



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THURGOOD MARSHALL SCHOOL-P.S. 80

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q080

PRINCIPAL: KERSANDRA M. COX

EMAIL: KCOX4@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. BEVERLY FFOLKES-BRYANT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Kersandra M. Cox	*Principal or Designee	
SaqueraMaat El	*UFT Chapter Leader or Designee	
Tamar Ogburn-Harraway	*PA/PTA President or Designated Co-President	
Angel Randolph	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Park	Member/Parent	
Mario Turner	Member/Parent	
Garland Ward	Member/Parent	
Kia Harris	Member/Parent	
Lorenzo Rhames	Member/Parent	
Renee Gatsiadis	Member/Teacher	
Kenneth Schorr	Member/Teacher	
Bernadette Locust	Member/CSA rep	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Use Observation tools with teachers to develop targeted goals and plans that reflect and support attainment of specific school-wide goals. Page 6 of the Quality Review recommends improving teacher effectiveness and 4.1 on the quality review rubric encourages implementing school-wide instructional practices to promote professional growth.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of the educators will attend ten-fifteen professional workshops that support Common Core Learning Standards and teacher effectiveness (Danielson).

Instructional strategies/activities

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

A) The school administrative team has developed a professional development schedule for the CFN to provide workshops. Teachers are engaging in Japanese Lesson Studies, professional conversations, peer feedback, inter-class visitations, and data driven discussions. Teachers have developed professional goals utilizing the software program TeachBoost. TeachBoost is aligned to the work of Charlotte Danielson. Administrators provide teachers with feedback around Danielson 3B, 3E, and 1D. Administrators worked with the CFN and the Teacher Effectiveness Program to engage in norming conversations on teacher effectiveness. Teachers meet once a week with the grade base leader. The grade base leader meets once a week with the administrative team. All grades participate in a weekly Monday meeting. The meetings are structured to provide an opportunity to share best practices, explore assessment data, and engage in professional dialogue. In addition, there is a school-wide Literacy Instructional Team and a Mathematics Instructional Team. Each team consists of four teachers from cross grades. The LIT and MIT provide professional development on Common Core Learning Standards, Instructional Task, and curriculum alignment. In addition, the school administrators have identified three key staff members who work closely with administration on the Citywide Expectations. Parents receive monthly notification of the goals and expected outcomes for Literacy, Mathematics, Science, and Social Studies.

B)

- CFN 207 Instructional Team
- Literacy Instructional Team
- Math Instructional Team
- Teachers from various grades

- **School Administration**
- **Teacher Effectiveness Program**
- **TeachBoost (observation system)**
- **CFN 207 Professional Development**

C)

- **Meeting agendas**
- **Meeting Minutes**
- **Teacher observation reports**
- **Goals set by teachers on TeachBoost**

D)

- **CFN 207 will have 6 week cycles within the building**
- **LIT(Literacy Instructional Team) and MIT (Math Instructional Team) meet weekly with each other and weekly with their grade level teams**
- **Administration meets weekly with each grade and with the LIT and MIT Teams**

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: ARRA and Priority Funds

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our Instructional Support Staff is funded through our Title I and CFE budget.

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

We will use the ARRA RTTT Citywide Instructional Expectations funding to support the work of the ARRA Teacher Leaders.

Instructional Per Session 1,082 Hours 15 Sessions (3 hour) 25 Teachers
 LIT and MIT Teams 666 Hours 20 Sessions(4 hours) 8 Teachers
 Supervisor Per Session 80 Hours 20 Sessions (4 hours) 1 Supv.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Promote greater consistency in differentiated instruction based on data so that lesson plans are more targeted, purposeful, and effective. (Quality Review page 6)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 3.2 Enacted curriculum

____ 3.4 Teacher collaboration

____ 3.3 Units and lesson plans

X 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of the educators will attend monthly data-driven professional meetings/workshops utilizing the information from the data binder, periodic assessments, formative and summative assessment data.

Instructional strategies/activities

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

A) The entire staff is engaged in a faculty book study-Driven by Data. There is a core Driven by Data (DDI) group. The DDI group meets with administration to review the book Driven by Data. After the workshop, teachers work with a group of teachers to create our data driven culture. In addition, students were given a baseline assessment in Literacy and Mathematics. Information is charted and discussed during the data meetings. In addition, the school leaders and teachers have developed multiple points of assessments for students-ARIS teacher created assessments, instructional tasks, Envisions weekly and end of unit assessment, Reading Street weekly and end of the unit assessments, and Acuity assessments. Student performance data is discussed during the one-on-one data meeting. Teachers maintained a data binder that is shared during the data meeting. Teachers, administrators and Instructional Support review the data, lesson plans, and curriculum maps to make adjustments to instruction. In addition, teachers provide students with a "Glow and Grow" feedback template for positive feedback, suggestions for the next steps and a student reflection section. Our CFN point person is engaging the staff in Data Driven Professional Development- Early Grade Progress, Understanding the Progress Report, and Teacher Effectiveness.

- B)**
- Staff wide purchasing of Driven by Data written by Paul Bambrick-Santoyo
 - School Administration
 - Teachers from various grades
 - Pearson Reading Street and Envision Math Programs
 - Professional Development offered by Pearson
 - CFN 207 Instructional Team

C)

- Meeting Agendas
- Meeting Minutes
- PowerPoint presentations on Driven by Data
- Implementation of Data Driven Templates
- Formation of a Literacy and Mathematics Team
- Teacher use of the Pearsonsuccesnet.com website
- Parent/Student use of the Pearsonsuccesnet.com website

D)

- Data-Driven book study started August 2012 and continues throughout the school year
- Pearson Professional development started in the fall of 2012
- CFN 207 Point Person meets weekly with either administration or teachers

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: ARRA and Priority Funds
Title 1 SINI Summer PD

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our Instructional Support Staff is funded through our Title I and CFE budget.

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

Our Driven by Data core group was funded by Title 1 SWP and Title 1 SINI Summer PD.

We will use the ARRA RTTT Citywide Instructional Expectations funding to support the work of the ARRA Lead Teachers.

LIT and MIT Teams 666 hours 20 Sessions(4 hours) 8 Teachers
Instructional Per Session 1,082 Hours 15 Sessions (3 hour) 25 Teachers
Supervisor Per Session 80 Hours 20 Sessions(4 hours) 1 Supv.

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As per the progress report P.S. 80 received 3.4 out of 16 in the area of Closing the Achievement Gap (Progress Report 2011-2012 page 1). In addition, the school's Early Grade Progress was a 2.46 in ELA (slightly above the median average of 2.37) and 2.19 in Mathematics (below the median average of 2.30). (Progress Report page 2-Student Progress.)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the Mathematical Baseline will increase by 5% points for 80% of the students and 60% of the students will read on grade level as measured by the F/P reading level.

Instructional strategies/activities

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

A) Teachers will utilize summative and formative assessments to develop highly dynamic and response plans based upon the students strengths and needs. Teacher will utilize Envision Baseline assessments to form flexible groups-guided reading and strategy groups. Teachers will conduct a running record assessment four times a year. Students who are performing below grade level in ELA and Mathematics will attend extended day, Saturday school, and receive Tier I intervention. Students' progress is discussed during the one-on-one data meeting. All students in grade K-5 will have the opportunity to attend the Saturday Focus Academy. Saturday Focus Academy will provide small group instruction in Common Core Aligned Tasks. Teacher will utilize Skedula and Pearson Successnet.com to provide feedback to parents.

B)

- Datacation (Pupil Path, Skedula)
- Pearson Successnet.com
- Teachers College Running Records
- Response to Intervention Tier 1 Interventions
- Saturday Focus Academy
- Teachers from various grades
- School Administration

C)

- **Teacher use of Skedula.com**
- **Parent/Student use of Pupilpath.com**
- **Completed running records for all students with charted data**
- **Saturday Academy Attendance Sheets**
- **Parent goal letters for Saturday Academy and Progress reports**

D)

- **Datacation is in use for the full school year**
- **Pearson Successnet.com is for the full school year**
- **Running Records occur in the fall, winter and spring**
- **Saturday Focus Academy started in January and will end in May**

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: Title 1SWP-Focus

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our Instructional Support Staff is funded through our Title I and CFE budget.

We will use the ARRA RTTT Citywide Instructional Expectations funding to support the work of the ARRA Teacher Leaders.

Instructional Per Session 1,082 Hours 15 Sessions (3 hour) 25 Teachers

LIT and MIT Teams 666 hours 20 Sessions(4 hours) 8 Teachers

Supervisor Per Session 80 Hours 20 Sessions(4 hours) 1 Supv.

- **Learning Leaders**

C)

- **Learning Leaders assigned to help in the building**
- **Guidance Counselor logs**
- **Parent Coordinator logs**
- **PowerPoint presentations**
- **Parent Academy meeting attendance sheets and minutes**

D)

- **Respect for all week started the week of Feb. 11, 2013**
- **The Mediators Program started in January 2013**
- **Learning Leaders training was in October 2012**
- **The Parent Academy Workshops started in October and will continue throughout the school year**

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our Guidance Counselor is funded by Tax Levy funds. Our Parent Coordinator is funded by Tax Levy Parent Coordinator funds.

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

As per the School's Environment Survey, communication is the school's lowest reported results (7. 9). As per the Learning Survey page 5, most parents receive information about what the students are studying less than once a month (31% once a month, 15% every few months, 9% once or twice a year, and 4% never).

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the overall number of parents utilizing Pupil Path Communication System will increase by twenty-five parents.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

A) The instructional coach provides the parents with a monthly report of what the students are studying. Pupil Path, Envision Math and Reading Street provide parents with an overview of what the students are studying and the students' progress. The Parent Coordinator provides a Parent Academy Workshop that covers the current curriculum. The Guidance Counselor provides Positive Parenting workshops on ways to support your children by logging on to the different websites, providing strategies for positive student behavior (e.g. attendance, conflict resolution and navigating the Common Core).

B)

- School Administration
- Parent Coordinator
- Guidance Counselor
- Teachers from various grades
- Pearsonsuccesnet.com
- Pupilpath.com

C)

- Monthly goals posted in the front of the building
- Meeting attendance and minutes

D)

- Parent Academy started in October 2012
- Positive Parenting Workshops started in the fall of 2012
- Pearsonsuccesnet.com and Pupilpath.com are full year site access programs

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

The Instructional Coach is funded by Tax Levy Funds. Our Parent Coordinator is funded by Tax Levy Parent Coordinator funds. The Guidance Counselor is funded by Tax Levy funds.

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	Strategy Lessons from Reading Street-Response to Intervention Guided Reading Lessons from Reading Street Wilson Reading System Foundations	Small Group Instruction One-to-one tutoring Teacher/Student conference	During the school day After school on Tuesdays, Wednesdays, and Thursdays Before school (313 students)
Mathematics	Envision Mathematics – Response to Intervention Strategy Lessons	Small Group Instruction One-to-one tutoring Teacher/Student conference	During the school day After school on Tuesdays, Wednesdays, and Thursdays Before school (313 students)
Science	Reading in the Content Area	Small group instruction Teacher/Student conference	Saturday Academic Intervention for all students in grade 4 (99 students)
Social Studies	Office of Gifted/Talented And Enrichment: Units of Study	Small Group Teacher/Student conference	Afterschool on Tuesdays, Wednesdays, and Thursdays (50 students on grades 4 & 5)
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	SETSS	Small group	During the school day (35 students)
	SPINS	Whole Class/Small group instruction	During the school day-Mondays, Tuesdays, and Wednesdays Lunch Recess program (students in grades K-5)

	Cook Shop	Whole Class/Small group instruction	During the school day once a month (All students in grades K-2)
	Cook Shop for Families	Small Group of Parents	Once a month in the evening (35 Parents)
	Fresh fruits/Vegetables program	Whole Class	Every day (587 students)
	Healthy Options and Physical Activity	Small group	Once a month with a small group of students
	Open Airways	Small group	During the school day (12 students)
	Yoga/Movement	Small group/Whole Class	During the school day (31 students)
	Character Education	Small group	During the school day (67 students)
	Mediators	Small group	During the school day(15 students)
	Speech and Language Services	Small Group/One-to-one	During the school day (112 students)
	Occupational Therapy	Small group/one-to-one	During the school day (65 students)
	Physical Therapy	Small group/one-to-one	During the school day (23 students)
	Adaptive Physical Education	Small group	During the school day (43 students)

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.

100% teachers deemed HQ as per the BEDS survey. PS 80Q's staff is comprised of well diversified professionals that look to improve their teaching practice through multiple avenues. The Literacy and Mathematical Instructional Teams help to support staff with the ongoing implementation of the new Common Core Learning Standards during faculty conferences and during monthly grade meetings when necessary. Teachers regularly look at and incorporate data collection into everyday lessons in order to target struggling students and to help differentiate instruction. Driven by Data Instruction (DDI) professional development is provided to a core group of staff who turnkey the information to the grade level teams.

PS80 Q has a Literacy (LIT) and Mathematical (MIT) Instructional Lead Team that is comprised of school administrators and teacher leaders, who have obtained their license in school building administration or who are in the process of obtaining their license. The MIT and LIT teams are responsible for making school-wide decisions in several areas such as:

- curriculum integration;
- professional development planning;
- effective use of classroom teacher resources and high text complexities.

Also, the LIT and MIT utilizes additional support and guidance from network support staff.

PS 80Q empowers teachers to facilitate weekly vertical team meetings to create a sense of inquiry, teamwork, articulation, and transparency. Vertical team meetings comprise of, but are not limited to the Reading Team, the Math Team, the Base Team Leaders and administration. Specifically, we look as a team at formative and summative data, curriculum maps, Literacy and Mathematics series and implementing the CCLS Instructional ELA and Mathematics Tasks.

PS 80Q Staff takes part in reading current material that fosters a high level of learning within all curriculum areas. Select staff members have participated in working on inter-classroom visits using Danielson's Enhancing Professional Practice: A Framework for Teaching Approach. At the beginning of the school year, teachers started to study Driven by Data and other timely, relevant educational articles to maintain instructional progress. The DDI group met twice a month for three months.

In addition, the Network support personnel provide ongoing professional development during the school day on the Common Core, analyzing instructional tasks, Pathway to Success, and Citywide Expectations. The Network Support Staff has engaged the teachers in collaboration, vertical and horizontal lesson planning, Japanese Lesson Studies, and professional dialogue.

The school has partnered with the local colleges and universities to train student teachers. P.S. 80 is able to screen potential candidates and utilize them as future resources.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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)

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 (e.g. school educational website, Pupil Path, Person Success, ARIS and ACUITY);
- 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-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-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 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, Parent Academy, and Positive Parenting 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 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 during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- 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 (e.g. Learning Leaders);
- 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 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
PUBLIC SCHOOL 80Q**

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 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, Meet the teachers, and Parent Educational Symposium;

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) i.e Parent Academy and Positive Parenting with Parental Workshop;
- 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-Teacher Association or serve to the extent possible on advisory groups, e.g., Parent Association Committees, Title I Parent Committees, School or District Leadership Teams;
- make weekly visits to the school's educational websites (i.e. Pupil Path, ARIS, Pearson Success, and Acuity)
- 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 Judith Chin/Peggy Miller	District 28	Borough Queens	School Number 080
School Name Thurgood Marshall			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

Over the past three years a 100% of parents of new admits identified as ELLs chose a free-standing ESL program for their children. 2008-2009 1 of 1, 2009-2010 - 5 of 5, and in 2010-2011 - 3 of 3 which presents 100%. Based on this data the main trend in program choices appears to be ESL.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	2	1	4	2	8	5								22
Push-In														0
Total	2	1	4	2	8	5	0	0	0	0	0	0	0	22

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	10	2	5	12		11				22
Total	10	2	5	12	0	11	0	0	0	22

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

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports

across the program models. Please note that native language support is never zero.

across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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?

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

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

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

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

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

- Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY
 - Strategies to Achieve Reading Success, Curriculum Associates, Inc
 - Focus On Reading Strategies (leveled), Perfection Learning Corp.
 - Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
 - Harcourt, ELL-Level Kit: Fictions and Nonfiction books
 - Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
 - Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
 - Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)
- Rigby PM Plus Software leveled for each language proficiency level.
The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.
Interactive ELL websites

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

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2	1		2	7	2								14
Intermediate(I)				1	1	1								3
Advanced (A)			3			2								5
Total	2	1	3	3	8	5	0	0	0	0	0	0	0	22

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam

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

Native Language Tests

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

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

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.

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

Students' scores in the four modalities of the NYSESLAT (listening, speaking, reading and writing) indicate a certain pattern across proficiency levels: listening and speaking scores are higher than reading and writing. Students experience most difficulties in acquiring writing skills. Evaluation of state and local assessments in Math and Science tests indicate that students have difficulties in writing out explanations to describe the reasoning behind their answer choices. More focus will be given to reading comprehension skills, the terminology in content area, learning will be scaffolded based on knowledge mastered and moving toward more complex information and more focus will be given to writing with meaning and expressing oneself in a more coherent manner.

School leadership and teachers collect and analyze results of the ELL Periodic Assessment for further planning and monitoring ELLs progress and to arrange for intervention and adjustments if needed. They regularly meet during planning time, review and revise the curriculum to address skills that need further improvement and reteaching.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paulette Glen	Principal		12/4/11

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** CFN207

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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