp Readin
AIS	From: 10:05 To: 10:35	Subject (Specify) AIS	Subject (Specify) AIS	Subject (Specify) AIS	Subject (Sp AIS
3	From: 10:40 To: 11:25	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Specify) ESL	Subject (Sp ESL
4	From: 11:30 To: 12:15	Subject (Specify) Reading	Subject (Specify) Math (Prep)	Subject (Specify) Math	Subject (Sp ESL (Gym Pr
5	From: 12:17 To: 1:02	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Sp Lunch
6	From: 1:04 To: 1:49	Subject (Specify) Math	Subject (Specify) ESL	Subject (Specify) ESL (Computer Prep)	Subject (Sp Math
7	From: 1:51 To: 2:36	Subject (Specify) Science (Prep)	Subject (Specify) Math	Subject (Specify) S.S./Science	Subject (Sp S.S./Scie

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.

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

Tuesday, November 3, 2009 (Topic: ESL methods and strategies to use in the classroom).
- Monday, December 14, 2009 (Topic: Balanced Literacy Model modified for ELLs).
- Monday, January 11, 2010 (Topic: Advantages of using cooperative learning with ESL students).
- Monday, February 8, 2010 (Topic: Standards based approach to learning for the ESL child).

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

Section III. Title III Budget

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School: PS 181Q
BEDS Code: 342900010181

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

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., $500)	☐ (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., $2,000)	☐(Example: 2 Rosetta Stone language development software packages for after school program)
Travel	N/A	☐N/A
Other	N/A	☐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.

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During Know Your School Night in September, parents were provided with information from translation services and polled by the Parent coordinator to ascertain whether any parent needed translational services. To date, only one parent requires translation from English to Bengali. However, the school has arranged for translation services through the DoE.

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

☐

NYSESLAT Modality Report

Grade 1: One first grade student with the following results: 618 in Listening and 531 in Reading. The student was Proficient in Speaking and Beginning in Writing.

Grade 2: The students' scores ranged from 596-699 in Listening, 582-610 in Reading, two were Proficient in Speaking and one was Advanced. One student was Advanced in Writing and two were Intermediate.

Grade 3: Students scores ranged from 525-685 in Listening and 536-635 in Reading. One student was Proficient, two were Advanced, one was Intermediate and one was Beginner in Speaking. One student was advanced in Writing, two achieved Intermediate scores and two were Beginners.

Grade 4: There was one student whose results are: 657- Listening, 635-Reading, and Advanced in Speaking and Writing.

Grade 5: Scores ranged from 657-730 in Listening, 641-674 in Reading. Two students achieved Proficient in Speaking and one was Advanced in Speaking. Two students were advanced Writing and one Intermediate in Writing.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

☐

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

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

☐

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

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

☐

The school will arranged for translation services through the DoE.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	$239, 112.00	$12,559.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	$2,391.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$11,955.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	$23,911.00	*	

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-asiders 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.

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Part A: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I. General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, provide information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, include alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child's learning;
    - that parents are encouraged to be actively involved in their child's education at school;
    - that parents are full partners in their child's education and are included, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

1. P.S. 181Q will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

    - Participation in discussion at monthly PTA meetings to discuss and review effectiveness of programs in place.
    - Regular flyers and bulletins to announce community and district events.
    - Parents to be informed of all safety and security procedures stated in School Safety Plan.
    - Parent Orientation Night held annually in September.
    - Invitations extended to guest speakers within the community to discuss learning intervention programs and after school programs.

2. P.S. 181Q will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

    - Parents as part of School Leadership Team will:
        - Review the Annual School Report
        - Review the standardized test scores
        - Analyze ECLAS and State Assessment results
        - Participate in the development of the CEP.

3. P.S. 181Q will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

    - Parent Coordinator in place to help with parent involvement and learning activities
    - School assemblies and award ceremonies

- Parent workshops
- Special school activities (e.g. Mother Daughter Tea, Boys to Men Luncheon, Student Talent Showcase, Pajama-Read - aRama…etc)
- Address Parent concerns.

4. P.S. 181Q will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- Learning Leaders
- Ed. Performance, Family Theater, Parent Workshops and courses, Grants
- Reading Recovery

5. P.S. 181Q will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)

- PTA attendance at PTA Meetings
- Surveys including Learning Environment Survey
- PTA conference interviews

6. P.S. 181Q will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

i. the State's academic content standards
ii. the State's student academic achievement standards
iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
    1. School Leadership Team

2. NYCESPA Conferences
3. Parent Workshops to address the following topics but not exclusively:
    a. Addressing the NYS Testing Program
    b. Improving student math performance and ELA performance
    c. Helping your students with Science Fair Projects
    d. Using Document Based Questions to explore your community, borough and city

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

- Parent "Reading Connection" newsletter
- Parent Princeton Review on-line sessions
- NYS ELA and Math Testing

c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Faculty conferences and professional development
- "FAT City" Training
- Back to School Night

d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

- A social worker conducts workshops on nutrition, early literacy, etc.

e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- School calendar
- Parent Newsletter
- Letters sent home in appropriate languages

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

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

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.

☐

Part B: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.

P.S. 181Q, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2007-08.

Required School-Parent Compact Provisions

School Responsibilities

P.S. 181Q will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

    - Use Treasures comprehensive reading program with components of balanced literacy
    - Use of literacy and math coaches to support core curriculum
    - Grade wide curriculum training
    - Use of school wide benchmark assessments
    - Partnership with teacher colleges and universities to utilize student teachers

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- November 2009 and March 2010

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

- November 2009, January 2010, March 2010 and June 2010

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Parent, Teacher Conferences
- Scheduled meetings during preparation periods

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Learning Leaders Program
- PTA and School Leadership activities
- Scheduled classroom visitation always available
- Parent workshops and school wide events
- Class trips

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

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

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

☐See Part IV

2. Schoolwide reform strategies that:

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

☐See “Implication for the Instructional Program”

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

☐See “Staff Information” (page 13)

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

☐

See “Staff Development” (page 10)

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

☐N/A

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

☐

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

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

☐

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

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

☐

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

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

☐

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

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

☐

PBIS- Positive behaviors Interventions and Systems. Theatre Group Grades 3-6/Behavior Intervention and problem solving.
Strategies to promote positive interaction between students

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.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for school allocation amounts)*	**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)**

[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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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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.)
   There are currently 19 students in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

☐

The Guidance Counselor is available as are the administrators and teachers to provide support to these students emotionally and socially. We will cover the cost of trips and activities to ensure participation in special programs and school-wide outings. Parents are also supported by the administration, social worker, guidance counselor and parent coordinator. Parents are encouraged to become involved in the school and parent activities and are provided an array of parent workshops. Parents are encouraged to become Learning Leaders and become active members of the school community. Students are encouraged to participate in interest based learning activities and clubs that support their acadimic and social growth.

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).

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

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

CEP RELATED ATTACHMENTS

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

File Name - 28_29Q181_020611-232549.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District CFN #110	School 29Q181
Principal Mrs. Andrea A. Belcher	Assistant Principal Mrs. Giuseppina Napolitano
Coach type here	Coach type here
ESL Teacher Ms. Marie Pyram	Guidance Counselor Dr. Kenneth Kearse
Teacher/Subject Area	Parent type here
Teacher/Subject Area Ms. Audrey Bass, Data Spec.	Parent Coordinator Mrs. Simone Brown
Related Service Provider type here	SAF type here
Network Leader type here	Other Mrs. Caryn Bergman, UFT Chapt

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

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

C. School Demographics

Total Number of Students in School	446	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	4.26%

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.

Part III: ELL Demographics

A. ELL Programs

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	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In/Pull-Out	1	0	3	8	6	1				19
Total	1	0	3	8	6	1	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	**Newcomers (ELLs receiving service 0-3 years)**	16	**Special Education**	3
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	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	Total
TBE										0
Dual Language										0
ESL	14	0	2	2		1				16
Total	14	0	2	2	0	1	0	0	0	16

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish		0	2	4	1					7
Chinese										0
Russian										0
Bengali		0								0
Urdu										0
Arabic										0
Haitian Creole	1	0	1	4	5	1				12
French										0
Korean										0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	**1**	**0**	**3**	**8**	**6**	**1**	**0**	**0**	**0**	**19**

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): 0	Number of third language speakers: 0
Ethnic breakdown of EPs (Number) African-American: Asian: Hispanic/Latino: Native American: White (Non-Hispanic/Latino): Other:	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish		0	2	4	1					7
Chinese										0
Russian										0
Bengali		0								0
Urdu										0

Arabic										0
Haitian Creole	1	0	1	4	5	1				12
French										0
Korean										0
Punjabi										0
Polish										0
Albanian										0
Other										0
TOTAL	**1**	**0**	**3**	**8**	**6**	**1**	**0**	**0**	**0**	**19**

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)? If pull-out, specify the length of time, group, and plans for moving these students into a push-in model.
    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)?

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

	Beginning	Intermediate	Advanced
For All Program models	uction for ELL subgroups? ctional plan for SIFE.		
ESL instruction for *all* ELLs as required under CR Part 154	or ELLs in US schools less than three years (newcomers). Additionally, because NCLB now for ELLs after one year, specify your instructional plan for these ELLs. 360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154	or ELLs receiving service 4 to 6 years. or Long-Term ELLs (completed 6 years).		180 minutes per week
For TBE /DL programs			
Native Language Arts	90 minutes per day	90 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.

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	

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

Programming and Scheduling Information--Continued

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

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)?

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, other than those who hold ESL and bilingual licenses, as per Jose P.

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?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality. If there is a test your school uses that is not listed below, attach your analysis of the results to this worksheet.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	1	0	1	3	1					6
Intermediate(I)	0	0	2	3	2	1				8
Advanced (A)	0	0	0	2	3	0				5
Total Tested	1	0	3	8	6	1	0	0	0	19

NYSESLAT Modality Analysis										
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8
Listening/ Speaking	B		0		0					
	I			2	0		0			
	A		3	2	4	0	0			
Reading/ Writing	B		1	2	1					
	I		2	3	2	1	0			
	A			3	2	0	0			

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	3				2				5
4	1		0		2				3
5									0
6									0
7									0
8									0

NYSAA Bilingual Spe Ed									0

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

ECLAS-2						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1		1	1	2		
2						
3						

EL SOL						
	Level I	Level II	Level III	Level IV	Level V	Level VI
K						
1						
2						
3						

NATIVE LANGUAGE READING TESTS		
	Percent of ELLs Passing Test (based on number of ELLs tested)	(For Dual Language) Percent of EPs Passing Test (based on number of EPs tested)
ELE (Spanish Reading Test)	%	%
Chinese Reading Test	%	%

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

1. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

4. For dual language programs, answer the following:
   a. How are the English Proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Giuseppina Napolitano	Assistant Principal		
Simone Brown	Parent Coordinator		
Ms. Pyram	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Kenneth Kearse	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date

Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 181 Brookfield								
District:	29	**DBN:**	29Q181	**School**		342900010181			
				DEMOGRAPHICS					
Grades Served:	Pre-K	v	3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	32	33	36
Kindergarten	52	54	63
Grade 1	69	66	55
Grade 2	60	72	71
Grade 3	65	64	74
Grade 4	72	69	68
Grade 5	66	74	74
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	4	1
Total	416	436	442

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	31	37	38
# in Collaborative Team Teaching (CTT) Classes	0	5	16
Number all others	24	26	18

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	11	17	TBD
# ELLs with IEPs	1	2	TBD

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

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
	91.8	91.4	91.3

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	86.6	84.4	85.4

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	71.8	82.7	79.1

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	3	13	38

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	5	3	1

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	5	4	45
Superintendent Suspensions	0	23	36

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	39	34	30
Number of Administrators and Other Professionals	11	8	5
Number of Educational Paraprofessionals	4	3	5

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			100.0	100.0	100.0
				% more than 2 years teaching in this school			71.8	85.3	100.0
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			66.7	76.5	86.7
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			82.0	88.0	90.0
American Indian or Alaska Native	0.2	0.5	0.5	% core classes taught by "highly qualified" teachers			100.0	91.2	97.0
Black or African American	91.3	87.6	90.0						
Hispanic or Latino	4.8	5.0	5.9						
Asian or Native Hawaiian/Other Pacific	0.5	0.9	0.9						
White	2.6	2.8	2.3						
Male	55.8	58.7	58.1						
Female	44.2	41.3	41.9						

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,							

Overall NCLB/Diferentiated 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:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

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

American Indian or Alaska Native							
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	3	3	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		**Quality Review Results – 2009-10**	
Overall Letter Grade:	C	**Overall Evaluation:**	NR
Overall Score:	16.6	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	3.3	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the		Quality Statement 5: Monitor and Revise	
Student Progress:	11		
(Comprises 60% of the			
Additional Credit:	2.3		

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