



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THADDEUS STEVENS PS81

DBN (16K081):

PRINCIPAL: CHERYL AULT-BARKER

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SUPERINTENDENT: **EVELYN SANTIAGO**

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
Cheryl Ault-Barker	*Principal or Designee	
Camille Eaddy	*UFT Chapter Leader or Designee	
Lisa Williams	*PA/PTA President or Designated Co-President	
Deborah Watts	Member/Teacher	
Tonia Williams-Kearney	Member/Para/Chairperson	
Aurelia Morgan	Member/Teacher	
Deborah Watts	Member/Teacher	
Heather Hunte	Member/Teacher	
Kyesha Jackson	Member/Teacher	
Gisela Roman	Member/Parent	
Deneisha Wheeler-Graham	Member/Parent	
Deidre Jackson	Member/Parent	
Cherese Michel	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013 100% of the teachers, coaches and supervisors will participate in development on Danielson's Framework for Teaching meant to secure a lens of collaborative common language and clear expectations on effective teaching.

Comprehensive needs assessment

- The Danielson Framework offers a measurable, equitable and transparent measure of performance expectations. From this work, the administrative team will develop and implement an observation protocol that will be infused in the school's formal and informal observation practices. The use of the Danielson Framework is meant to secure a lens of collaborative common language and clear expectations for effective teaching.

Instructional strategies/activities

Strategies/Activities:

- The principal and Assistant Principal will conduct a minimum of 6 informal and 2 formal observations for each teacher using strategically selected Domain/components of the Danielson rubric to provide meaningful feedback.
- School based professional development will be implemented to professionally develop the instructional staff on Danielson Framework for Teaching.
- Each teacher will meet with administration to identify individual teacher goals based on the selected teaching framework.
- Each teacher will engage in an individualized professional growth plan for the 2012-2013 school year that assesses their effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
- School coaches will be involved in professional conversations and professional development supported by the Network.
- Administration will develop an observation protocol which clarifies expectations, incorporates teacher effectiveness, and addresses individually identified teacher and school goals.
- The principal will network sponsored elementary sponsored elementary principal's study group to study the Danielson framework, share progress, observation protocols, and the work of each network school towards teacher effectiveness.
- Immediate actionable feedback, based on the Framework to target strengths and needs, will be provided to teachers following each formal and informal observation.
- School Coach(s) and administration will continually conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look and sound like in the area(s) of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice: Learning Walks, peer reviews, teacher meetings, and "lunch and learns".
- School coaches and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.

Targeted Population: Classroom Teachers, Cluster Teachers, Support/Intervention Teachers

Responsible Staff Members: School coaches, Teacher Leaders and administrators will conduct Professional Development activities designed to develop clear and shared understanding of what effective teaching should look like.

Area(s) of focus will be to build on the practice observed in classrooms, and arrange for collaborative investigation of practice through Learning Walks, peer reviews, teacher meetings and "Lunch and Learns".

The Principal will participate in the Network Study Group, which will focus on "staging and phasing" the Danielson work in Network schools.

School coaches and administrators will engage in network professional development opportunities focusing in on teacher effectiveness, the Danielson Framework, and shared expectations around looking at student work and implementation of the CCLS.

Each teacher will meet with administrators to identify teacher specific goals for the 2011-2012 school year, and review goals at the three cycles described above

Evidence:

Evidence will include the incorporation of individual teacher goals into a teacher profession development and growth plan.

School 2012-2013 Professional Development Plan and calendar.

Representative attendance at Network led professional development opportunities
Meeting agendas and sign-in sheets for teachers

Coach logs and teacher action plans.

Teacher formal and informal observations using selected rubrics.

Teacher participation in professional development opportunities including teacher teams engaged in Collaborative Inquiry Work.

Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

- Host parent friendly workshops explaining the CIE, CCLS and Danielson Framework. Host “open house” every week for parents to experience the implementation of effective instruction.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

CFN 533 will provide ongoing workshops for teachers, coaches and administrators.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

By June 2013, 100% of teachers will engage students in grades P-5 in at least two literacy and math curriculum units/tasks, aligned to Common Core standards with a 90% participation rate in inquiry based assessment of the student work from the units. The project based tasks integrate literacy, social studies, science and the use of media; accelerating student learning toward deeper conceptual understanding.

Comprehensive needs assessment

The roll out of the CCSS in NYS requires an incremental and systematic way to implement Common Core aligned tasks into the daily curriculum with fidelity. Recognizing that science, math and technology are interrelated disciplines and that one should not be taught without the others, we have implemented project based integrated learning. The use of NYSED Common Core Aligned Modules has assisted us in these efforts. The intended result of a well-designed project further encourages students to incorporate principles based upon the Common Core domains. Research shows that students' increased conceptual understanding of math, science and technology would necessitate inclusion of a much needed literacy component. Project based learning is by definition, a systematic teaching method that engages students in learning essential knowledge and life enhancing skills through an extended student-influenced inquiry process structured around complex, authentic questions and carefully designed projects and tasks. Completing projects also facilitates students' learning in depth. Students are expected to research and use various media and resources to complete their projects. Teachers act as facilitators, using questioning methods to scaffold and advance the learning experience.

Instructional strategies/activities

Strategies and Activities:

- A lead instructional school based CCLS planning team will be identified to support and plan the implementation of the citywide instructional expectations.
- The lead instructional team will participate in a professional learning community led by our LEAP Administrative Intern.
- Support from the CFN through professional development activities which include conferences, site visits, coaching, etc.
- The PLC will focus on embedding formative and summative assessment within Common Core aligned instructional units and the study of student work to determine the strength of using the literacy design and math design collaborative framework for aligning teaching tasks to assessment tasks.
- A school based professional development plan to turn-key activities and information to the entire instructional staff
- School Leadership will meet weekly with the lead instructional team, join teacher team meetings on a regular basis, and coordinate this work across grades and content areas to ensure fidelity and implementation.
- Teachers will engage in job-embedded professional learning activities focusing on the instructional shifts in math (fluency, application and conceptual understanding) and literacy (interdisciplinary studies that require students to ground reading, writing and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content.
- Teacher lead PLC to develop a shared understanding of CCLS
- Teachers will participate in weekly team planning meetings that focus on the implantation of the CCLS by collaboratively looking at student work to guide the design and editing of formative and summative assessment tools while constantly reviewing curriculum maps for gaps.
- Teachers will produce units and lesson plans to support all learners.
- In literacy teachers will design/implement rigorous tasks that ask students to read and analyze informational texts, write opinions and arguments.
- In mathematics, teachers will design/implement rigorous tasks that will demonstrate the students; ability to model and/or construct and explore the reasoning needed to arrive at viable solution.
- In mathematics, teachers will reorganize math content into fewer topics, allowing for more time to focus on the major work of the grade as per CIE.
- In literacy, teachers will infuse opportunities for students to engage with a balance of literacy and informational text as well as text sufficiently complex for the grade band.
- Administration will monitor implementation by adjusting the school's observation protocol to reflect the instructional shifts identified.

Target Population: Students in grades Pre-K-5

Responsible staff members: The School Instructional Team will participate in Network sponsored professional development designed to support their identifying and/or creating task aligned with the Common Core Standards and with include rigorous student work for all students.

The Instructional Team will plan for professional development with vertical ELA and Math teams supporting the acquisition of skills and knowledge related to creating and implementing the described task and their assessment component.

School Coaches and administration will support their teachers on implementing the aligned task with their classes.

Grades conferences and vertical teams meetings will secure the creation, implementation and collaborative understanding of these tasks.

Administrative oversight will act as quality control in the creation and implementation of task.

Evidence:

Task aligned to the CCLS for each grade complete with recommended assessments

Network PD agendas

Administrative observations

School observation protocol

Team meeting schedules/logs

Formative and summative assessment tools

Looking at Student Work (LASW) documentation

Teacher Lesson Plans

Mentor/Coach logs

Agendas of grade and vertical team meetings.

Roster and agenda for the lead instructional school based CCLS planning team

Curriculum maps

Student work samples

Rubrics

Implementation Timeline: September 2012 through June 2013

Strategies to increase parental involvement

Parents receive monthly newsletters and handbooks that are translated in all the dominant languages notifying them of the project themes and guidelines. In addition, we conference with parents regarding project expectations, and strategies for working with their child at home. The school will hold a curriculum night and a series of parent workshops to “unpack” the Common Core Standards. Instructional coaches, LEAP intern and the ELL teacher will design training modules and host monthly workshops. Parents will be trained on how to use ARIS Parents Link to access student data and also how to use computers to help their child conduct research. Every Thursday parents are allowed to visit classroom to view instruction. Educational trips are open to all parents.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

CFN 533 will provide ongoing workshops for teachers, coaches and administrators.

The school has an established Pre-K afterschool program (KEYS) that focuses on improving the oral language abilities, and emergent literacy skills of students in order to ensure a successful transition into the primary grades. The school has also established **Per Session** for teachers to work with students using the Wilson Program, Academic Intervention Services and Accelerated classes. The Xposure After school program will enhance science, math and technology in our school.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Beginning September 2012, the school will use on-going assessments and monthly collaborative discussions to evaluate student progress towards attaining goals on their IEPs and meeting grade-wide standards. Students will be monitored on an on-going basis to determine opportunities for participation in least restrictive environments. (LRE)

Comprehensive needs assessment:

The added rigor of Common Core Learning Standards (CCLS) poses additional challenges for students having IEP's. Despite moderate growth demonstrated by this population, in the areas of ELA and Math, as documented on the School Progress Report as well as state ELA and Math assessment scores, it remains that adequate structures, supports, differentiated instruction and behavioral modifications must be provided for students with disabilities, with on-going evaluation adjusted accordingly. Implications are similar for students in primary, non-testing grades.

On-going evaluation and re-evaluation of progress toward attaining IEP goals is crucial in determining supports and placement in the least restrictive environment where ever it is feasible the student can function in a particular setting.

Instructional strategies/activities

Beginning September 2012, teachers, related service providers, SAT/SBST members, as appropriate, and administrators will closely monitor and assess students on an on-going basis, in order to identify students who are candidates for participation in LRE in one or more least restrictive settings. Administrative oversight will ensure implementation of LRE for students with disabilities.

Evidence in the form of collaborative discussions between and among stakeholders, information gathered on the individual student monitoring tool, progress toward meeting IEP goals and progress towards meeting grade-level goals and expectations will be collected, analyzed and disseminated. Additional evidence will include Network/school based Professional Development agendas, 2012-2013 School Professional Development Plan, school data analysis and individual student outcome/results generated from meetings, and flexible scheduling programs for students who are in LRE.

Students receiving related services and placed in LRE settings will be monitored and assessed to determine if a decrease in frequency, duration or discharge from the service(s) is warranted due to student progress/regress and/or is in the best interest of the student. Push-in/pull out services will also be considered.

Special Education liaisons, SETTTS teacher will attend monthly Network meetings and turn-key information as well as conduct professional development at the school level regarding flexible scheduling. Special education liaisons and administrators will support teachers in implementing flexible scheduling.

Teachers and building stakeholders will collaborate and meet regularly to discuss individual student progress and create supportive opportunities for students with disabilities participation in least restrictive environment. There will be collaboration, and sharing of information between classroom teachers and service providers to discourage duplication of instruction and generate the best possible outcomes.

Students with disabilities in Grades 1-5 will receive academic intervention during the 37 ½ minute tutorial period. Intervention will be differentiated and delivered according to their identified RTI tier. The RTI multi-tier system will address student academic and behavioral needs.

Strategies to increase parental involvement

The lines of communication should remain open between teacher, parent/guardian, and related service providers to define, refine and address supports.

Improved media communication via newsletters, flyers, telephone of events pertinent to parents of students with disabilities.

Parent fairs, workshops, Thursday open-school visitation will be available in order to provide parents with school access, information and strategies to use with students having disabilities.

Sharing of information, resources and services between the school and parents with off-site providers and community based organizations (including medical, social, physical, psychological and counseling services) to generate positive educational outcomes for students with disabilities.

There will be on-going collaboration between parents and school stakeholders to discuss expectations, progress/regress and to determine the least restrictive environment in the best interests of the student.

Budget and resources alignment

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding has been set aside for students in temporary housing, violence prevention training, nutritional program for pre-k and all grades. Cookshop for parents and students is implanted to ensure a balanced nutrition which in turn will promote healthy choices in students. Parent coordinator, parents and Head start will facilitate some of these events.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, the school-based RTI team will address all students' academic, linguistic, cultural and behavioral needs in a pro-active manner. Additionally, they will identify and implement research supported strategies that work, to develop and maintain student success within the classroom.

Comprehensive needs assessment

This goal was generated by the need for more meaningful identification of students with learning disabilities and behavioral problems, improvement of instructional capacity utilizing differentiated resources to provide all students with the best opportunities to succeed in school. Additionally the impact of the increased academic rigor of the Common Core Learning Standards (CCLS) on certain populations cannot be underestimated nor overlooked.

Instructional strategies/activities

In September 2012, the school will continue to utilize and hone protocols previously developed to conduct effective RTI meetings.

A school based universal screener will be employed to identify at-risk students and create a list of students for RTI team study.

Create, implement and monitor an intervention plan, complete with goals for each Tier II and III student.

Employ the RTI team to identify and study at risk students in order to develop intervention strategies that increase their academic achievement.

Employ a progress monitoring system for teachers to continuously monitor the students' progress in the area of identification. Grades K-2 CPAA; Grades 3-6 with feedback and guidance from building Coaches, Lead Teacher and Administrators.

Administration of Reading Street Baseline assessments; Math ACUITY Baseline assessments; Teachers will use item analysis and use the data to drive core instruction and differentiate the learning on an as-needs basis.

RTI team representation at three network-led RTI professional development conferences during the 2012-2013 school year.

Conduct case studies of RTI team identified students.

Provide opportunities for inter-school networking opportunities.

Create a menu of successful intervention strategies aligned to at-risk categories in all 3 tiers. This menu will serve as a living document guide for school based interventions.

Target preparation that meets the needs of students by continued sorting and resorting students into one of three tiers based on individual progress.

Utilize classroom and assessment data to drive instructional adjustments and monitor progress over time for all impacted students.

Target Population(s):

Responsible Staff Members:

Teachers servicing students with disabilities and ELL students, Teachers of Grades 3-5, SETTS Teacher, students in the SWD and ELL subgroups
Assistant Principal (Data Specialist), Math/Literacy Coaches, Lead Teachers, Instructional Team Members, SETTS Teacher, School Psychologist

Implementation Timeline:

On-going from September 2012 through June 2013

Strategies to increase parental involvement

Parents receive monthly newsletters and handbooks that are translated in all the dominant languages notifying them of their child's academic status and the role RTI will play in closing the achievement gap.

Parents will be trained/retrained on how to use the ARIS Parent's link to access student data, and also how to access Web-based sites to enhance student learning.

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I X Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Funding has been set aside for students in temporary housing, violence prevention training, nutritional program for pre-k and all grades. Cookshop for parents and students is implanted to ensure a balanced nutrition which in turn will promote healthy choices in students. Parent coordinator, parents and Head start will facilitate some of these events.

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ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

Increase the school wide attendance rate by 20%.

Comprehensive needs assessment

Attendance rates are tied to student performance and positive academic outcomes. This goal was generated by the need to decrease the number of students who were issued 407's due frequent absence, and improve attendance rates for students in school and extended day programs. The greatest barrier to the maintenance and growth of student attendance remains the high percentage of students in temporary housing. Their mobility rate continues to affect our attendance average and impacts on student progress.

Instructional strategies/activities

September 2012 will commence the resurgence of the School Attendance Team which will meet on a bi-weekly basis. The team will be comprised of, but not limited to the following members: Assistant principal, CBO personnel, guidance counselors, social workers, family workers, school aides, attendance teacher and the Parent Coordinator. The team will monitor attendance on a consistent basis to spot trends in attendance for individual students, classes and grades.

CEI-PEA's Director of Attendance Services will provide technical assistance with regards to attendance policies, procedures and guidelines.

By October 31, 2012 a school-wide attendance plan will be created and implemented by the school's attendance team which includes, but is not limited to:

- Identification of at risk students based on attendance data
- Individual student attendance plans for at risk students
- Use of the Mayor's Attendance Task Force list to identify students
- Regular meeting between the Network Attendance Director and the school's attendance team
- An operational protocol for communication with parents
- Attendance incentives for students
- Involvement of internal and external service providers

The family worker and attendance teacher are to provide outreach via home visits, including Saturdays and evenings.

The number of issued 407's should be decreased by 10% as compared to last year's goal of 5%.

At least 80% of the school staff will participate in professional development to increase the awareness of attendance improvement systems and data management. Certain staff members will "adopt" mentor, and monitor attendance rates for targeted at-risk students, making outreach to recognize improved attendance outcomes..

Strategies to increase parental involvement:

Schedule on-going parenting workshops to address strategies to manage medical causes for high student absences (ie. Asthma Workshop since a high number of students have asthma, resulting in frequent absences).

Enrollment of students with asthma in the Nurse's asthma group

Recognize parents of students for improved attendance at awards breakfasts, assemblies, etc.

Generate information to increase parental participation in the Mayor's Attendance Task Force activities through media, phone calls, letters, home visits.

Targeted meetings and communications with affected parents.

Evidence will include an Attendance Plan, attendance for all co-curricular programs, extended day, Saturday school attendance statistics, Mid -year, and end-of-year attendance summaries for the 2011-2012 and 2012-2013 school year, Attendance Team roster, agendas and minutes, The Mayor's Initiative Attendance summits with attendance sheets, ATS attendance reports including RDAL, RSAL, RGST, RCUA, RYIS and RRSA, and logs of parent communications

Targeted Population:

Students with attendance below 90%

Implementation Timeline:

September 2012 through June 2013

Responsible Staff Members:

Attendance Team, SAPIS workers to address attendance issues, Mayor's Attendance Task Force, Guidance Counselor, Parent Coordinator

Budget and resources alignment

• Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I X Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Mayor's Task Force has donated incentives for attendance.
- Schoowide attendance initiatives are implemented on a monthly basis.
- Parents are recognized on a monthly basis.

- Staff are mentors for students.
- Allocations are placed I OTPS for incentives.
- Attendance data is reviewed by the Attendance Committee and shared with RTI Team, teachers, parents and SAPIS worker.
- Attendance team will review all ATS attendance reports to ensure accuracy in school attendance data.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Reciprocal teaching, literature circles, Wilsons, Foundations, Web based readings, test preparation COBALT, Homework help (SCO Family Dynamics), Reading Plus, Guiding Reading, Shared Reading and Shared Writing	Small group and one to one, tutoring	During the school day, after school and Saturday school
Mathematics	Acuity, ST Math, CPAA, Performance based Tasks (exemplars), test preparation, Chess, Xposure, Family Dynamics	Small group and one to one tutoring	During the school day, after school and Saturday school
Science	Xposure, project based tasks, test preparation, content area science readings	Small group and one to one instruction, push in model	During the school day, after school.
Social Studies	Core Knowledge, project based tasks, COBALT	Small group	During the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling (small group/individual), speech therapy, occupational therapy, asthma training, at risk health related services, consultation with teachers about students, inter class visitations by psychologists, social worker or therapist to evaluate and offer referrals to teachers and parents. Support students in crisis</p>	<p>Small group and one to one sessions</p>	<p>During the school day.</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff regularly attends hiring fairs to identify and recruit high and recruit Highly Qualified Teachers
- Mentors are assigned to support struggling and unqualified teachers.
- The Pupil Personnel secretary will work closely with the network Human Resource point person to ensure that non- HQT meet all required documentation and assessment deadlines.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Deborah Maldonado/Nancy Romos	District 16	Borough Brooklyn	School Number 081
School Name Thaddeus Stevens			

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

Principal Cheryl Ault-Barker	Assistant Principal Branda Cumberbatch
Coach Norma McPherson	Coach Camille Eaddy
ESL Teacher Hsiu-Na Wang	Guidance Counselor Angela Kirtons
Teacher/Subject Area Laura Banks	Parent Lisa Williams
Teacher/Subject Area Jonathan Bassie	Parent Coordinator Judith Daniels
Related Service Provider Heather Hunte	Other type here
Network Leader Nancy Ramos	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	394	Total Number of ELLs	24	ELLs as share of total student population (%)	6.09%
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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. 

When registering a new entrant in the school, parents complete a Home Language Identification Survey (HLIS). The survey in English and the native language, is screened and examined by the ESL teacher, Ms. Hsiu-Na Wang who is a native Mandarin Chinese speaker, to make a home language determination. An informal oral interview is also conducted by the ESL Teacher and a pedagogue who speaks the native language of the parent (ie Spanish, Chinese, or French), to determine the extent of a home language other than English. When an OTELE determination is made, if it is other than English, within ten (10) days of admission, these identified students are given the LAB-R, the formal initial assessment administered only once in a student's school years. The LAB-R exams are hand scored at the school and a copy of the scores are maintained. The Spanish LAB will be administrated by a Spanish speaking pedagogue to those entitled ELLs whose home language is Spanish. The scores will be further used for the reference if the child is placed in the bilingual (English/ Spanish) class.

The New York State English as a Second Language Achievement Test (NYSELAT) is administered annually in the spring. The NYSESLAT Eligibility Roster Report from ATS will be used to determine and ensure all entitled ELLs receive NYSESLAT. In the fall, the results of this assessment from ATS are used to determine continuing entitlement to ESL/Bilingual Services. A checklist of students who took the listening, speaking, reading and writing of NYSESLAT are created and used by the ESL teacher to ensure all four components of NYSESLAT are administered. The results of the four components (Listening, Speaking, Reading, and Writing) of NYSESLAT are also evaluated to determine the students' progress, and also to organize groups for instruction of ESL/ Bilingual Services.

Early in September of the school year (usually by the second week), a Parent Orientation Workshop facilitated by the ESL teacher and the Parent Coordinator is held for new parents whose children are identified as ELLs. Parents were notified in writing of this workshop within 5 to 8 days from the start of school. At this workshop, the parents are introduced to the different programs that are available for ELLs in the city. This is done through Video presentation in appropriate languages and explanation by the facilitators. Parents are given the option to choose the program they prefer for their children. At the conclusion of the orientation session, parents complete a parent survey and selection form through which they express their preference for a program. Those parents who have chosen TBE/DL program will be informed when there is a availability for TBS/DL program. For continuing entitled students, parents are notified of the continuation of their child's program. Entitlement letters are sent home with the students. The completed program selection forms are returned to the school, and stored in student's cumulative record folder that are kept by classroom teachers.

New parents who do not attend the orientation are contacted via telephone by the parent coordinator, who is bilingual. These parents are again invited to another meeting at a time convenient for them. Every effort is expended to communicate with parents in this initial process. Currently, PS 81 offers only Freestanding ESL as there are not enough students on any two contiguous grades to accommodate the formation of other second programs. If no Parent Survey and Selection Form is returned parents are informed that the default program is Transitional bilingual.

To ensure that parents understand all three program choices, entitlement letters, parent surveys and program selection forms are sent home to parents with the children. These forms are produced in different languages. The parent coordinator usually follows up with a telephone call to the parents to ensure that forms are returned in a timely matter.

After the students have been identified, the parents are then notified, and invited to a consultation meeting with the ESL teacher. Other bilingual pedagogues in the school are on hand to assist with interpretation during consultation. At this meeting, the ESL teacher outlines the program (pull out), the duration, and the frequency of the instruction the students will receive.

After reviewing the parent surveys and the program selection forms for the past two years, it was discovered that 72.4% of the parents of ELLs selected an free-standing ESL program for their children, 10.34% selected a bilingual program, none selected a dual language program, and 17.24% made no selection. There is only one program model currently offered at this school - ESL. This is because there are not presently enough students across any contiguous grades to facilitate the introduction of a bilingual or dual language program.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	1	8	5	6	2								24
Total	2	1	8	5	6	2	0	0	0	0	0	0	0	24

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	21	Special Education	5
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	21	0	3	3	2	2				24
Total	21	0	3	3	2	2	0	0	0	24

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

In order to meet the linguistic needs of our ELL's, parental choice and Part-154 mandates, PS 81 language allocation policy will be as follows: The ESL program follows the push-in and pull-out model. ELL students will be grouped according to their grade and their level of language proficiency in LAB-R and NYSESLAT tests. The RNMR (NYSESLAT combined Modality Report) indicates the proficiency level of each student from different grade in the areas of listening/speaking and reading /writing. This report allows the ESL teacher place the students in the appropriate group and setting. Students are grouped for instruction based on their proficiency levels. This means that some students receive instructions in groups on grade level as well as cross-grade level. Students of Beginners and Intermediate level will receive 360 minutes of ESL instruction weekly, and Students of Advanced level will receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

Due to no BIL/DL program in our school, the Native Language and Subjects (Science/ Math/Social Studies) are not taught in the native language. However, ESL program has native language support in the classroom. There are bilingual books in classroom libraries. During the independent reading period (about 15 minutes every day), students are encouraged to read the literature in their native language. For the beginners of English proficiency, they are encouraged to read 100%-70% of the books in their language. For the intermediate students, they are encourage to read 50% of the book in their native language, while for the advanced students, they are encouraged to read 25% of the books in their native language. Math text books in Spanish are also used by the new Spanish speaking comers during the instruction in the class. The ESL teacher integrate ESL in the content area (Math, Science, and Social Studies) in the thematic learning activities. Graphic orgnizers, posters, CD, Computers and literature books related to the subjest area are used during the activites. Students work through each unit, which will enable them to master both language and the concept.

Various methodologies and approaches will be used to meet the language needs of English Language Learners. These approaches are as follows:

- The Language Experience Approach helps students learn to develop all of the four language skills- listening, speaking, reading,

A. Programming and Scheduling Information

and writing- from story telling, story writing, and story acting.

- Cooperative Learning- Students participate in different activities, like role playing, and grouping, which enable them to develop not only academic skills for cognitive development, but also social cooperative and critical thinking skills. They have assigned roles when working on groups.
- Total Physical Response- This approach creates an environment relatively free of anxiety, in which students will show comprehension through action, and students will speak when they are ready.
- Hands on Activities- Students will have the opportunity to do scientific experiments, which will enable them to better understand concepts. They will also work on projects which involve construction and design.
- Authentic Assessment- the ESL teacher uses observation, self-assessment, peer assessment, performance assessment, formative assessment, summative assessment, individual conferences and portfolio assessment to enable students to communicate their strengths and educational needs successfully. The results from these assessments can be used to improve classroom instruction, based on accurate knowledge of student's progress.
- Classroom Technical Support-The classroom has four computers, a large television monitor connected to the computer. Students are given the opportunity incorporate the classroom computers into many of their learning activities. Programs like Power Point will be used to enhance students' creativity. Students have access to the Internet so that they can research classroom projects. Students can also use a variety of CD-ROM programs to enhance their content area learning. Audiotapes and videotapes are also used to expand the students learning experience.

In an effort to raise learning standards, the ESL teacher uses a variety of literature, new readers, workbooks, word wall with pictures, audio cassettes, realia, manipulatives and strategy charts related to current units of study to allow concepts to be taught in concrete. These students also have access to a multicultural library in the classroom, where they can check out books and read them at home. These books are ranged from levels K-5. This library also provides newly arrived ELL students, with bilingual books (English/Spanish/Chinese). Each student also has his or her own homework folders, in which they keep their reading logs and journal notebooks. Students take home at least one book every day. They either write a response to their reading or write about anything they like to express, i.e. short stories, poems, and daily incidents. Students can also use books with cassettes in the listening center to enhance their listening and reading skills.

To ensure that ELLs meet the standards and pass the required State assessments (ELA), the ESL teacher uses a Balanced Literacy Approach. This approach will allow students to read age appropriate materials with understanding and to select books on a variety of genres. It also enables students to participate in an accountable book talk, and read for information. ELL students will also participate in an After-School Literacy Program. We will use monthly classroom assessments and results from the Acuity report to ensure that students are making adequate gains. Finally, students are able to write for a variety of purposes with proper use of language and convention. The ESL teacher will collaborate with all the classroom teachers, the Literacy Team, and Intervention Team to develop and facilitate Professional Development Plans, workshops, study groups and focus groups focusing on providing teachers with practical strategies for teaching and assessing ELL students in their classrooms. This collaborative plan will be done in the monthly intervention meeting. An ELL articulation form which indicates the pace of the lesson and the needed aspects in the learning of the ELL students is distributed to classroom teachers to fill out monthly in order to coordinate the ESL instruction plan collaboratively with the classroom teachers.

The SIFE students will be placed in a small group setting. These students will receive additional services. Another intervention team member will provide instructional service for these students. The ESL teacher will also provide a tutorial class for these students. These students will also attend an after-school program.

For ELL students in US schools less than three years (new comers), the ESL teacher will provide these students with additional 180 minutes per week instruction. These students will be placed in groups according to their language proficiency levels and needs. They will also attend the extension program, i.e. Thirty-seven and half minutes program and after school program. In order to prepare these students for the required ELA test, different test strategies will be introduced and practiced during instruction.

For ELL students receiving more than 4 years, the ESL teacher will use data analysis and consult with Pupil Personnel Team to identify these students' areas of difficulties and needs. Differentiated strategies will be used for these students to achieve proficiency on the NYSESLAT.

For alternative Placement in special Education, small group settings, differentiated instruction, peer-tutoring, and an after-school program will be provided to ensure these students' needs are met.

A. Programming and Scheduling Information

The ESL teacher collaborates with IEP Teacher to identify ELLs with disabilities and to ensure these students receive all services mandated on their IEPs. The ESL teacher also collaborates with other Special Education staff (ie Guidance Counselor, Speech Teacher, Bilingual Social Worker) to ensure ELLs with disabilities receive appropriate schedules for the ESL services.

Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day, extended day and after-school instruction in literacy and math two days a week. Teachers in science and social studies differentiate learning for these ELLs by using visuals and manipulatives to illustrate concepts, and graphic organizers are used to sequence steps and increase students' ability to recall information. ELLs with special needs have guided instruction that match the students'

IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to ensure ELL-SWDs whose IEP mandates Bilingual/ESL receive appropriate programs and to enrich instruction and assist students in the classroom. These flexible programs are used to maximize time for the ELL-SWDs spent with non-disabled peers.

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

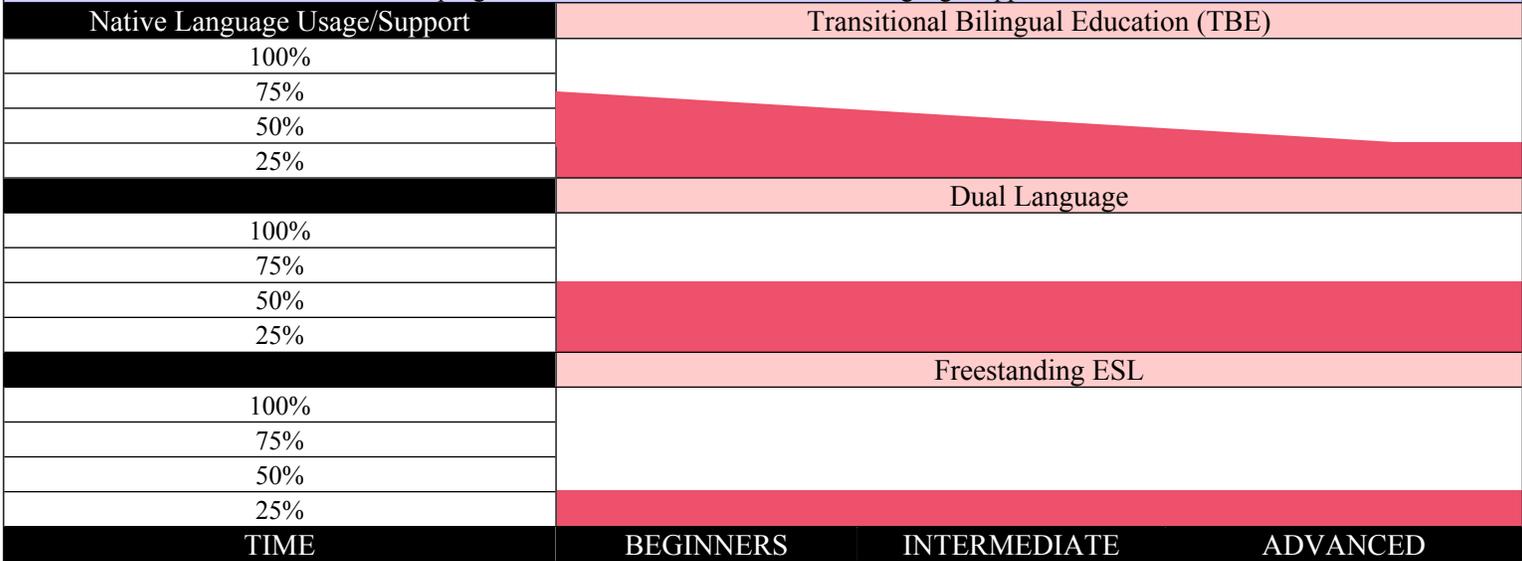
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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?

Our Intervention Team consisting of Literacy Coaches, Math Coach, Resource Room Teacher, Science Teacher and Speech Teacher will push into the classroom or pull out ELL students who have received level 1 or 2 on the ELA and Math test with additional services. The Intervention Team will meet monthly to review students' progress and discuss the varied strategies to help improve these targeted students' skills needed in the content areas of ELA, Math, Science and Social Studies. The data from all assessments (ARIS, CPA, ITA, Acuity), including the ELL periodic assessments, are shared at and inform planning and decision making at School Leadership team meetings. Strategies and structures are developed collaboratively and funds are allocated to payments for instructional materials, tutoring services, via day extended day and afterschool academic intervention and enrichment programs, and common planning team meetings. This insures multiple opportunities for teachers to meet with students and each other, individually or in small groups, in order to insure that students' weaknesses and progress continue to guide instruction daily. In addition, the ESL teacher and Inquiry Team compile the data on each student and use that information to address students' needs and set class goals. The school's Inquiry team has also developed instructional plans to further support the needs of ELL students who are members of target groups of individual teachers.

To ensure that ELL students reaching proficiency on the NYSESLAT receive continuing transitional support for 2 years, the ESL in collaboration with classroom teachers tracks these students' work. The ESL teacher will articulate with the classroom teachers on a monthly basis. If the students' progress is not consistent, they will again be pulled out for ELL instruction. These students are tested in a separate location when taking state assessments. They are given additional time (time and a half) for each examination, and instructions and questions are read to students on the Math, Science, and Social Studies tests.

A new program, C.P.A.A. (Children's Progress Academic Assessment), will be used for teachers as a guideline to improve their students' reading skills. This online reading assessment program gives teachers immediate feedback for grouping students and instruction. This program assesses students' reading skills in the areas of phonics, fluency, vocabulary and comprehension at the six-week benchmark. ELL Assessment Kit will also be used for ESL teacher to assess ELL students' skills in four domains (listening, speaking, reading and writing) of language and literacy. Another computer program, Gigi, will also be used for grade 2, 3, and 4 students to enhance students' math skills.

Another new program, COBALT (Comprehensive Opera-Based Arts Learning and Teaching), has been brought in this school year. The Metropolitan Opera Guild partners with New York City schools, teachers, and artists to encourage K-12 students in opera-based learning. Teachers and artists work together to design instruction tailored to each classroom's needs, and teachers receive professional development to build their capacity to incorporate, facilitate, and regularly apply artistic processes into all aspects of student instruction (which includes the teacher's own planning and teaching practice). The CMIE (Center for Music-in Education) creates, administers and analyzes all research design, data collection procedures, assessment instruction creation and testing processes, and creates research and evaluation reports at regular intervals of the project implementation period over the next three years. ELL students participate in the program and benefit a great deal from different activities ie, role playing, drama, music making. This program also promotes ELLs' self-esteem and critical thinking skills.

Students are offered ESL content area instruction aligned with NYC and NYS standards in ELA, math, science and social studies. Besides receiving the mandated ESL services, students receive 90 minutes of ELA instruction daily. In addition our instructional program offers all students, including ELLs, grade and age appropriate day, extended day and after-school intervention services in literacy and math each week. Other extended programs, such as music, chorus, and chess are also provided to all students including ELLs and ELLs with disabilities. This program ensures ELLs are afforded equal access to all school programs.

In order to prepare ELL students for the ELA test, Reading Express is used to support ELL students. Reading Express is a complete resource kit for helping teachers meet the specific standards-based reading needs of the students in grade 3, 4, and 5. The lessons begin

with teacher modeling followed by sharing reading, guiding reading and applying as the degree of control gradually shifts from the teacher to the students. Each grade level contains approximately 60 lessons. Each lesson is focused on a particular reading skill. The kit includes Teacher's Guide, Teacher support binder, and Assessment Resource with Exam software, ELL resource, and Teacher Too kid CD. Differentiated instruction is an integral part of the daily instruction for students

To prepare ELL students for the State-wide Math test, the Language of Math is also used to support ELL students in enhancing their math skills. This program is developed especially for ELL students, teaching the essential academic language of the math curriculum. It includes the Student learning System, and the Teacher Toolkit. The Student Learning System includes Students Work Text and Student Vocabulary Cards. The Teacher toolkit includes Student Worksheets, Teacher Transparencies, Teacher CD-Rom, Assessment handbook, and ELL Best Practice Audio CD. The workshop model is used in instruction, and content is differentiated for students at varying levels.

Students have the opportunity to participate in field trips to different places in New York City. This gives them the opportunity to experience first-hand different topics in social studies and science already studied in class. Grade 3, 4, and 5 students will participate in enrichments clubs on Fridays. They will discover what people involved in the cluster topic and develop the skills related to the cluster topic. They will also develop a real-world product which they can present to the audience. Title III after school program will be provided for all the ELL students. Thirty-seven and half minutes program is scheduled before the first period. The ELL students will be pulled out by the ESL teacher or other teacher according their language proficiency levels to enhance their reading and math skills.

The native language plays a crucial role in the second language acquisition. Even though the ESL teacher uses only English for instruction, students are encouraged to use their native language. They can read the books in Spanish with their parents at home. They can also read the books in Spanish during the Independent Reading period. They can also write in their journals in Spanish. Math text books in Spanish are used for the new comers in grade 3, 4 and 5 to support these students.

The ESL service and supports for ELLs correspond to age levels by grouping them according to their age and also language proficiency levels. When evaluating class performance, the students' age and grade levels are taken into account. It is important to provide ELLs with age and grade appopriated resouces in the class. Therefore, ELLs can build their foundation of skills in the process of learning.

In accordance with New York State Education Department Standards, ELL will be required to meet the new educational common core standards in English Language Arts, Social Studies, Mathematics, Science, Technology and the Arts. The program Into English incorporates Science and Social Studies in thematic units in the curriculum. This provides the ELL students with a wide variety of activities in these content areas. The ESL teacher will continue to receive ongoing staff development from the Office of English Language Learners and other outside educational organizations to provide the highest quality of instruction. ESL teachers will visit other schools in order to observe ESL programs in these schools. This will give each teacher the opportunity to observe colleagues' classrooms and teaching strategies in order to expand their own professional growth. The ESL teacher will attend a monthly math and literacy staff development meeting at PS 81. All teachers will receive professional development in Language Acquisition, Scaffolding Instruction in Literacy and Math, and Balanced Literacy: Considerations in ELLs and using the Native language to support English Language Acquisition.

In June of each school year, teachers prepare welcome letters for new students and their parents. This letter is written in English and Spanish, and is given to students along with a list of age appropriate books for reading, summer activities, and a supply list. This packet is also given to new parents at registration. The main office keeps additional packets for parents who register children at the end of the summer.

The ESL programs at PS 81 provides a nurturing environment that promotes effective teaching and learning, provides rich learning environments with equitable opportunities for learning, encourages and respect the diversity of students, staff and community and meets the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy and therefore all ELLs are provided with the same high quality instruction that monolingual students receive.

Currently, because of budget constraints, we are unable to offer electives to our ELL students.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

The ESL teacher attends professional development in Language Arts and Math offered through the Office of English Language Learners. She attends the Annual Reading, Math, Science, ESL and Special Leadership Institute offered by the Department of Education. Classroom teachers and coaches are given opportunities to attend ELL workshops. The literacy coach and ESL attends LAP, and NYSELAT administration workshops, and other ELL workshops offered our network -CEI-PEA. The assistant principal also attends LAP, and NYSELAT administration workshops.

As a support for ELLs transitioning from elementary to middle school, fifth grade teachers and parent coordinator are provided with workshops by school leadership and guidance counselor, to enable them to assist students and their parents with the process. Parents are invited in the workshop to become acquainted with various programs and translation service is provided as applicable. Students receive information about the academic and enrichment opportunities available to them. Students who are transitioning into middle school meet with the guidance counselor who assists them in reviewing the middle school directory and completing the application process.

In order to meet the required minimum 7.5 hours of ELL training for staff, The ESL teacher facilitates four workshops for classroom teachers annually to provide them with effective strategies for working with ELLs in their classroom: Introduction to the NYSELAT, Strategies for Classroom Teachers of ELLs, Language Acquisition, and Scffolding Learning for ELLs. Teachers can also attend the ELL workshops offered through the United Federation of Teachers, as well as workshops offered by CEI-PEA (School Network). Angendas from workshops are kept on file in the main office and a copy is placed in teachers's file.

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?

Parents are actively involved in the school through various activities such as: parent workshops in Math, Social Studies and ELA, Curriculum Night, annual Family Literacy Night, Family Games Night, Math Night, Mother/child and Father/child breakfast, Poetry Slam, and the School Leadership. Translation services are provided by the Parent Coordinator and other bilingual speaking staffs.

A Nutrition Workshop is provided by Cornell University weekly for 8 weeks to introduce parents the concept of nutrition and how it affects our health. The other workshop called Cookshop is provided by Food Bank monthly to teach parents how to prepare low-cost nutritional meals. The Parent Coordinator is a liaison to assist the ELL parents to understand the concepts and procedure during the activities. Translation services are provided by the Parent Coordinator.

Parents' needs are evaluated through surveys and evaluations that are given during workshops, and through conversations on visits to school.

To promote learning at home, all parents, including the parents of ELL students, are invited to participate in the PTA and all workshops during the year. The PTA coordinates a survey to determine parents' needs and school administrators lead staff in analyzing the the school's Learning Environment Survey to detect areas of needs. The Parent Coordinator works with ELL parents to assist in translating outreach materials for parents to indicate the areas of need and schedules workshops in which they are invited to participate. At all school events mentioned above, parent coordinator, school personnel and other volunteers who are bilingual are on hand to provide translation services for ELL parents who are not English speakers.

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)	0	0	4	2	2	0								8
Intermediate(I)	2	0	2	2	1	1								8
Advanced (A)	0	1	2	1	3	1								8
Total	2	1	8	5	6	2	0	0	0	0	0	0	0	24

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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

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

Our school uses ECLAS-2 to assess the early literacy skills of ELL students. An analysis of last spring's ECLAS-2 scores found that less than half of ELL students in kindergarten to third grade scored within benchmark levels for their respective grade level. 5 of the 6 second grade students were under expected level in phonemic awareness, reading & oral expression, and listening & writing. 1 of the 6 second and third grade students mastered the benchmark activities in decoding real and nonsense words and in reading accuracy and comprehension. By the time ELL students matriculate from first through third grade, they catch up to their peers in reading accuracy and comprehension. Two second and third grade students who entered school in the United States for the first time performed more than one year below benchmark. One of the first second graders and one of the second graders performing at benchmark level also reached proficiency on the spring of 2011 NYSESLAT.

At PS 81, 24 ELL students took the 2011 NYSESLAT test. For grades K-1, 0 students took the listening and speaking part of this test. In grades K-1, 0 students took the reading and writing part of this test. For grades 2-4, 16 students took the listening and speaking part of this test. Of these 16 students, 6% tested at the beginning level, 6% tested at the intermediate level, 56% tested at the advanced level, while 31% tested at the proficient level. In grades 2-4, 16 students took the reading and writing part of this test. Of these 16 students, 31% tested at the beginning level, 31% tested at the intermediate level, 31% tested at the advanced level, while 6% tested at the proficient level. For grades 5, 2 students took the listening and speaking part of this test. Of these 2 students, 0% tested at the beginning level, and 0% tested at the intermediate level, 50% tested at advanced level, while 50% tested at the proficient level. In grades 5, 2 students took the reading and writing part of this test. Of these 2 students, 0% tested at the beginning level, 50% tested at the intermediate level, 50% tested at the advanced level, while 0% tested at the proficient level. For all 24 ELL students who took the 2011 NYSESLAT test at PS 81, for the listening and speaking subtest, 4% tested at the beginning level, 4% tested at the intermediate level, 41% tested at the advanced, while 20% tested at the proficient level. For all the above students who took the reading and writing part of this test, 20% tested at the beginning level, 25% tested at the intermediate level, 25% tested at the advanced level, while 4% tested at the proficient level.

After reviewing and analyzing the assessment data, we can see that some ELL students in grade 3 and 4 seem to be progressing nicely through the NYSESLAT proficiency levels (Beginning, Intermediate & Advanced) for 2010 - 2011. Some students in grade 3, 4 and 5 remain at advanced level over 2 years. Some students are not able to test out of NYSESLAT, showing achievement of proficiency in listening and speaking, but not in reading and writing. Some students in grade 1 and 2 have difficulties in the areas of reading and writing. The newcomers in 2010 especially have difficulties in the areas of reading and writing while they show improvement in the areas of listening and speaking.

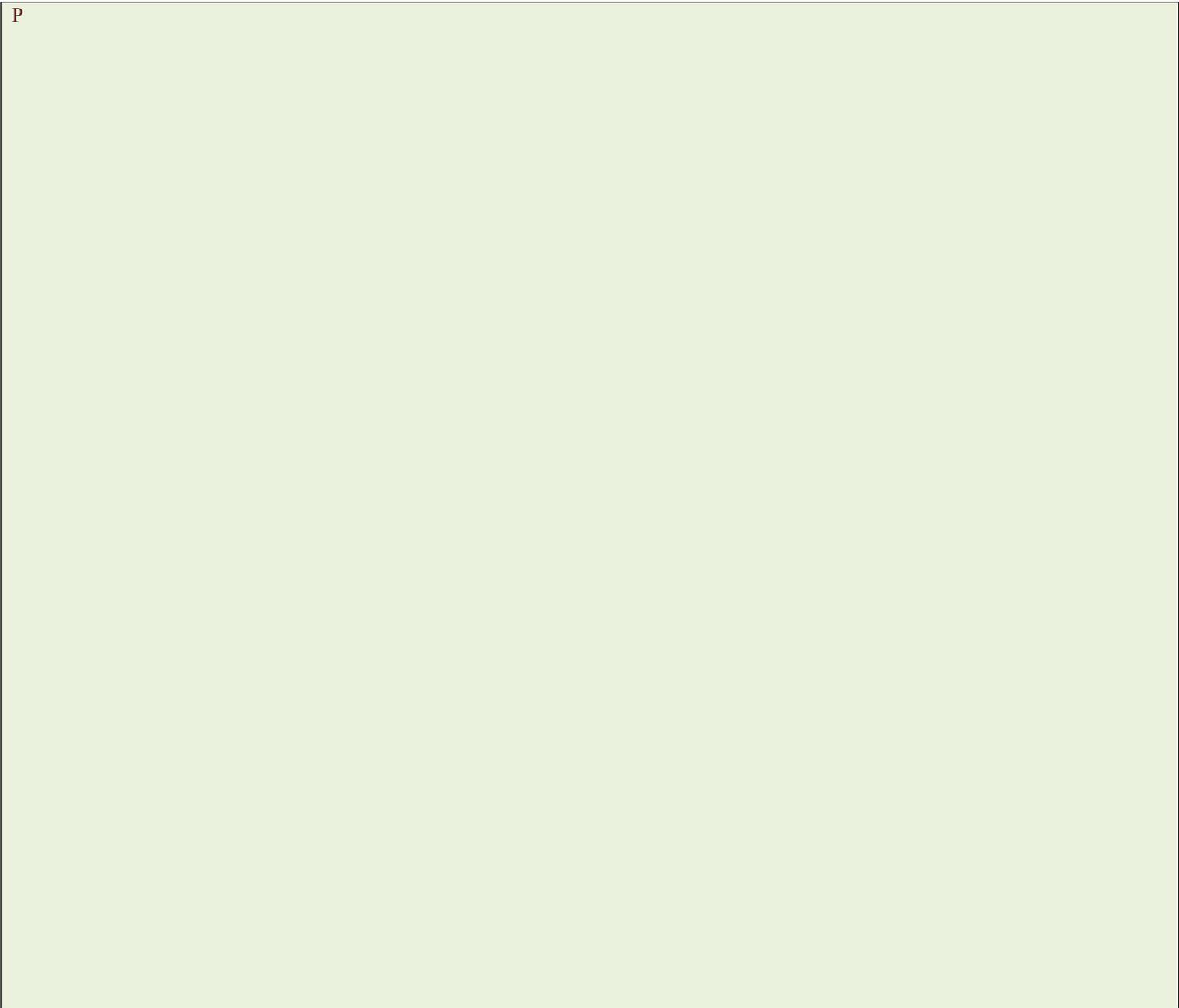
The above pattern across NYSESLAT modalities will give the ESL teacher guidance for the instructional decision. From the data, we can see Further analysis of the NYSELAT revealed that while some students are proficient or advanced in listening and speaking, they are at either the beginning or intermediate levels in reading and writing. ELL students in grade 1 and 2 need more practice in the areas of phonics and reading fluency. They also need more practice in the area of writing. ELL students in grade 3, 4 and 5 need to sharpen their reading and writing skills in order for them to reach proficiency level. The new comers for 2010 especially need the basic skills, i.e. phonics, fluency, and vocabulary and comprehension in the area of reading.

The success rate in our ELL program is due to the combination of the school's emphasis on the common core curriculum and the pull-out and push-in ELL curriculum. Both programs give the students what they need, both immersion in spoken English and systematic instruction in reading across all five components (phonemic awareness, phonics, vocabulary, comprehension, and fluency).

Administrators, the Instructional Team and Teachers can use the result of the ELL Periodic Assessment to predict how well students will do on future city-wide exams. The results can be use as a guide for instruction and grouping as well as a resource.

Additional Information

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



Part VI: LAP Assurances

School Name: Thaddeus Stevens		School DBN: <u>K081</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl Ault-Barker	Principal		11/21/11
Branda Cumberbatch	Assistant Principal		11/21/11

School Name:

Thaddeus Stevens

School DBN: K081

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Daniels	Parent Coordinator		11/21/11
Hsiu-Na Wang	ESL Teacher		11/21/11
Lisa Williams	Parent		11/21/11
Laura Banks	Teacher/Subject Area		11/21/11
Jonathan Bassie	Teacher/Subject Area		11/21/11
Norma MacPherson	Coach		11/21/11
Camille Eaddy	Coach		11/21/11
Angela Kirton	Guidance Counselor		11/21/11
Nancy Ramos	Network Leader		11/21/11
Heather Hunte	Other <u>Resource Room</u>		11/21/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K081** School Name: **Thaddeus Stevens**

Cluster: _____ Network: **533**

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.

During the admittance process of a new student the parent/guardian is briefly interviewed and the child's parent has to complete a Home Language Survey. This information informs the school with pertinent information about the primary language spoken in the home. The forms are reviewed and those students/families requiring translation services are referred to the Parent Coordinator and the ESL teacher. The Parent Coordinator receives a copy of all school documents and translates them into Spanish for our Hispanic population, the ESL teacher translates all materials for our Chinese family and our Bengali parent is partnered with a translator. All DOE documents are translated in the appropriate languages.

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.

Many of our Hispanic parents do not speak English and must rely on the services of a translator to explain what is being said and to interpret for them. Notices need to be in their native language in order for them to understand and an interpreter must be present at every meeting to translate. Notices are sent home in English and Spanish informing parents of our translation services.

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.

Translated services will be provided by our in-house staff. All documents that are sent home will include the Spanish translation.

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.

An interpreter, a member of the school staff, will attend all scheduled meetings and workshops.

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>.

Each parent receives a copy of the Parent Bill of Rights and Responsibilities which includes their rights regarding translation and interpretation services during Parent Orientation. Translated versions of this document, in the covered languages, are available at <http://schools.nyc.gov/Parents/Newsinformation/BillofRights.htm>

Signs indicating the availability of interpretation services, in the covered languages are posted in a conspicuous location at or near the primary entrance.

If more than 10% of our parents speak a language that is not English, we will obtain from the Translation and Interpretation Unit signage and

forms required pursuant to this section and shall post and provide such forms in accordance with section VII.

We will provide parents with information about the Department's website and the resources provided.