



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 181 Q- BROOKFIELD SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 029Q181

PRINCIPAL: ANDREA A. BELCHER EMAIL: ABELCHE@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENON C. MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Andrea A. Belcher	*Principal or Designee	
Awura Sidal	*UFT Chapter Leader or Designee	
Gene Butler	*PA/PTA President or Designated Co-President	
Tiffany Bowers	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gina Smith	Member/Teacher	
Anne Joyner	Member/Teacher	
Vanita Anderson	Member/Parent	
Hope Daley	Member/Parent	
Keisha Harris	Member/Parent	
Andrea Munoz	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, 70% of students in grades 3-5 will effectively use textual evidence to support arguments or opinions by producing written responses to informational texts that are reflective of the respective grade and Common Core Learning Standard as evidenced by student performance on teacher assigned tasks, teacher created assessments and the NYS ELA Assessment.

Comprehensive needs assessment

Only 26% of our students in grades 3-5 performed at Level 3 on the NYS assessment in 2011. One of the noted trends we have observed as instructional leaders is the fact that while students are reading at least 60% informational text, they are not effectively supporting their arguments and claims with concrete text references. Additionally, in looking at students' work and teacher tasks we noticed that the alignment to the CCLS is not as coherent as we thought. Hence, teachers will collaboratively develop units of study and tasks aligned to the Common Core Learning Standards that incorporate opportunities for students to conduct research and use supporting evidence to prove an argument or support an opinion. As a result of our assessment, teachers will effectively align literacy lessons to the CCLS with emphasis on the common core shifts and develop rubrics to assess student progress. "Shift 5" - writing from sources will be a key focus. Teachers will use students' work to assess what students know, what they need to re-teach, and what modifications teachers must make as they continue the work of the unit or task.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) **The research-based instructional activities include a three step process in teaching the strategy of text dependency. Students will be taught each of twelve reading comprehension skills using skill specific questioning techniques, and oral and written language strategies students will be taught in academic sub groups. The focus for heightening students use of text dependency and comprehension will be achieved as follows:**
 1. **Demonstrating understanding of the informational text through questioning, discussion or written response**
 2. **Stating an argument, opinion or fact based on the reading of the text**
 3. **Using the text to explicitly support views, arguments or statements by referring directly to the page, paragraph, sentence to provide evidence.**
- b) **AIS support staff including cluster and specialists, literacy specialist and inquiry team members are used to implement the strategies and activities. The implementation of professional reading circles will allow instructional teams including support staff to further implement these strategies by engaging in the strategies at a higher level themselves. This then becomes a professional development of the skills being taught to support the teachers and teachings. As we train the trainers to support the needs of our students, we will read professional articles and texts that will enhance our core knowledge and professional practices. The use of web-based programs for students and faculty will also be used to reinforce the skills, strategies and practices. This includes One More Story, Tumble Books Virtual Library Adventure, Grolier's Children's online**

Encyclopedia and PD 360.

- c) During weekly planning and inquiry meetings, teachers will reflect on their practices and implementation of lessons to determine their effectiveness. This will lead to the development of effective lessons and assessment tools aligned to the CCLS and the unit of study. Hence teachers play a vital role in designing assessment tools and their decisions are valued by the administrator and members of the leadership team.
- d) Implementation of the action plan began at the end of September at the conclusion of benchmark assessments and a review of data including the NYS Assessment scores including item analysis and the spring predictive and Ed Performance scores. Implementation of strategies and activities followed by assessment and reflection will be on-going. Student progress will be monitored by benchmark assessments and individual SMART goals written and assessed every 6-8 weeks. Teacher/Inquiry based interim assessments will be administered at the end of the second marking period to assess the skills and content taught for the first half of the year. This will provide data to inform and reform instruction for the upcoming months. In early March, a follow up assessment will be administered to measure the results of reforms made to enhance student performance and progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Beginning on Know Your School Night in September, parents were informed of the NYS Assessment results and encouraged to delve deeper into their partnership with our school in order to increase the "Home School Connection" and support their ability to help their children to make academic progress. In addition to our annual monthly parent involvement events and the scheduled parent workshops facilitated by the parent coordinator, teachers have offered to host parent workshops during their preps, prior to evening PTA Meetings and from January to April on Saturdays. These teacher leader parent workshops will be content or skill specific and sometimes grade specific. This will help parents to support their children at home with the learned strategies, skills and tools obtained from the teacher workshops. Additionally, beginning October, each month a Breakfast with the Principal session is hosted by the principal. This is open to all parents and provides opportunities for discussion regarding the trends in the curriculum, policies and programs being implemented in the school and concerns affecting the school community. Most importantly, it provides parents with a voice and forum to contribute and share ideas, services to the school that will benefit our students and community. The newly implemented parent workshops with a focus on instruction have lead to an increase in parent participation and volunteerism in all aspects of our school. An addition to keep parents more informed is our adoption of Engrade online grade book. This gives our parents an opportunity to view students' grades and progress as they are posted. It also provides examples of student work for practice and access to teachers for feedback and discussions via email. This allows parents, teachers and administration to be proactive in meeting the needs of all students. Other strategies and activities include:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; i.e. Pajama Read A Rama
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school brochures/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the

languages that parents can understand and use Global Connect School Phone Messenger system in English and Creole.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

P.S. 181 recognizes that teacher quality has a major impact on student achievement and remains committed to the goal of ensuring that every child be taught by a high qualified teacher who is equipped to teach in a way that enables every subject to experience academic success. The core inquiry team will develop strategies for training school personnel at all stages of their careers by examining their student level data, and establishing their professional education goals from the data, design activities that meet their identified needs, and then evaluate the effectiveness of the training. Student success and teacher success and feelings of effectiveness are interrelated and directly proportional to each other. To this end the following will be put in place, monitored and periodically reviewed: 1. Regularly scheduled grade conferences for teachers. 2. Data collection and review on student progress allow reflect on their instructional practices and effectiveness. 3. Administrator will offer teachers feedback on the progress of their individual students and class as a whole via assessment reports and by looking at students' work folders to evaluate their strengths and weaknesses. Thirty teachers are Highly Qualifies in accordance to NCLB. The Net Work's HR Manager to assure that the non HQT meets required documentation and assessment deadlines. The administration will work to retain HQT's through multiple opportunities for meaningful professional development. Struggling and unqualified teachers are assigned mentors.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- **The school has partnerships with Cornell Cooperative Exchange for Parent Nutrition Programs that are well attended.**
- **This year our school has partnered with the New York City Food Bank for the Cook Shop Food and Nutrition program for students and parents in grades Pre-K -2.**
- **Students and families will learn about healthy eating and food preparation and will cook a healthy meal at home after learning the lessons at school.**
- **There will be a connection to reading and writing specifically following directions, sequencing, writing reviews, writing a summary, writing a response, with prompting writing, recalling steps to a process, drawing a picture of or dictating an account.**
- **A SAPIS worker has been added to our staff to reinforce conflict resolution to improve classroom environments and cooperation through programs to whole class and small groups that also include drug prevention and anti bullying.**
- **The SAPIS worker also serves as a member of the Attendance Team and works with a specific student group and their parents as their mentor.**
- **The SAPIS worker works closely with our self-contained IEP classes.**
- **All ELL students work on language development skills through theater.**
- **Club is facilitated by the ESL teacher.**
- **A third of our staff has been trained in "Capturing Kids Hearts", a program that included a 3 day power workshop to bring the best out in ourselves in order to bring the best out in our students. The emphasis of this social emotional program is to build relationships through social contracts, foster respect and take responsibility for our actions and our destiny.**
- **All members of our faculty and staff have been trained in PBIS- Positive Behaviors Interventions and Supports and the program has been rolled out school-wide.**

- Students receive acknowledgement/rewards for their cooperation and citizenship as school-wide rubrics are in place for being safe, being respectful and being responsible in all areas of the school setting.
- The 4-R's Program- Resolving Conflicts Creatively has been turn keyed to our School Base Support Team and teachers in grades K-2. The program is being rolled out to the other grades and will be fully implemented by 2013. The text support helps students to make the connections in this 4R program.
- We use a ubiquitous approach in teaching this and all programs mentioned as we continue to train the school community in Respect for All practices that lead to accepting the differences of others and promoting tolerance.
- McKinney Vento Liaison for students in temporary housing supports families through counseling and referrals to CBOs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, a combined use of Federal and local funds and human resources will be used to implement this action plan from September 2011- June 2012 as indicated below:

- Title I Reading teacher will provide student support to identified student population on a daily basis
- Instructional materials purchased to support the curriculum during the regular school day
- Consumable instructional materials purchased to support the curriculum during the regular school day, and Saturday Academy Program
- Coverage for teachers participating in Professional Development and differentiated Professional Development
- Small group Pull out student intervention programs provided by math and computer clusters 2x per week for grades 4 and 5
- Weekly Common Planning period for all classroom teachers
- Weekly Inquiry Based Teacher Team Time for all teachers – Horizontal by grade and Vertical for all IEP Teachers 1x per week
- Teacher Per Session for after school work shops
- Principal's Per Session for Inquiry work, Inquiry Team and After school/Saturday Programs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 50% of our students in grade 3-5 will effectively make sense of word problems by making a plan for a solution and using steps to solve problems rather than simply jumping to attempt the solution. Students will show their perseverance in understanding and solving word problems as evidenced by daily word problem of the day, completing tasks aligned to the CCLS, teacher created assessments and the NYS math assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

33% of students in grades 3-5 performed at level 3 on the NYS Assessment in 2011. After an analyses of our students' performance data, we determined that students do not use math vocabulary to explain their problems solving strategy, or use critical thinking and reasoning to solve problems. Hence, teachers will collaboratively develop units of study and tasks aligned to the Common Core Learning Standards. This incorporates opportunities for students to show evidence of critical thinking, reasoning and problems solving strategies in showing their work as they conduct mathematical tasks. Teachers will align math lessons to the CCLS with emphasis on the common core learning shifts and design rubrics to assess student progress. "Shifts that will be emphasized include 4- Deep Understanding, 2- Coherence, 5- Application and 6- Dual Intensity – practicing understanding. Teachers will use students' work to assess what students know, determine what to re-teach, and identify what modifications they must make as they continue the work of the unit or task. This is supported in the Math Connects series through the teaching of the 4 step problem solving model.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, timeline for implementation.
 - d) timeline for implementation.

a) Student sub groups have been identified by inquiry teams, including the core team, data specialist, classroom teacher and the math specialist. Individually and in teams, teachers and the administrator used benchmark assessments including Scantron Ed Performance, McGraw Hill's Baseline Assessments, and Acuity generated assessments to evaluate students' and create sub-groups based on their performance and needs. The highest and lowest 1/3 were also identified for each class and grade and will be a main group in the horizontal inquiry teams work on each grade. Strategies include, aligning instructional tasks and assessments to the CCLS, daily use of problems-solving workbook of McGraw-Hill's Math Connects to launch the Problem of the Day, teachers modeling a practice problem and assigning students' progress, and independent teacher directed small group work will target sub groups and implement lessons according to data and student needs. Students will show evidence of critical thinking and reasoning to design their own word problems as a means of showing mastery of a skills aligned with the CCLS. With monitoring and follow-up review, students work independently on computer programs such as i-Ready and Ed Performance to increase skill level and test-taking strategies including building stamina. Teachers will create assessments and rubrics to analyze student work aligned to the CCLS to monitor students' progress. These assessments will reflect tested skills and grade standards in mathematical reasoning, implement strategies for intervention and differentiated instruction at multiple entry points to address the needs of individual learners (IEP, ELL, highest 1/3 and lowest 1/3 subgroups). Older students will be able to explain vocabulary and correspondence to questions asked as well as an array of strategies to find the correct solution to the mathematical task. Younger students will use concrete objects, drawings, pictures and prompting to help them to think critically and use mathematical reasoning to solve problems.

b) AIS support staff including cluster and specialists, math specialist, inquiry team members are used to implement the strategies and activities.

c) During weekly planning and inquiry meetings, teachers will reflect on their practices and implementation of lessons to determine their effectiveness. This will lead to the development of effective lessons and assessment tools aligned to the CCLS and the unit of study. Hence teachers play a vital role in designing assessment tools and their decisions are valued by the administrator and members of the leadership team.

d) Implementation of the action plan began at the end of September at the conclusion of benchmark assessments and a review of data including the NYS Assessment scores and item analysis, the spring 2011 predictive / Ed Performance scores. Implementation of strategies and activities followed by

assessment and reflection will be on-going. Student progress will be monitored by benchmark assessments and individual SMART goals written and assessed every 6-8 weeks. Teacher/Inquiry based interim assessments will be administered at the end of the second marking period to assess the skills and content taught for the first half of the year. This will provide data to inform and reform instruction for the upcoming months. In early March, a follow up assessment will be administered to measure the results of reforms made to enhance student performance and progress.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Beginning on Know Your School Night in September, parents were informed of the NYS Assessment results and encouraged to delve deeper into their partnership with our school in order to increase the "Home School Connection" and support their ability to help their children to make academic progress. In addition to our annual monthly parent involvement events and the normal parent workshops facilitated by the parent coordinator, teachers have offered to host parent workshops during their preps, prior to evening PTA Meetings and from January to April on Saturdays. These teacher leader parent workshops will be content or skill specific and sometimes grade specific. This will help parents to support their children at home with the learned strategies, skills and tools obtained from the teacher workshops. Additionally, beginning October, each month a Breakfast with the Principal session is hosted by the principal. This is open to all parents and provides opportunities for discussion regarding the trends in the curriculum, policies and programs being implemented in the school and concerns affecting the school community. Most importantly, it provides parents with a voice and forum to contribute and share ideas, services to the school that will benefit our students and community. The newly implemented parent workshops with a focus on instruction have lead to an increase in parent participation and volunteerism in all aspects of our school. An addition to keep parents more informed is our adoption of Engrade online grade book. This gives our parents an opportunity to view students' grades and progress as they are posted. It also provides examples of student work for practice and access to teachers for feedback and discussions via email. This allows parents, teachers and administration to be proactive in meeting the needs of all students. Other strategies and activities include:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; i.e. Family Math Night
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school brochures /folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand and use Global Connect School Phone Messenger system in English and Creole.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Elementary school teachers receive their common branch certification and are licensed to teach all subject areas. Accordingly under NCLB 99% of our teacher's are Highly Qualified in Mathematics. We also have one cluster teacher who provides math instruction to all students grades K-5. Using the "Math Connects program teachers gain mastery by meeting in teams on and across the grade levels to discuss State requirements, Common Core Learning Standard and plan the mathematics curriculum.

Teacher Teams are involved in curriculum mapping on and across grades allowing them to gain additional subject matter knowledge. Teachers reflect upon their practices by examining student data and gaps in student learning. Teachers can then craft lessons to meet student needs. Inter-visitations of effective math lessons and effective math teachers are encouraged. Lessons plans are examined and timely constructive feedback from math observations are given by administration as well as lead teachers to assist teachers in developing their craft. Thirty teachers are Highly Qualifies in accordance to NCLB. The Net Work's HR Manager to assure that the non HQT meets required documentation and assessment deadlines. The administration will work to retain HQT's through multiple opportunities for meaningful professional development. Struggling and unqualified teachers are assigned mentors.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- **The school has partnerships with Cornell Cooperative Exchange for Parent Nutrition Programs that are well attended.**
- **This year our school has partnered with the New York Food Bank for the Cook Shop Food and Nutrition program for students and parents in grades Pre-k -2.**
- **Students and families will learn about healthy eating and food preparation and will cook a healthy meal at home after learning the lessons at school. There will be a connection to math specifically measurement, addition, subtraction and fractions.**
- **A SAPIS worker has been added to our staff to reinforce conflict resolution to improve classroom environments and cooperation through programs to whole class and small groups that also include drug prevention and anti bullying.**
- **The SAPIS worker also serves as a member of the Attendance Team and works with a specific student group and their parents as their mentor.**
- **The SAPIS worker works closely with our self-contained IEP classes.**
- **All ELL students work on language development skills through theater.**
- **Club is facilitated by the ESL teacher.**
- **A third of our staff has been trained in "Capturing Kids Hearts", a program that included a 3 day power workshop to bring the best out in ourselves in order to bring the best out in our students. The emphasis of this social emotional program is to build relationships through social contracts, foster respect and take responsibility for our actions and our destiny.**
- **All members of our faculty and staff have been trained in PBIS- Positive Behaviors Interventions and Supports and the program has been rolled out school-wide.**
- **Students receive acknowledgement/rewards for their cooperation and citizenship as school-wide rubrics are in place for being safe, being respectful and being responsible in all areas of the school setting.**
- **The 4-R's Program- Resolving Conflicts Creatively has been turn keyed to our School Base Support Team and teachers in grades K-2. The program is being rolled out to the other grades and will be fully implemented by 2013. The text support helps students to make the connections in this 4R program.**
- **We use a ubiquitous approach in teaching this and all programs mentioned as we continue to train the school community in Respect for All practices that lead to accepting the differences of others and promoting tolerance.**

- McKinney Vento Liaison for students in temporary housing supports families through counseling and referrals to CBOs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title L School-wide Program school, a combined use of Federal and local funds and human resources will be used to implement this action plan from September 2011- June 2012 as indicated below:

- Data Specialist, Math Enrichment teacher and Inquiry Teams will provide student support to identified student population on a daily basis
- Instructional materials purchased to support the curriculum during the regular school day
- Consumable instructional materials purchased to support the curriculum during the regular school day, and Saturday Academy Program
- Coverage for teachers participating in Professional Development and differentiated Professional Development
- Small group Pull out student intervention programs provided by math and computer clusters 2x per week for grades 4 and 5
- Weekly Common Planning period for all classroom teachers
- Weekly Inquiry Based Teacher Team Time for all teachers – Horizontal by grade and Vertical for all IEP Teachers 1x per week
- Teacher Per Session for after school work shops
- Principal's Per Session for Inquiry work, Inquiry Team and After-School/Saturday Programs.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, all teachers will engage in meaningful targeted Professional Development to improve their effectiveness as teacher leaders. This will be accomplished by participating in ongoing P.D based on teachers' professional goals or needs and evidenced by each teacher or teacher teams successful facilitation of a P.D. session aligned to the Common Core Learning Standard with supportive student work showing student progress and practices in accordance to research based rubrics for measuring teacher effectiveness.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In looking at our schools' data for the past two years, little student progress has been made in the core academic areas. While student behaviors and school tone has greatly improved we have not had the same level of academic growth on the NYS Assessments. Last year our students used web-based academic programs such as Achieve 3000 in reading and achieved a growth index 92 points higher than the set goal. Additionally, students

used i-Ready for ELA and Math skills development and test readiness. Neither of these programs translated the level of success achieved using technology to the paper pencil state assessments. We must take that into consideration and also look at the effectiveness of our instructional programs and teachers. While the Teacher Data provided limited information for our teachers, the few that were captured ranged between ineffective and developing. Hence, in addition to adding rigor to our academic programs, we must now look at and address teacher effectiveness and practices that will lead to improved student performance and progress.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time line for implementation.
- a) **Professional Development has been planned to meet the needs of teachers according to their levels of interest and effectiveness supported by the creation of Professional Growth Plans developed by all teachers with an individual and learning community component. This includes PD in implementing the Common Core Learning Standards, Understanding the literacy and math tasks aligned to the CCLS, professional and student goal setting, delving deeper into looking at student work and using it to inform and reform teacher practices, Response to Intervention strategies, working in vertical teams to develop an action research project, further development of inquiry teams with a strong base in student data, creating appropriate assessment tools that reflect the curriculum the tested objectives of the grade and using teacher reflection to measure teacher effectiveness and student progress.**
- b) **All teachers will be involved with grade leaders playing a very big role. Teachers trained by the Network and who attend training will turn key to their colleagues. We will develop and build teams of experts who can facilitate ongoing in house support in the curriculum and specific programs, and trends.**
- c) **All teachers have been given and have taken a more active role in their professional development. Teachers are working more collaboratively and understand that their input is valued and often implemented. Teachers welcome feedback on their practices and effectiveness via short visits, formal and informal observations, Week At a Glance- Principal's weekly newsletter and during grade and or inquiry meetings. Teachers also feel free to initiate a conversation regarding their practice and are taking more leadership roles within our professional community. The development of Monthly Professional Reading Circles beginning in December 2011 will enable teachers and administration to read and study professional practices via articles and professional books to enhance practices that lead to improved teacher effectiveness and student progress.**
- d) **The time line for the implementation is September 2011-June 2012. Teachers' goals were set in the fall and will be revisited in February to guide their progress and effectiveness. The final evaluation process will begin in May 2012.**

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Beginning on Know Your School Night in September, parents were informed of the NYS Assessment results and encouraged to delve deeper into their partnership with our school in order to increase the "Home School Connection" and support their ability to help their children to make academic progress. In addition to our annual monthly parent involvement events and the normal parent workshops facilitated by the parent coordinator, teachers

have offered to host parent workshops during their preps, prior to evening PTA Meetings and from January to April on Saturdays. These teacher leader parent workshops will be content or skill specific and sometimes grade specific. This will help parents to support their children at home with the learned strategies, skills and tools obtained from the teacher workshops. Additionally, beginning October, each month a Breakfast with the Principal session is hosted by the principal. This is open to all parents and provides opportunities for discussion regarding the trends in the curriculum, policies and programs being implemented in the school and concerns affecting the school community. Most importantly, it provides parents with a voice and forum to contribute and share ideas, services to the school that will benefit our students and community.

The newly scheduled parent workshops with a focus on instruction have led to an increase in parent participation and volunteerism in all aspects of our school. An addition to keep parents more informed is our adoption of Engrade online grade book. This gives our parents an opportunity to view students' grades and progress as they are posted. It also provides examples of student work for practice and access to teachers for feedback and discussions via email. This allows parents, teachers and administration to be proactive in meeting the needs of all students. Other strategies and activities include:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; i.e. pajama Read A Rama
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school brochures/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand and use Global Connect School Phone Messenger system in English and Creole.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

The teaching staff at P.S.181 consist of 31 teachers. Under NCLB standards 99% of our teaching staff are deemed Highly Qualified. One strategy for continually attracting Highly Qualified Teachers is fostered from a partnership with Adelphi University. Teachers graduating from this program receive both a bachelor's and master's degree. Teachers are often dually certified, have student teaching experience including student teaching in our building, and are well versed in CCLS. In this partnership, an educational consultant, mentors and provides support to program participants as well as the current teaching staff in completing the State certification process and becoming highly qualified. Strategies are put in place to ensure that current teaching staff are effective, highly qualified teachers and continue to grow professionally. In the Fall, teachers will in consultation with the principal develop professional growth plans to foster professional growth and teacher effectiveness. Through feedback from frequent visits and teacher reflections, teachers will become more effective in their practices yielding improved student performance and progress in formative and summative assessments. The Net Work's HR Manager to assure that the non HQT meets required documentation and assessment deadlines. The administration will work to retain HQT's through multiple opportunities for meaningful professional development. Struggling and unqualified teachers are assigned mentors.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Teachers participate in a number of programs that facilitate personal growth and promote student progress. This includes:

- **The NED Show will be used to annually promote: self esteem, respect, cooperation, anti-bullying and high learning standards.**
- **Teachers and administration continue to be trained and learn the program social/emotional programs to promote a safe, nurturing and stimulating learning environment for all member of the school community**
- **Teachers and all staff members are trained and receive ongoing training in PBIS. The PBIS Committee meets weekly to support the social emotional student incentive program.**
- **This year our school has partnered with the New York Food Bank for the Cook Shop Food and Nutrition program for students and parents in grades Pre-k -2.**
- **Teachers in Grades Pre-K to 2 received Professional Development and support to implement the program. Students and families will learn about healthy eating and food preparation and will cook a healthy meal at home after learning the lessons at school. There will be a connection to math specifically measurement, addition, subtraction and fractions.**
- **A SAPIS worker has been added to our staff to reinforce conflict resolution to improve classroom environments and cooperation through programs to whole class and small groups that also include drug prevention and anti bullying.**
- **The SAPIS worker also serves as a member of the Attendance Team and works with a specific student group and their parents as their mentor. The**
- **SAPIS worker works closely with our self-contained IEP classes.**
- **All ELL students work on language development skills through theater.**
- **Club Friday is facilitated by the ESL teacher.**
- **A third of our staff has been trained in “Capturing Kids Hearts”, a program that included a 3 day power workshop to bring the best out in ourselves in order to bring the best out in our students. The emphasis of this social emotional program is to build relationships through social contracts, foster respect and take responsibility for our actions and our destiny.**
- **All members of our faculty and staff have been trained in PBIS- Positive Behaviors Interventions and Supports and the program has been rolled out school-wide. Students receive rewards for their cooperation and citizenship as school-wide rubrics are in place for being safe, being respectful and being responsible in all areas of the school setting.**
- **The 4-R’s Program- Resolving Conflicts Creatively has been turn keyed to our School Base Support Team and teachers in grades K-2. The program is being rolled out to the other grades and will be fully implemented by 2013. The text support helps students to make the connections in this 4R program. We use a ubiquitous approach in teaching this and all programs mentioned as we continue to train the school community in Respect for All practices that lead to accepting the differences of others and promoting tolerance.**
- **McKinney Vento Liaison for students in temporary housing is supported by the school and guidance counselor. Referrals to CBO’s are made as necessary.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I School wide Program school, a combined use of Federal and local funds and human resources will be used to implement this action plan from September 2011- June 2012 as indicated below:

- **Use of Title 1 Highly Qualified funds to provide onsite and offsite workshops, training and PD**

- **Use of Title 1 Highly Qualified funds to purchase web based differentiated professional development program**
- **Instructional materials purchased to support the curriculum during the regular school day**
- **Consumable instructional materials purchased to support the curriculum during the regular school day, and Saturday Academy Program**
- **Coverage for teachers participating in Professional Development and differentiated Professional Development**
- **Weekly Common Planning period for all classroom teachers**
- **Weekly Inquiry Based Teacher Team Time for all teachers – Horizontal by grade and Vertical for all IEP Teachers 1x per week**
- **Teacher Per Session for after school work shops**
- **Principal's Per Session for Inquiry work, Inquiry Team and After school/Saturday Programs.**

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	23	23	N/A	N/A	4	N/A	N/A	3
1	18	18	N/A	N/A	7	2	5	7
2	12	12	N/A	N/A	6	N/A	N/A	4
3	30	30	N/A	N/A	7	N/A	3	5
4	32	32	56	32	5	2	3	8
5	34	34	34	34	8	1	3	5
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>AIS is built into our daily schedule and provided by the classroom teacher and support staff for 30 minutes each day. This format includes small group and one-to-one learning opportunities using Mondo’s- “Now I Get It”, New York Ready and i-Ready test prep, Read 180, Reading Recovery techniques for grade 1, Macmillan Treasures, computer program - One More Story for grades K-2, and Wilson and Foundations. Additional AIS will be provided via Saturday Test Prep Academy.</p>
Mathematics	<p>In addition to the regular math program, our math teacher team teaches with classroom teachers and provides small group instruction to students in need of AIS in math. She also provides AIS to students in the extended day program and supports the curriculum using games and technology as well as text.</p>
Science	<p>In addition to the regular science program, our science teacher team teaches with classroom teachers and provides small group instruction to students in need of AIS in science. Teachers plan collaboratively with the science teacher to differentiate instruction. They appeal to the needs of the students by using a hands on approach – FOSS and text base to reinforce the skills and strategies taught. This is also supported by field trips and special projects aligned to the curriculum. A science club began in the fall for grades 3-5. However, all students in grades K-5 have a minimum of one lab period in addition to their classroom instruction.</p>
Social Studies	<p>AIS is supported in social studies via non-fiction reading and projects. Students work in small groups to complete assignments and projects. Real world experiences are linked to literature through text to text, self to text and text to the world. Additionally, students focus on issues in current local, national and world events that support their respective curriculum. The curriculum is supported by the Houghton- Mifflin Textbook, “New York City.” It incorporates transparencies for overhead projector, workbook and online access to the textbook. Selected grades utilize children’s periodicals including TIME For Kids and Scholastic Weekly Readers. School wide activities including Student Council, field trips to historical society and multicultural celebrations support the scope and sequence to enhance student learning and academic intervention. In addition research based tasks will be assigned noting periods in history and aligned to the CCLS reading and writing standards in all grades. This year’s focus will be the Civil Rights movement and include non-fiction books denoting that era in American history.</p>

<p>At-risk Services provided by the Guidance Counselor</p>	<p>At risk counseling services are based on the standards of the National Board for Professional Teaching Standards. The school counselor develops and delivers a program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school. The counseling program uses in depth knowledge of human growth and development to improve student learning and well-being.</p> <p>Students receive individual and small group sessions. Consultation services are offered to parents, and teachers. Families are also offered assistance in preparing middle school applications. Services are offered to students during the school day, however parent conferences may occur after school hours.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>See at-risk students for emergency intervention.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>Sees At-Risk Students and their parents for emergency interventions. Participates in Reflection Sessions as a means to provide conflict resolution and peer mediation to reduce teacher removals, suspensions resulting in student conflicts that impede instructional practices.</p>
<p>At-risk Health-related Services</p>	<p>Asthma friendly training provided through open airways by the school nurse. DOH doctor facilitates classes along with school's Asthma Summit members DOH doctor makes school visits to examine identified students Each year the school and DOH conducts vision screening.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Nichele Manning Andrews	District 29	Borough Queens	School Number 181
School Name The Brookfield School			

B. Language Allocation Policy Team Composition [?](#)

Principal Mrs. Andrea A. Belcher	Assistant Principal Mrs. Giuseppina Napolitano
Coach	Coach type here
ESL Teacher Marie Pyram	Guidance Counselor Dr. Kenneth Kearse
Teacher/Subject Area Audrey Bass, Data Spec.	Parent type here
Teacher/Subject Area type here	Parent Coordinator Simone Brown
Related Service Provider Kerry Botta, Speech	Other type here
Network Leader Nichele Manning Andrews	Other Awura Sidal, UFT Chapt

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	407	Total Number of ELLs	22	ELLs as share of total student population (%)	5.41%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. The steps that are taken for the initial identification of those students who may possibly be ELLs are; at the time of the students enrollment , the Certified ESL Teacher gives the parent(s) the HLIS to complete. The parent(s) returns completed form to the Certified ESL Teacher on that day. The secretary enters the information in ATS. The ESL teacher, who is state certified in ESL, assesses the student by giving the informal oral interview to the parent and student in the students' native language(when possible or a staff member that is proficient in the native language along with the ESL Teacher) and in English. Then, the LAB-R is administered to the student within ten days of enrollment to determine whether the student will be getting ESL services. The ELL students annually takes the NYSESLAT exam to evaluate their progress and provide proficiency levels of instruction. The ESL teacher places the student in appropriate groups based on proficiency level. Instruction is driven by the students' scores on periodic assessments, classroom objectives, and goals, and NYSELAT practice tests in listening, speaking, reading, and writing. On-going evaluation is conducted through out the year to monitor students' progress. In April-May the students are administered the NYSESLAT exam.
2. Before the parent/guardian chooses a program for their child, they receive information on all ELL program models based on a parent orientation program. A videotape from the NYC Department of Education is shown in their native language, explaining ELL program options at the parent orientation on "Get to Know Your School Night." Also, the parents have the option of viewing that same orientation on the NYC DOE website. This happens within the first ten days of admission to our building. At this time, our school offers only freestanding ESL services. During parent orientation all options are explained to the parent so that they can make an informed program choice. Parent must sign the parent choice survey to indicate their program choice for their child during orientation, or one to one meetings.
3. The school ensures that entitlement letters are distributed by giving the letters to the parents who show up for "Get to Know Your School Night." The Entitlement letter is sent home with the student via backpack and mail.
4. The student is placed in the ESL program based on the result of his/her LAB-R assessment. Students are then placed as beginning, intermediate or advance with services in accordance to their status. The entitlement letter is then sent home in both the native language and in English.
5. The trend based on parent surveys and parent orientation has been one hundred percent Free Standing ESL.
6. Parent Choice is aligned with the parent choice survey results. The parents select Free Standing ESL.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	3	1	3	8	6								22
Push-In														0
Total	1	3	1	3	8	6	0	22						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	16	0	0	4	0	2	0	0	0	20
Total	16	0	0	4	0	2	0	0	0	20

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	1	1	1	4	4								12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other		2				1								3
TOTAL	1	3	1	3	8	6	0	22						

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish				2	4	1								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	1	1	1	4	4								12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		2				1								3
TOTAL	1	3	1	3	8	6	0	22						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Instruction is provided for the ELLs using the Pull-Out method. The students of different grades are picked up and travel as a group. The students are in heterogeneous groups in the class, but their instruction is differentiated based on their proficiency level from the LAB-R and the NYSESLAT test results. Whenever possible, the push in model is also used to support classroom curriculum within the regular learning environment.

2. The classroom teacher along with the ESL/library teacher work together to ensure that the students who are at the beginning and intermediate level receive 360 minutes per week of ESL service. Also, that the students at the advance level receive 180 minutes per week of ESL service.

The beginning and intermediate level ELLs receive 90 minutes of ELA instruction in their classroom daily. The advance ELLs receive 90 minutes of ELA instruction in their classroom daily. This is a part of the daily instructional block for literacy for the school.

3. The classroom teacher provides comprehensive literacy and mathematics instruction utilizing the workshop model and Treasures. Read aloud, accountable talk, shared and independent reading and writing has become part of students' daily instruction. Our ESL program also covers the core subject areas such as mathematics, social studies, and science. Also, developed mini-lessons on problem solving, number sense, and use of manipulatives are used to assist students in mathematical knowledge. All lessons are aligned to the Common Core Learning Standards. Students and teachers use rubrics to assess the goals and objectives of the standards-based lessons. There is an ELL component in the comprehensive reading program used by our students.

4. We make sure that ELLs are evaluated in their native language by providing them the LAB-R, ELA and state Math tests in their native language. Additionally, teacher created exams are used to evaluate students' progress and align to the grade standards.

5. When we have ELLs who are SIFE we administer the ELL periodic assessment, and confer with classroom teachers to teach him/her those skills in language arts and other content areas that they need to be retaught or reviewed. Data driven instruction is used to provide the best possible support for the students.

For newcomer ELLs who have been in the U.S. for 0-3 years, during daily ESL pullout, classroom literacy block, and AIS (academic intervention services), students utilize big books, do shared reading and guided reading, complete phonics activities/workbooks, picture cards, teacher/mate hand held learning device integrating technology and basic ELA skills that help to build the foundation of English language acquisition. We also have computer programs to strengthen phonemic awareness and reading comprehension skills. Along with the ELL periodic assessment, we provide and assist students with ELA practice test.

For ELLs receiving services for 4-6 years, their progress is carefully monitored and assessed. Close attention is paid regarding whether or not long term ELLs are experiencing second language difficulties or possible learning challenges that may be confused with second language acquisition. Once that is determined, the ESL teacher spends a great deal of time reviewing and practicing skills that are assessed both on the NYSESLAT and the NYS ELA exam. Such skills include reading comprehension, main idea, grammar, listening, speaking, and writing. Also, The classroom teachers and ESL teacher model using graphic organizers, note-taking, pre-writing, and self editing. Teachers collaboratively reflect on their practices and look at student data to inform instructional decisions for rigor and impact.

6. ELL-SWDs receive instruction based on their IEPs and goals. Instruction of ELLs with IEPs are discussed on a regular basis with classroom teachers, speech pathologist, and occupational/physical therapists. The instructional strategies used are modeling, multi-sensory

A. Programming and Scheduling Information

approach, differentiation, task analysis, and scaffolding. The instructional materials used to support ELL-SWDs that provide access to academic areas and accelerate English language development are workbooks in language arts, social studies, science, and math that have rich vocabulary, and emphasize on prior knowledge and multisensory activities. As stated in #5 technology is often used to support students' learning. In addition to the aforementioned tools students also utilize online programs such as One More Story, Book Adventure, I-Ready, Rong Chang, Starfall, and My Baby Can Read is used for newcomers.

7. The school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment by having collaborative team teaching, computer lab, and math lab. Field trips, and push in model are also used to support the curriculum. The students get extra time on examinations and they have tests read to them (test modifications and accommodations are followed according to their IEPs). Also, differentiation, rephrasing/reframing questions, allow students the ability to think critically while working at their independent levels. ELA/Math Common Core Learning Standards are embedded in lessons. Lessons are modified to address the needs of individual students.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

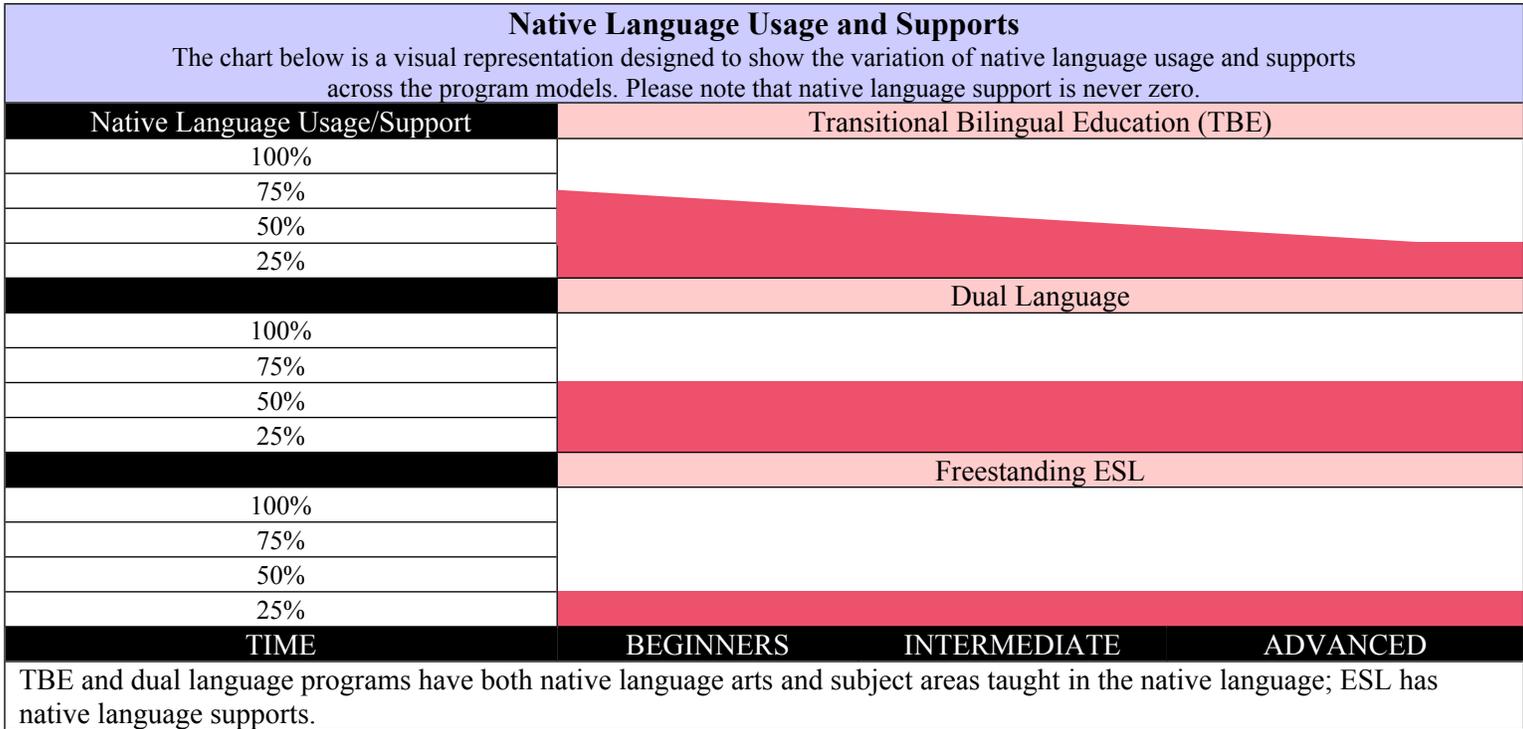
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. 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.
 9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
 10. What new programs or improvements will be considered for the upcoming school year?
 11. What programs/services for ELLs will be discontinued and why?
 12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
 15. Do required services support, and resources correspond to ELLs' ages and grade levels?
 16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
 17. What language electives are offered to ELLs?
8. The intervention programs for ELLs in ELA, math, and other content areas include AIS(Academic, Intervention Services)which is received daily for 30 minutes each day. The Advance ELLs receive AIS with the ESL teacher daily. ELL students also participate in Extended Day with their classroom teachers and ESL teacher 3 days a week 45 minutes a day. The ELLs with level 2's on their state ELA and Math exam are those targeted for Extended Day Service.
9. For ELLs reaching proficiency level on the NYSESLAT , the classroom teachers as well as the ESL teacher continue to give ELLs lots of exposure to reading by allowing them access to the library to read fiction and nonfiction books, and access to the computer lab in order to complete reading, social studies, science, and math assignments online. Testing accomodations are still provided to support transitioning ELLs. The are also given additional support through Academic Intervention Services.
10. For the upcoming school year, the new programs that will take pace include access to One More Story online reading, and Baby Can Read Cd-Rom, and I-Ready program that helps the students with test preparation in Reading, Writing, and Math. Increase the number of native language arts texts for Haitian Creole and Spanish languages.
11. We do not have any programs that will be discontinued for ELLs.

B. Programming and Scheduling Information--Continued

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

8. The intervention programs for ELLs in ELA, math, and other content areas include AIS(Academic, Intervention Services)which is received daily for 30 minutes each day. The Advance ELLs receive AIS with the ESL teacher daily. ELL students also participate in Extended Day with their classroom teachers and ESL teacher 3 days a week 45 minutes a day. The ELLs with level 2's on their state ELA and Math exam are those targeted for Extended Day Service.
9. For ELLs reaching proficiency level on the NYSESLAT , the classroom teachers as well as the ESL teacher continue to give ELLs lots of exposure to reading by allowing them access to the library to read fiction and nonfiction books, and access to the computer lab in order to complete reading, social studies, science, and math assignments online. Testing accomodations are still provided to support transitioning ELLs. The are also given additional support through Academic Intervention Services.
10. For the upcoming school year, the new programs that will take pace include access to One More Story online reading, and Baby Can Read Cd-Rom, and I-Ready program that helps the students with test preparation in Reading, Writing, and Math. Increase the number of native language arts texts for Haitian Creole and Spanish languages.
11. We do not have any programs that will be discontinued for ELLs.
12. The ELLs get equal access to all school programs as mentioned earlier including AIS, Extended Service, Multicultural trips, and Club Friday, which promotes students' special skills and talents.
13. The instructional materials used to support ELLs are books of different levels, grammar,math, science, and social studies textbooks and workbooks. Computer programs that go along with textbooks, CD-ROMs, and websites that focus on language arts,math, science and social studies.
14. Native language support in ESL takes place on an ongoing basis. The ESL teacher communicates with the Haitian students when explaining lessons in langauge arts, and content areas. The students who speak Spanish have classmates and staff members who speak similar language who helps them (buddy system). Bilingual glossaries and dictionaries are used to support learners and specific instruction on usage is explained so that students have an additional resource to support their learning. Also, the state ELA and Math exams are also given in the students' native langauge.
15. Required service support and resources correspond to ELLs' age and grade level which ranges from ages 5-11, and grades K-5th.
16. Summer school is available for student support during July and August for ELLs.
17. There are no language electives offered to ELLs at this time.

C. Schools with Dual Language Programs

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

Does Not Apply.

D. Professional Development and Support for School Staff

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

1. The staff development plan for all personnel that service ELL students at our school include a variety of topics. Staff development is ongoing through the entire school year. The topics include ESL methods and strategies to use in the classroom, balanced literacy model modified for ELLs, advantages of using cooperative learning with ESL students, and Common Core Learning Standards based approach to learning for the ESL child. In addition, the ESL teacher will confer with classroom teacher on a regular basis. The following OELL Professional Development offerings were attended: Nov. 4, 2011-Distinguishing between Language Acquisition and Learning Disabilities, Nov. 14, and Dec. 18, 2011-Professional Development on Language Allocation Policy and Nov. 17 & 18 2011- ELL and Disabilities.

2. The support that staff is provided to assist ELLs in their transition from elementary to middle school are the right resources needed to teach the ELLs language arts and content areas.

3. The ESL teacher will train the the staff during lunch and learn, and schoolwide Professional Development meetings both in the Fall and the Spring

E. Parental Involvement

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

1. The parents including parents of ELLs are very involved in our school. They come and read to classes on special occasions. They assist in the lunchroom. Parents run our girl and boy scout program. Parents assist teachers in their child's classroom at times, and participate in PTA workshops and activities. Parent orientation is a vital part of parent involvement. parents are provided with information about the various bilingual programs to support all learners in the school.

2. The school partners with Community Based Organizations to provide workshops and services to ELL parents. For example, the Rosedale Civic Association sponsors our annual canned food drive.

3. We evaluate the needs of of our parents by the end of the Learning Environment Survey that they complete, explaining their satisfaction and concerns with the school environment. Based on their responses we determine the parents' needs. Parents surveys are reviewed to evaluate the needs of all parents.

4. Parental involvement activities such as the Food and Nutrition Workshop, and Mother Daughter Tea, or Father and Son Brunch, address the needs of the parents who have concerns over their child's diet, or need help communicating or spending quality time with their child.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3	1		1	2								8
Intermediate(I)				2	2	2								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)				1	5	2								8
Total	1	3	1	3	8	6	0	0	0	0	0	0	0	22

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		4		1		6
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 181Q		School DBN: 29	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Andrea A. Belcher	Principal		10/27/11
Giuseppina Napolitano	Assistant Principal		10/27/11
Simone Brown	Parent Coordinator		10/27/11
Marie Pyram	ESL Teacher		10/27/11
	Parent		10/27/11
Kerry Botta	Teacher/Subject Area		10/27/11
Audrey Bass	Teacher/Subject Area		10/27/11
	Coach		10/27/11
	Coach		10/27/11
Dr. Kenneth Kearse	Guidance Counselor		10/27/11
	Network Leader		10/27/11
	Other		10/27/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q **School Name:** Brookfield School

Cluster: 1 **Network:** 110

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.

In order to assess our 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, we used classroom surveys. Classroom surveys give us an idea of languages spoken written and read in students' homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parent's understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language Allocation Plan for the school. The Parent Coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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.

P.S. 181 is located in Springfield Gardens, a working class section of Southeast Queens. The community as a whole is diverse. Approximately 80% of our students are descendant of immigrants. The majority come from Jamaica, W.I., Haiti, Nigeria, and the Dominican Republic. The school is comprised of 90.41% African-Americans, 6.14 %Hispanics and 3.45% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Haitian Creole and Spanish.

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.

We assessed the number of parents who need translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole and Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages. Written translation services will be provided by in-house school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Nights, and Parent-Teacher conferences.

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

Oral interpretation services will be provided by in-house school staff. We have staff members who speak Arabic, Ibo, French, Haitian Creole, and Spanish. Since the two major language groups are Haitian Creole and Spanish, we have teachers to interpret in Haitian Creole and Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time, we have enough staff members to accommodate our translation needs. Also, we have signs in the lobby and office of our school advertising such services.