



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE THURGOOD MARSHALL SCHOOL PS 80Q

DBN (DISTRICT/ BOROUGH/ NUMBER): 28Q080

PRINCIPAL: MS. PAULETTE GLENN EMAIL: PGLENN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BEVERLY FOLKES-BRYANT

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
Paulette Glenn	*Principal or Designee	
Deborah Williams	*UFT Chapter Leader or Designee	
Tamar Ogburn-Harraway	*PA/PTA President or Designated Co-President	
Valerie Byrd	DC 37 Representative, if applicable	
	Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)	
Kia Harris	Member/Parent	
Sheila Grant	Member/Teacher	
Ken Schorr	Member/Teacher	
Danielle Cecere-Baretto	Member/Asst. Principal	
Michelle Haynes	Member/Parent	
Emery Barber	Member/Parent	
Danitra Van Duzen	Member/Parent	
Omar Blackwell	Member/Parent	

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

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, the number of students in our ICT and Self-Contained Classes receiving Proficiency levels of 3 or 4 on the NYS ELA Exams will increase by 25% points.

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.

Only 11% of our students with IEPs performed at a proficiency rating level of 3 or 4 on the NYS ELA Exam. We did not make AYP within this subject area. We need to improve student performance in order to meet the rising effective AMO. This is a priority area for improving student performance based on our progress report. We are a first year SINI school based on our NYS ELA Assessment Results.

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.

All mandated students will attend the extended day program. Teachers and paraprofessionals will implement small group instruction to address student needs during the ELA period. Students will also receive additional instruction during the AIS period. Teachers will be involved in professional development regarding data driven instruction.

Coaches and Network Support Specialists (NSS) will provide teachers with ongoing professional development around data driven instruction and implementing small group strategies. Our SETSS teacher will also provide an additional small group instruction for her targeted students.

During the Monday planning meetings we review pre/post tests to establish benchmarks in order to set goals for individual as well as groups of students. We also analyze student work to determine which instructional strategies would be used to help improve student performance. Our vertical 2nd – 5th grade Self-Contained and ICT Inquiry teams will focus on ELA since this is a priority area for improving student performance.

Monday planning meetings are held weekly from September – June. Extended mornings sessions are held daily on Monday, Tuesday and Wednesday.

The Core Inquiry Team will meet every Wednesday starting in October and ending the second week on June.

The Vertical Inquiry Teams meet every Thursday morning from September – June.

Small group instruction takes place daily during the ELA and AIS periods. Resource Room Services are provided daily throughout the school year.

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.
 - 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
 - providing assistance to parents in understanding City, State and Federal standards and assessments
 - 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

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.

All students received instruction from highly qualified staff based on the BEDS Survey. There are currently only two teachers awaiting tenure. Both these teachers have been assigned mentors through the cities mentoring program.

All teachers are receiving professional development in improving instruction in ELA, developing effective questioning techniques, implementing the CCLS and performance task that are rigorous. This professional development is coordinated by the administration, coaches, teachers and NSS staff.

All teachers are attending individual data meetings to review their student data with coaches and administration and create action plans for instruction based on the results of their data.

Teachers are learning to evaluate themselves and set professional goals based on Charlotte Danielson's Template on effective Teaching. Teachers are also provided with weekly planning days to collaborate together as a grade.

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.

CFN 207 Instructional Expectations Professional Development

Parent Coordinator facilitation of Parent-Child Workshops

Idea funding for Self-Contained and ICT Classes

SINI grant funds will be used to implement our SINI Response Plan

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.

Our Coaches are funded through our Title I and CFE budget.

Our SETSS teacher is funded through our Fair Student Funding budget.

Our Network Support Specialists are funded through our Children First Network budget.

We will use the ARRA RTTT Citywide Instructional Expectations funding to support the Inquiry Work this year.

ANNUAL GOAL #2 AND ACTION PLAN

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, 100% of classroom and cluster teachers will self-assess their effectiveness using Charlotte Danielson's Framework for Teaching Teacher Assessment template and rubric.

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.

We need to improve teacher quality and effectiveness. We need to improve student performance in order to meet rising effective AMO. We did not make AYP for our students with disabilities and our general ed. population did not show sufficient 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) timeline for implementation.

Teachers receive ongoing Professional Development on the Framework for Teaching. Teachers collaborate during weekly planning meetings. Teachers will have Inter-visitations to other classes and schools to view teachers using the best practices in education. Teachers will complete their initial self-assessment and set professional goals for themselves. Individualized PD plans will be implemented, based on teacher responses, with the use of videos and modules on ARIS Learn.

Our Coaches and NSS's will provide ongoing PD on the Danielson Framework. Administration will conduct focused walkthroughs and informal observations using the framework as a guide.

Each grade received a copy of the Danielson book that will be read by all teachers. Teachers were asked to set goals based on the self-assessment and engage in a one on one conversation with the Principal to develop an action plan. During a planning meeting, each grade will participate in a focused walkthrough using the template as a guide.

All PD sessions will be conducted monthly throughout the school year.

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.
 - 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

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.

All students received instruction from highly qualified staff based on the BEDS Survey. There are currently only two teachers awaiting tenure. Both these teachers have been assigned mentors through the cities mentoring program.

All teachers received Professional Development from our NSS on the Danielson Teacher Self-Reflection Rubric. All teachers have reviewed the Danielson Teacher Self Reflection Rubric. They have completed individual self-reflections and submitted copies to the coaches and administration. Teachers were asked to set goals that would help them move from their current level chosen to the next Danielson level.

Teachers will meet with administration individually to submit and discuss their action plan for self-improvement.

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.

CFN 207 provides Professional Development around the Danielson Framework

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.

Our Coaches are funded through our Title I and CFE budget.

Our Network Support Specialists are funded through our Children First Network budget

ANNUAL GOAL #3 AND ACTION PLAN

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, 100% of our classroom teachers will develop performance tasks aligned to the Common Core Learning Standards (CCLS) and evident in their planning and teaching assessments.

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.

We need to improve teacher quality and effectiveness in lesson planning and during instruction. We need to improve academic performance in the specific academic areas of ELA and Mathematics.

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.

Teachers will be provided with ongoing professional development in the CCLS. Teachers will assess the effectiveness of their instruction using the framework for teaching. Teachers will have weekly planning meetings that review assigned performance tasks within the content areas and review student work. Teachers are currently administering weekly math performance task and reviewing possible literacy performance task.

All teachers are receiving professional development from our coaches and NSS in using performance task that are rigorous.

Teachers have reviewed websites offered by our CFN that contain acceptable performance task.

NSS have modeled performance task in targeted classrooms.

Our TAG Inquiry team is currently working on performance tasks with their targeted students.

We discuss performance tasks during our Monday planning meetings.

Teachers review and analyze the work done on the performance task.

The math coach and teachers aligned the performance task to the CCLS and the NYS Standards.

The literacy coach and teachers will modify literacy performance tasks that align with the CCLS.

Monday planning meetings are held weekly from September – June.

The Core Inquiry Team will meet every Wednesday starting in October and ending the second week on June.

The Vertical Inquiry Teams meets every Thursday morning from September – June.

Lunch and Learns will be held when possible

NSS professional development will occur in cycles starting in September.

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.
 - providing assistance to parents in understanding City, State and Federal standards and assessments
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology
 - 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
 - Recruitment for Learning Leaders

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.

All students received instruction from highly qualified staff based on the BEDS Survey. There are currently only two teachers awaiting tenure. Both these teachers have been assigned mentors through the cities mentoring program.

All teachers are receiving professional development from our coaches and NSS in using performance task that are rigorous. Teachers have reviewed websites offered by our CFN that contain acceptable performance tasks. Teachers are currently administering math performance task weekly and reviewing possible literacy performance task.

Teachers are also provided with weekly planning days to collaborate together as a grade. One of these weekly meetings is devoted to analyzing student work on a specific performance task.

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.

CFN 207 CCLS Professional Development

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.

Our Coaches are funded through our Title I and CFE budget.

Our Network Support Specialists are funded through our Children First Network budget

We will use the ARRA RTTT Citywide Instructional Expectations funding to support the Inquiry Work this year.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

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

By June 2012, we will increase the involvement within our Parent Academy by 5%.

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.

We want to continue to improve parent involvement. We want to address previous DOE Quality Review statements. We want to address specific areas as seen in the Learning Environment Survey.

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.

We will hold monthly parent meetings to review student progress, data and curriculum. Teachers will provide progress reports and report cards three times a year. Parents will have ongoing access to student information through the use of Pupil Path. There will be Monthly Parent-Child workshops. An electronic display of school activities will be highlighted outside of the building. SLT, PTA and Parent Coordinator will work collaboratively to share information with the community and parent body as well as recruit parents for the Parent Academy and school related activities.

The coaches will facilitate monthly parent meetings on instructional techniques, using data, accessing ARIS and Pupil Path, CCLS and citywide expectations. The teachers will use Skedula to generate progress reports and report cards. The Parent Coordinator and Assistant Principal will coordinate and facilitate the Wednesday night Parent-Child workshops. The electronic display will be updated weekly by our Parent Coordinator. The SLT will meet regularly to create and discuss the goals of the school and monitor the progress toward meeting those goals.

2 classroom teachers currently serve on the SLT and the PTA is actively recruiting teachers to join.

The parent meetings will be held monthly from October – June.

The Parent-Child workshops will be held weekly from October – June.

The SLT will meet every other Friday from September – June

The PTA will meet monthly from September - June

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.
 - 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
 - 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
 - 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
 - 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
 - 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.
 - Several Parenting Committees have been formed such as:
 - Positive Parenting, Parent Education, Parent Finance and the Men of Honor

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.

All students receive instruction from highly qualified staff based on the BEDS Survey. There are currently only two teachers awaiting tenure. Both these teachers have been assigned mentors through the cities mentoring program.

All teachers are receiving professional development from our coaches using the online parent data reporting information system purchased by the school (Datacation Pupil Path)

The parent teachers association is working together with administration to recruit more teachers to join the PTA and then use those teachers to offer professional development to the parent body.

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.

Parent Coordinator provides workshops for parents

PTA serves as an organization to represent the needs of the parents

SLT provides an opportunity for parents and teachers to work together

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.

We will use our Parent Involvement budget to support ongoing parent workshops and the SLT.

Our Coaches are funded through our Title I and CFE budget.

Our Network Support Specialists are funded through our Children First Network budget.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

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

By June 2012, the number of students receiving Proficiency levels of 3 or 4 on the NYS Mathematics Exams will increase by 25% points.

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.

Only 39% of our students in Grades 3-5 achieved a Proficiency level of 3 or 4 on the NYS Math Assessment.

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.

Teachers will implement different types of instructional strategies to support differentiated mathematics instruction.

Teachers will attend a series of professional development sessions on using mathematics data to drive instruction.

Teachers will set goals for students and track the success of newly implemented strategies in math.

Students will receive small group instruction in mathematics

Parents will be provided with a series of workshops that focus on instructional strategies, the CCLS, Understanding student data and using technology to increase student performance.

The Math Coach will support teachers as they use formal and informal assessments and then differentiate instruction and set goals for each child.

The Math Coach will support teachers as they use the Acuity Math Assessments with students, then differentiate instruction and set goals for each child.

Teachers, Administration and the school's Math Coach are also sent to Professional Development facilitated by the CFN and the DOE.

Grade meetings will provide opportunities for teachers to share their experiences and support one another Students will receive small group instruction

Math Inquiry teams will meet regularly to collect/analyze data, make instructional decisions, set goals for student learning and assess/benchmark progress toward June goals.

The inquiry team will share its work with the larger school community during faculty conferences, grade meetings etc.

All inquiry team members will use the accountability tools on the ARIS website.

Inquiry Teams meet weekly with their team leaders.

Inquiry team leaders meet weekly with administration and coaches

Pre/Post assessments are done monthly based on the standards

ITA assessments are done twice a year

Grade meetings occur weekly

Monthly Parent Meetings are scheduled

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.
 - 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
 - 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

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.

All students receive instruction from highly qualified staff based on the BEDS Survey. There are currently only two teachers awaiting tenure. Both these teachers have been assigned mentors through the cities mentoring program.

Teachers are also provided with weekly planning days to collaborate together as a grade. One of these weekly meetings is devoted to analyzing student work on a specific performance task.

All teachers are receiving professional development in improving instruction in Math, developing effective questioning techniques, implementing the CCLS and performance task that are rigorous. This professional development is coordinated by the administration, coaches, teachers and NSS staff.

All teachers are attending individual data meetings to review their student data with coaches and administration and create action plans for instruction based on the results of their data.

Teachers are learning to evaluate themselves and set professional goals based on Charlotte Danielson's Template on effective Teaching. Teachers are also provided with weekly planning days to collaborate together as a grade.

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.

CFN 207 Professional Development on CCLS and Performance Task
Parent Coordinator facilitation of Parent-Child Workshops

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.

The Math Coach will be funded by Title 1

The Network Support Specialist will be provided by the CFN

Substitute teacher coverage for workshops will be provided by the ATRs and Title I Funding

The yearly schedule was created with common preparatory periods for every grade to attend in house workshops.

Parent Involvement will use Title 1 Funds.

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	22	22	N/A	N/A	12	3	2	35
1	34	34	N/A	N/A	11	10	4	70
2	12	12	N/A	N/A	7	4	2	54
3	108	108	N/A	N/A	16	10	4	73
4	53	52	99	0	27	4	1	74
5	52	60	23	0	23	1	1	60
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>Extended Day is offered during the 37.5 minutes of mandated small group instruction in the morning to students who are performing poorly on city, state or classroom assessments. Small Group Instruction during the mandated Academic Instructional Services period will take place daily to provide interventions in literacy through the use of guided reading groups and small group strategy lessons. Curriculum Associates Focus books will also be used to target small groups within the literacy period. Wilson is a small group intervention program used with students who have IEPs in grades 3-5. Foundations is a small group intervention program used with students who have IEPs in grades K-2. Our SETTS teacher and teachers of the self-contained classes also use Key Links to Literacy for guided reading as well as GPS Reading for small group instruction.</p>
Mathematics	<p>Extended Day is offered in the morning during the 37.5 minutes of mandated small group instruction to students who are performing poorly on state or classroom assessments. Small Group Instruction during the mandated Academic Instructional Services period will take place daily to provide interventions in mathematics through the use of math games, foldables, problem solving strategies and performance tasks. Curriculum Associates Focus Books will be used to provide interventions in math.</p>
Science	<p><input type="checkbox"/> Teachers work with small groups in the content areas every Friday using the Science Libraries. Extended Day tutorial involves hands-on-science activities and review of constructive response questions and concepts from the New York State Science Standards targeted at grade 4 students.</p>
Social Studies	<p><input type="checkbox"/> Teachers work with small groups in the content areas every Friday using the Social Studies Core Curriculum text sets.</p>
At-risk Services provided by the Guidance Counselor	<p>Counseling: We are focusing on learning good character skills including: Social Skills, School Related Skills, Friendship Making Skills, Dealing with Feelings, Stress and Alternatives to Aggression as needed throughout the school day.</p> <p>School Mediator Program: Our 4th and 5th grade student Mediators help their peers solve problems during their lunch period each day.</p> <p>Project Save: An intervention program that counsels students on how to make the right choices in dealing with conflict. This program serves as an alternate to suspension where students work on anger management skills as needed throughout the school day.</p>

At-risk Services provided by the School Psychologist	Our School Psychologist provides the following services: <ul style="list-style-type: none">• Annual Evaluation as needed One to One• Triennial Evaluations as needed One to One• Initial Referral Evaluations as needed One to One
At-risk Services provided by the Social Worker	Our Social Worker provides the following services: <ul style="list-style-type: none">• Annual Evaluation as needed One to One• Triennial Evaluations as needed One to One• Initial Referral Evaluations as needed One to One

<p>At-risk Health-related Services</p>	<p>We offer Parent-Child Step Aerobics workshops twice a month</p> <p>Open airways is an intervention program that counsels students with asthma on how to avoid asthmatic episodes.</p> <p>All staff is trained in the use of EPI Pens for allergic reactions.</p> <p>Nutritional health is a healthy eating program that counsels students on making healthy choices in the foods they choose. The HOPS Program is an exercise and nutrition program Helping Obesity in School.</p> <p>Physical and occupational therapists working at PS 80 provide related services to both the general education and special education populations. They help students develop gross motor and fine motor skills.</p> <p>We work closely with students, teachers, parents, doctors, speech therapists, nurses, guidance counselors and administrators in order to ensure that every child has the opportunity to make the most of his or her educational experience in the least restrictive environment possible.</p> <p>Our occupational therapists (OT's) help children develop fine motor skills, strength and dexterity (handwriting, scissor skills, dressing), visual perceptual, perceptual motor and cognitive skills (letter formation, numbers, shapes, copying, graphs, problem solving, memory, reading and puzzles) and improve sensory processing skills for self-calming, increased attention span and exploration of the environment. In addition, OT's help children improve independence with daily living skills (money, eating, dressing, grooming tasks).</p> <p>Our physical therapists (PT's) help children develop their gross motor strength, coordination, balance and visual motor skills to accomplish such tasks as stair climbing and negotiating busy hallways and cafeterias, transfers, posture while sitting in chairs and on the floor, participating in physical education or on the playground with peers and use of proper body mechanics. PT's also help maintain equipment, distribute adaptive desks and chairs and assist families with the ordering of braces, wheelchairs and walkers.</p> <p>Our therapists will also make referrals for assistive technology such as augmentative communication or word processors.</p> <p>In the school, OT's and PT's may also be found leading movement or handwriting groups or providing in-services to staff on proper transfer techniques.</p>
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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;
- 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;
- 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 with 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 28Q080 **School Name:** Thurgood Marshall

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Students with Disabilities:

After conducting an analysis of student performance data on state assessments, it was determined that our Students with Disabilities subgroup underperformed all other student groups. As a result, we have not made progress for our SWD subgroup a priority goal for this school year.

Our findings include:

- Parents/families of our students with disabilities rarely attend scheduled meetings or workshops
 - IEP, PTC
- The curriculum did not meet the needs of our special needs students
 - Teachers College Reading and Writing Project
- The ELA data shows that most of the students were not successful in inferencing, drawing conclusions, critical analysis and evaluation and reading for information
- Further review of the ELA data indicates that there were pockets of SWDs in classes whose progress slipped
- Teachers were not consistently asking higher level critical thinking questions
- The level of stamina was not consistent with what was required to be successful on the NYS ELA exam
- The majority of the students were not meeting the benchmark reading levels needed to be successful on the NYS ELA exam

2. **Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.**

- Change the reading program used in our self-contained and ICT classes from Teachers College to Reading Street (Pearson)
- Hire an F-status teacher to provide academic intervention to our targeted students
- Purchase a site license for a web-based literacy program for targeted students to use at home with their families
- Partner with an SES to provide an after-school and/or Saturday academy for targeted SWDs
- Develop a systems approach to gathering, analyzing, and communicating data in order to inform instruction and promote student achievement.
- Teachers will engage in inquiry focusing on a deep analysis of student data
- Teachers will consistently use multiple ongoing assessments in literacy to inform instruction and provide appropriate instruction at all tiers
- Teachers will incorporate research based classroom practices to implement the instructional programs and monitor the effectiveness on meeting the needs of our student population.

- Teacher will keep students data and keep their daily conference notes in a binder to facilitate regular and on-going collaboration and discussions of growth trends in areas of identified challenges and weaknesses.
- Teachers create flexible/guided groups based on data and continually modify and change the groups and focus based on student strengths and weaknesses.
- Various programs such as Imagine Learning, Thinking Maps, Foundations and Wilson will be utilized to support the SWDs
- Teachers will build academic language through shared reading and guided reading with the main focus on non-fiction and informational texts.
- Professional development in questioning, data analysis, effective feedback, differentiation/UDL

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Targeted General Education, Special Education teachers will receive ongoing professional development in the use of Thinking Maps provided by the Literacy Coach and Network Support Specialist. We have put in place the following plan of action:

- Initial 6-hour training on a Saturday or after-school designed to help teachers have time to learn each Map, understand how they are different from graphic organizers and realize how the Maps will improve teaching and learning in their classrooms
- During the 8-week introductory period, teachers and students will take time to move students through each of the eight (8) Thinking Maps
- A series of three (3) follow-up sessions – four (4) hours each – will be scheduled during the school year

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

100% of classroom who provide service to our Students with Disabilities will self-assess their effectiveness using Charlotte Danielson's Framework for Teaching Teacher Assessment template and rubric.

Teachers receive ongoing Professional Development on the Framework for Teaching. Teachers collaborate during weekly planning meetings. Teachers will have Inter-visitations to other classes and schools to view teachers using the best practices in education. Teachers will complete their initial self-assessment and set professional goals for themselves. Individualized PD plans will be implemented, based on teacher responses, with the use of videos and modules on ARIS Learn.

Our Coaches and Network Support Specialists will provide ongoing Professional Development on the Danielson Framework. Administration will conduct focused snapshots and informal observations using the framework as a guide.

Each teacher will receive a copy of the, The Framework for Teaching. Teachers will engage in one on one conversation with the Principal to develop an action plan.

All Professional Development sessions will be conducted monthly throughout the school year.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The parent notification letter will be reproduced on school letterhead and sent home to parents and families in the languages represented in our school community. These languages include – English, Spanish, Haitian-Creole, French and Arabic.

**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 Judith Chin/Peggy Miller	District 28	Borough Queens	School Number 080
School Name Thurgood Marshall			

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

Principal P. Glenn	Assistant Principal D. Cecere & J. LoPorto
Coach B. Locust	Coach T. Hicks
ESL Teacher N. Lobanova	Guidance Counselor Max Nass
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader Peggy Miller	Other

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	1	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	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	604	Total Number of ELLs	22	ELLs as share of total student population (%)	3.64%
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Part II: ELL Identification Process

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

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

At the time of registration, the students and their families are given HLIS in their native language to identify what language the child speaks. An informal interview is conducted by a certified professional. The interpreters are available at all times to explain and help parents fill out Home Language Inventory Survey. Based on HLIS information and the informal oral interview the student is identified as LAB-R eligible. The LAB-R-test, given within 10 days of the student's registration in the NYC school system, determines the student's English language proficiency as B (beginning), I (intermediate), or A (advanced). A Spanish LAB-R is given to a student to determine his/her level of literacy if the student's home language is determined to be Spanish.

Once the student is identified as a potential ELL, to ensure that the parents understand the three program choices offered in the District, an orientation video with the description of the three programs is offered and viewed by parents in their native language within the first ten days of their child's enrollment. At such meeting, parents are informed of all available resources, types of programs (TBE - Transitional Bilingual Education, Dual Language and Freestanding ESL), and the personnel in the building who can be of assistance. The ESL teacher and the assistant principal conduct the meeting to answer parents' questions, to address their concerns, and to offer a "Guide for Parents of English Language learners" with important reminders about ELL program selection and placement. Parent selection forms are distributed after orientation video (in their native languages). Since P.S. 80 only offers a free-standing ESL program, parents who choose a program other than ESL are advised and referred to a program of their choice within District 28.

The "Entitlement" or "Continued Entitlement" letters in parents' native languages are provided to parents at the meeting or sent to their homes if parents were not able to attend the meeting. In case the letter is not returned in a timely manner within a week, a staff member who speaks the child's native language is asked to call parents to once again remind them that the letter must be returned to school as soon as possible. If after all efforts the letter is still not returned to school, the child is placed in a free-standing ESL program.

All information collected from the ELL students parents is confidential and is stored in the Students Cumulative Record folder. The ESL teacher keeps copies of all documentation pertaining to every ELL student (HLIS, Parent Letters, NYSELAT scores reports, and RLER (LAB-R eligibility) report for further reference.

After reviewing the Parent Survey and Program Selection forms for the past few years and based on the number of students and their parents' responses, it was determined that the main trend in program choice at P.S. 80 is a free-standing ESL program (100%).

ELL students' annual progress is evaluated and analyzed by the NYSELAT scores. Students with special needs receive services as per their IEP.

NYSESLAT is administered annually to measure ELL students' proficiency in the four modalities: Reading, Writing, Listening and Speaking. The ESL teacher administers this test to all ELLs at the end of the school year to monitor and to analyze the ESL students' progress. The NYSELAT scores are displayed in ATS. RLAT, the NYSELAT exam history report, identifies ELL students' further eligibility to participate in the program. The RNMR, a combined modality report, breaks down the scores and indicates what modalities need to be further addressed and in what modalities a student has made a progress. This helps plan and differentiate the instruction the following school year to accommodate appropriately each student's academic needs. Based on the NYSELAT scores students are placed at the appropriate proficiency level.

Over the past three years a 100% of parents of new admits identified as ELLs chose a free-standing ESL program for their children. 2008-2009 1 of 1, 2009-2010 - 5 of 5, and in 2010-2011 - 3 of 3 which presents 100%. Based on this data the main trend in program choices appears to be 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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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	2	1	4	2	8	5								22
Push-In														0
Total	2	1	4	2	8	5	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	16
SIFE	2	ELLs receiving service 4-6 years	12	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	10	2	5	12		11				22
Total	10	2	5	12	0	11	0	0	0	22

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		1	1	2	5	2								11
Chinese														0
Russian														0
Bengali						3								3
Urdu														0
Arabic	1		1	1										3
Haitian	1		1											2
French					1									1
Korean														0
Punjabi					1									1
Polish														0
Albanian														0
Other														0
TOTAL	2	1	3	3	7	5	0	21						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 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?

At P.S. 80 we use a pull-out model of ESL. Advanced students are entitled to 180 minutes a week, and beginners and intermediate - to 360 minutes of ESL a week which they receive at P.S. 80 on a regular basis. Also, ELL's are encouraged to participate in any related school activities that can be of any assistance to them.

At P.S. 80 ELL students are grouped in heterogeneous and ungraded groups with mixed proficiency. The ESL teacher works in collaboration with mainstream teachers. Students receive targeted instruction in the content areas: Math, Social Studies, and Science in connection to the themes and topics taught in the mainstream. ESL strategies include but are not limited to genre and author studies, standards based aims and lesson planning, thematic reading instruction and close collaboration and articulation between classroom teachers and instructional support personnel.

To ensure SIFE students' academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively involved in hand-on activities connected to their everyday lives.

ELLs that are in school less than three years are taught based on their prior knowledge and cultural experiences by relating this knowledge to academic learning in a new language and culture, and developing language awareness and critical literacy. Long-term ELLs with higher proficiency levels are teamed with newcomers that need help. This buddy system creates a teaching/learning atmosphere from which each individual student can benefit and learn. Students with special needs receive all related services as per their IEP by a cooperatively working team of teachers.

The licensed content area teachers provide support to ELL students based on data-driven instruction (data analysis and students test scores), NYS standards and core curriculum. Foundations kits are used for grades K-2, Wilson program is used in grades 3-5, K-2 is using Open Court, and for grades 3-5 P.S.80 chose TC reading and writing workshops program. The primary language of instruction is English. Sheltered English as well as other ESL strategies (spiral moving from basic skills to more complex, visuals, charts, story maps, direct instruction and one-to-one help) are adopted in the classrooms with ELLs. The students improve their vocabulary, and reading comprehension skills in content area using fiction and non-fiction books, manipulatives, and pertaining computer software.

To remediate difficulties in reading and to improve writing skills, each thematic unit integrates activities that foster critical thinking skills, consider students' interest, background, age and language appropriate level. The instruction utilizes media, audio, visual and thematic materials designed to foster language acquisition. Students' performance data of multiple assessments is used to meet the needs of ELLs who are newcomers, long term ELLs and ELLs with special needs to ensure their smooth transition into a monolingual English environment.

All ELLs participate in balanced reading programs that include: Read Aloud, Think Aloud and Shared Reading strategies and visual aids to discuss relevant details from prompts, answering comprehension questions and retelling stories (picture support). In reading and writing the following strategies are utilized: establishing routines in word study through read aloud and shared reading, teaching guided reading mini lessons that will increase reading comprehension skills. Sequencing, main idea, predicting, drawing conclusions and making inferences; scaffolding the writing process by using graphic organizers for better comprehension and to organize thoughts, and by analyzing picture prompts, helping students to make inferences from picture prompts by building student's prior knowledge, making

A. Programming and Scheduling Information

personal connections, adding relevant details to support their main idea and organizing their writing into paragraphs; using high order critical thinking skills to answer contextual questions and to build on reading comprehension; using shared writing strategy to model paragraph structure/writing.

ELL students who achieved language proficiency and passed the NYSESLAT continue to receive further transitional instructional support and additional test accommodations ("Time-and-a Half") for the next two years.

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			
Social Studies:			
Math:			
Science:			

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	

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?

Teachers ensure that the students use a cueing system, and become proficient in predicting unfamiliar words. These students are taught to be able to monitor and self-correct when reading becomes unclear and to be mentally engaged in text.

They acquire skills to analyze word structure and meaning, make educated guesses, and to become active participants in discussions, problem-solving skills, and analysis. They gradually reach the proficiency level of the general education students that are not ELLs.

Reading intervention is provided in each reading component: phonemic awareness, letter recognition, etc using ELL methodology and strategies. Both, whole class instruction and one-to-one intervention is provided to eliminate obstacles that ELL students face.

To remediate difficulties in writing, student's prior knowledge is identified and activated during small group instruction. The explicit word teaching and cueing system is provided to ensure ELL students understand and use the correct English language structure and vocabulary.

The following content area materials are used: Core Curriculum Library, McGraw Math, Open Court and Foundations for grades K-2, Willson program and TC reading and Writing Workshops for grades 3-5. The following additional language materials are used in ESL classroom:

- Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY
- Strategies to Achieve Reading Success, Curriculum Associates, Inc
- Focus On Reading Strategies (leveled), Perfection Learning Corp.
- Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
- Harcourt, ELL-Level Kit: Fictions and Nonfiction books
- Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
- Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
- Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)

Rigby PM Plus Software leveled for each language proficiency level.

The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.
Interactive ELL websites

All ELL students are afforded equal access to all curriculum programs: having limited English language proficiency, ELL students are able to express themselves in Art program, to participate in parent workshops and all school events. They have access and are encouraged to use interactive websites that offer extensive instructional content for ELLs, access to classroom leveled libraries, dictionaries and picture books. They work in small leveled groups with visual and verbal support as well as receive one-to-one instruction and support. ELL students are grouped based on their language proficiency and competency and placed in grade appropriate content area classes where they receive standard-based instruction according to their age and grade appropriate level. To ensure the academic rigor, the instruction adheres to the same curriculum and standards. ELL students are held to the same high standards as the rest of the students at school.

P.S. 80 does not offer extracurricular programs and does not provide activities before the beginning of schools year.

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)?

D. Professional Development and Support for School Staff

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

Professional Development is provided by school staff and the community learning support organization. Scaffolding and technology sessions, differentiation in the ESL classroom, ESL in the Social Studies and Math classrooms promote collaboration between content area and literacy teachers. Professional development is given through workshops offered by the CFN 207 network as well as the Central Educational Office at Tweed. This information is then shared with the teachers whose students are serviced by the ELL teacher. The ESL teacher attends ESL Liaison workshops and then turnkeys the information to the staff during team meetings. The following content area workshops were conducted at P.S. 80 for common branch teachers with the assistant principal present: Math Performance Tasks", Depth of Knowledge", and "Reading Tracker".

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?

At P.S. 80 staff and the ESL department make sure that no parent of an ELL student is left behind or has little or no understanding of the procedures and events taking place at school since parent involvement is an indispensable part of their child's success. Parents participate in Open School events, PTA Meetings and workshops. In-house interpretation and translation services provide parents with instant access to information about their child's educational options, needs and challenges. Parent involvement ensures parents' capacity to improve their child's achievements and progress.

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)	2	1		2	7	2								14
Intermediate(I)				1	1	1								3
Advanced (A)			3			2								5
Total	2	1	3	3	8	5	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 /SPEAKIN	B					3								

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

P. S. 80 uses the TCRWP to assess the students' reading ability. The data analysis indicates that ELLs make slower progress than their English speaking peers. The majority of ELLs at P.S. 80 are students with special needs. They make progress to the best of their ability with a lot of one-to-one intervention, their native language peer tutoring and their native language speaking paraprofessionals' support. In small groups the teacher provided reading instruction and help in acquiring words appropriate to each day. Instruction is scaffolded and the data is

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paulette Glen	Principal		12/4/11
Daniele Cecere	Assistant Principal		12/4/11
?????	Parent Coordinator		12/4/11
Natalia Lobanova	ESL Teacher		12/4/11
	Parent		12/4/11
	Teacher/Subject Area		12/4/11
	Teacher/Subject Area		12/4/11
Bernadette Locus	Coach		12/4/11
Tiffany Hicks	Coach		12/4/11
Max Nesh	Guidance Counselor		12/4/11
Peggy Miller	Network Leader		12/4/11
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q080 **School Name:** P.S. 80

Cluster: _____ **Network:** CFN207

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.

At the time of registration, the students and their families are given HLIS in their native language to identify what language the child speaks. To ensure that parents understand their choices offered in the district, the orientation meeting is held within the first ten days of their child's enrollment. At such meetings based on HLIS information and informal interview conducted by a professional the data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent needs language assistance to communicate with the school staff is collected and further applied in providing parents with all the information they need.

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

The major findings indicate that parents need all critical information pertaining to their child's education to provide their support and active involvement in their child's educational process. Language access is a key element in all parental communications. Languages identified at P.S. 80 are Arabic, Spanish and French. Parents are informed about translation and Interpretation services via the phone, fliers and posters placed at the front entrance. Translation services provide critical information for parents about their child's education, progress, concerns and other issues that bridge the school and the home of a student. They help support the No Child Left Behind (NCLB) requirement that schools communicate whenever feasible with parents in their home language. Translation services are provided to inform parents of upcoming events, school policy, and include translation of critical communications in the form of a letter, notice, flyer, consent form, translation of behavior code, and other essential documents that help parents understand how they can best assist their child to thrive and accomplish their short- and long term goals

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.

Written translation services are provided in-house by school staff and parent volunteers. The following information is provided but not limited to ELL parents: entitlement to education, program selection and placement, standards and performance, conduct and discipline, safety and health, etc.

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.

The school provides the oral interpretation services at parent orientation meetings, during parent-teacher conferences, over-the-phone teacher-parent conferences, and during routine parent's visits. Interpretation services are provided by the in-school professionals and paraprofessional staff who speak an ELL parent's native language and can bridge communication between parents and staff. In-house interpretation and translation services provide parents with instant access to information about their child's educational options, make parent involvement feasible thus helping to increase parents' capacity to improve their child's achievement. The following services are interpreted in-house:

- ELL Parent workshop
- Explanation of a child's academic progress/failure and needs for further improvement
- Open school events
- Information about needs for supplementary services
- Active involvement of ELL parents in school activities
- Student admission/discharges
- Counseling and telephone communication..

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>.

Parents are provided with the Parent Bill of Rights, The Family Guide and Translation and Interpretation Guides distributed in multiple languages by the DOE at the beginning of each school year. In-house multilingual posters provide limited English proficient individuals with instructions on where to obtain interpretation or translation services.