



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: J.P. RICHTER/ P.S. 81 QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q081

PRINCIPAL: ROMY A. DIAMOND

EMAIL: RDIAMOND@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

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
Romy Diamond	*Principal or Designee	
Donald Powers	*UFT Chapter Leader or Designee	
Brunilda Arroyo	*PA/PTA President or Designated Co-President	
Linda Alicea	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	
Ellen WidELITZ	Teacher	
Heather Feinberg	Teacher	
Jessica Lopez	Parent	
Shamika Martin	Parent	
Catherine Vasquez	Parent	
Jazmin Jimenez	Parent	
	Member/	

** 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

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

By June of the 2012-2013 academic school year, 100 % of the P.S. 81 community will broaden and strengthen our efforts in regard to the implementation of the Common Core State Standards, particularly Mathematics, ELA, Social Studies, and Science.

Comprehensive needs assessment

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

After walkthroughs, discussions, and meeting with staff during the 2011-2012 school term it was evident that there was more of a need for the integration of the CCLS.

Instructional strategies/activities

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

Professional Development:

- Administrators, coaches, and lead teachers will attend network training, as well as conferences, on the Common Core State Standards.
- All teachers will receive bi-monthly training from administrators, the literacy coach, and a lead teacher, on the Common Core State Standards.
- Teachers will work collaboratively to plan and integrate a Curriculum Year Overview, Unit Plans, and Performance Tasks.
- Understanding Common Core State Standards, by John Kendall, will be purchased for use in professional study groups.

Target Population:

- All classroom and content area teachers

Steps for Including Teachers in the Decision-Making Process:

- SLT meetings
- Grade Conferences
- Common Preps

Responsible Staff Members:

- Administrators, coaches, and lead teachers, as well as the network instructional team

Implementation Time Line:

- Implementation of Goal #1 will be from September 2012-June 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Parent/ Coordinator and other key staff members will host CCSS workshops for parents
 - A parent resource library on CCSS will be added to the Parent Library

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Title III Grants Other

If other is selected describe here:

Service and program coordination

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

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State, and local funds such as Tax levy, Title I, Title III, NYSTL, and other available resources to implement activities and strategies to reach our goals.

Our school continuously monitors programs, actions, and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. Examples of ways in which we use Conceptual Consolidation to integrate services and programs are:

- Professional development conducted by coaches and instructional leads in the areas of ELA and Mathematics
- Teacher teams looking at student work to improve teaching practices in the implementation of CCLS and performance tasks
- After-school programs in ESL and small group tutoring in preparation for the NYS ELA and Mathematics assessments
- Use of Coaches to turn-key useful information about CCLS to staff members as well as parents.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June of the 2012-2013 academic school year the P.S. 81 community will work to promote an increase in parent engagement, in order to encourage collaborative efforts to increase student learning and foster a more communal environment. Our goal is to increase parent engagement at PTA meetings and workshops from 15% to 30%.

Comprehensive needs assessment

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

In the 2011 school year only 162 of our 1,100 parents logged on to ARIS and only, on average, 100 parents attended workshops and meetings. After discussions with the Parent Coordinator and the SLT, we have found that there is a greater need for parent involvement.

Instructional strategies/activities

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

Professional Development:

- The Parent Coordinator will work with the PTA and administration to plan workshops for parents based on their responses to a needs assessment survey

Supplemental Activities:

- Student of the Month Ceremonies
- Learning Leaders
- Family Math Night
- 5th grade Family Barbeque
- Annual Thanksgiving Feast

Target Population:

- All parents

Steps for Including Teachers in the Decision-Making Process:

- SLT meetings
- Grade Conferences
- Common Preps

Responsible Staff Members:

- Administrators, Parent Coordinator, coaches, and lead teachers

Implementation Time Line:

- Implementation of Goal #2 will be from September 2012-June 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Parents will be trained on how to use ARIS
 - Our school will provide the parents with a family community room which will have resources for the families
 - The school will distribute a parent handbook that is translated into all necessary languages
 - Interpreters will be hired for all Parent/ Teacher conferences

Budget and resources alignment

- Indicate your school's Title I status: X 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 X _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State, and local funds such as Tax levy, Title I, Title III, NYSTL, and other available resources to implement activities and strategies to reach our goals.
 Our school continuously monitors programs, actions, and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. Examples of ways in which we use Conceptual Consolidation to integrate services and programs are:
 - Professional development conducted by coaches and instructional leads in the areas of ELA and Mathematics
 - Teacher teams looking at student work to improve teaching practices in the implementation of CCLS and performance tasks
 - After-school programs in ESL and small group tutoring in preparation for the NYS ELA and Mathematics assessments
 - Use of Coaches to turn-key useful information about CCLS to staff members as well as parents
 - Partnership with community based organization, New Life Day-Care – By doing this we are reaching out to our neighborhood parents and beginning a long-standing relationship
 - ESL Evening Classes will be offered to parents, by DOE Adult Education, 3x a week
 - School dietician will meet with parents, students, and teachers on a nutrition committee

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

For the 2012-2013 academic school year the P.S. 81 community will work together to move 5% of our Limited English Proficient students, from level one on the ELA standardized exam to a level two by June of 2013.

Comprehensive needs assessment

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

After conducting a 2 year trend analysis it was determined that many of our students were not progressing in the Reading and Writing portions of the NYSESLAT therefore we have decided to make this a priority goal for our school.

Instructional strategies/activities

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

Professional Development:

- Administrators, coaches, and lead teachers will attend network training, as well as conferences, on instructional practices for ESL methodologies
- All ESL and classroom teachers will work collaboratively to formulate rubrics with the language of the standards in order to provide specific feedback to students
- Teachers will be scheduled for inter-visitations on their own grades as well as across the grades

Supplemental Activities:

- Extended day ESL Program
- Early-Bird Newcomers Program

Target Population:

- All Limited English Proficient students
- Teachers servicing Limited English Proficient students

Steps for Including Teachers in the Decision-Making Process:

- SLT meetings
- Grade Conferences
- Common Preps

Responsible Staff Members:

- Administrators, Parent Coordinator, coaches, ESL teachers, classroom teachers, and content area teachers

Implementation Time Line:

- Implementation of Goal #3 will be from September 2012-June 2013.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The Parent Coordinator will organize various workshops for parents of ELLs
 - Our school will provide the parents with a family community room which will have resources for the families
 - The school will distribute a parent handbook that is translated into all necessary languages
 - Interpreters will be hired for all Parent/ Teacher conferences

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

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

As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State, and local funds such as Tax levy, Title I, Title III, NYSTL, and other available resources to implement activities and strategies to reach our goals.

Our school continuously monitors programs, actions, and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met. Examples of ways in which we use Conceptual Consolidation to integrate services and programs are:

- Professional development conducted by coaches and instructional leads in the areas of ELA and Mathematics
- Teacher teams looking at student work to improve teaching practices in the implementation of CCLS and performance tasks
- After-school programs in ESL and small group tutoring in preparation for the NYS ELA and Mathematics assessments
- Use of Coaches to turn-key useful information about CCLS to staff members as well as parents
- Partnership with community based organization, New Life Day-Care – By doing this we are reaching out to our neighborhood parents and beginning a long-standing relationship
- ESL Evening Classes will be offered to parents, by DOE Adult Education, 3X a week – These classes are offered to the parents in order for them to learn English and thus be able to assist their children to a greater degree

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	FUNDATIONS/WILSON READING PROGRAM is an academic intervention reading phonics program based on a systematic, sequential, multi-sensory method of teaching reading and writing skills to struggling students.	Small group instruction 3x weekly during the school day	Small group instruction 3x weekly during the school day
	Mimio/HEADSPROUT EARLY READING PROGRAM- A research based, supplemental early reading on-line program that provides core-reading outcomes. Provides instruction in phonemic awareness, phonics, fluency, vocabulary and reading comprehension.	This service is provided 4x per week in a small group during the school day.	This service is provided 4x per week in a small group during the school day.
	EXTENSIONS IN READING- provides challenging instructional activities for 12 reading strategies. Strengthens critical reading, organizational and writing	This service is provided 3x weekly per 45 minute sessions.	This service is provided 3x weekly per 45 minute sessions.

	<p>skills.</p> <p>Achieve 3000—a research based differentiated on-line instructional program that teaches comprehension using non-fiction content and ongoing Lexile assessments. Small groups 3X a week for 45 minutes.</p> <p>EXTENDED DAY 50 minutes-provides small group instruction in language arts and math to struggling students in preparation for testing. Group meets 3x weekly for 50 minutes</p> <p>EARLY BIRD LITERACY AND MATH PROGRAM provides services for new arrivals with limited English proficiency.</p> <p>AFTER SCHOOL EXTENDED DAY FOR ESL students provides English Language Learners with supplemental and rigorous instruction and proficiency in English.</p>	<p>3X a week for 45 minutes.</p> <p>Group meets 3x weekly for 50 minutes</p> <p>Students meet in the morning 2x weekly for 60 minutes.</p> <p>Students meet 2x weekly for 90 minutes per session after school.</p>	<p>3X a week for 45 minutes.</p> <p>Group meets 3x weekly for 50 minutes</p> <p>Students meet in the morning 2x weekly for 60 minutes.</p> <p>Students meet 2x weekly for 90 minutes per session after school.</p>
Mathematics	<p>EVERYDAY MATHEMATICS-is a research based math curriculum based on several basic principles; students acquire</p>	<p>AIS 2x weekly for 45 minutes per session.</p>	<p>AIS 2x weekly for 45 minutes per session.</p>

	<p>knowledge, skills and understanding from their own experience, Tapping into children's own prior mathematical knowledge and teacher's ability to provide excellent instruction.</p> <p>Harcourt School Publishers Math is a researched based math curriculum that focuses on effective learning and teaching processes that include instructional strategies problem solving, reasoning, intervention and meeting the needs of diverse learners. Groups meet three times a week for 50 minutes.</p>	<p>Groups meet three times a week for 50 minutes.</p>	<p>Groups meet three times a week for 50 minutes.</p>
Science	<p>Science teachers along with special education cluster teachers provide age-appropriate experiences and lessons which allow children to expand their understanding of important science concepts. The students acquire problem-solving and critical thinking skills as well, and participate in many hands-on experiences. Lessons are modified according to needs. The Research-based FOSS Science program provides extensive Lesson Plans, Teacher Resources, Manipulatives, a Science</p>	<p>3X a week for 45 minutes.</p>	<p>3X a week for 45 minutes.</p>

	Reading Library, blackline masters, etc., to address the varied needs of children's learning		
Social Studies	Social Studies teachers along with special education cluster teachers provide students in-depth, inquiry based units in social studies. Students will learn to read critically, evaluate information, and articulate thoughts. Lessons are modified according to needs.	3X a week for 45 minutes.	3X a week for 45 minutes.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor provides services for students experiencing academic, social, and/or behavioral difficulties impeding their development. The counseling includes play therapy, reading, writing, etc.	This service is provided 1x a week for 30 minutes.	This service is provided 1x a week for 30 minutes.
	The Social Worker follows recommendations of IEPs for mandated cases. The social worker also provides formal and informal meetings with parents and observes students in classroom.	1x weekly for 30 minutes each student.	1x weekly for 30 minutes each student.
	These services include treating students with asthma conditions, children with allergies and administering medications to ADHD students.		
	<input type="checkbox"/> School Psychologist performs psycho-educational assessments, observations of		

	students and prepares comprehensive evaluation reports. In addition, the psychologist facilitates participation at IEP meetings and documents.		
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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.

In order to recruit Highly Qualified Teachers (HQT) the administration conducts interviews and then requests demonstration lessons from the applicants. After observing the lesson and providing feedback, the members of the administrative team make decisions based on the needs of the school.

On-going and intensive professional development is provided by the Network, administration, lead-teachers and outside agencies to further develop and support the newly hired pedagogues. Additionally, mentors are assigned to the teachers and they work closely with one another for a year. The mentors meet with the new teachers before school and plan inter-visitations throughout the school year.

**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.

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.

IV. 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;

V. 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;

VI. 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.

School Name: P.S. 81Q

The school and parents working cooperatively to provide for the successful education of the children agree:

The School Agrees Parent/Guardian	The Agrees
<p>To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.</p> <p>To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.</p> <p>To provide parents with timely information about all programs.</p> <p>To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.</p> <p>To provide high quality curriculum and instruction.</p>	<p>To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.</p> <p>To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.</p> <p>To read or listen to 4-6 books a day to all kindergarten and first grade students. To ensure that all second grade students read two short chapters a day. To ensure all third grade students read 30 or more chapter books in the school year. To ensure fourth and fifth grade students read 25 or more chapter books a year of at least 150 pages or more of different genres.</p> <p>To monitor his/her child's/children's:</p> <ul style="list-style-type: none"> • attendance and punctuality at school • homework

<p>To deal with communication issues between teachers and parents through:</p> <ul style="list-style-type: none"> • parent-teacher conferences at least annually • frequent report to parents on their children's progress • reasonable access to staff • opportunities to volunteer and participate in their child's class • observation of classroom activities <p>To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.</p>	<ul style="list-style-type: none"> • television watching <p>To share the responsibility for improved student achievement.</p> <p>To communicate with his/her child's/children's teachers about their educational needs.</p> <p>To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them to be more effective in assisting their child/children in the educational process.</p>
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<p>Parents have the right to receive information on how they can support their children's learning at home.</p>	<p>Parents will support efforts to raise student achievement and will participate in ongoing two-way communication with the school to ensure early identification of student needs.</p>	<p>Students will study for examinations and participate in school activities.</p>	<p>The school will provide information and tools to parents so they can help their children to achieve academic and social progress.</p>
<p>Parents have the right to have their children's performance and report cards clearly explained during parent-teacher conferences, and in other scheduled meetings.</p>	<p>Parents will follow up with the school or teacher if such follow up is needed and attend scheduled meetings.</p>	<p>Students will listen to and talk with their parents and teachers about their performance and progress.</p>	<p>The school will provide opportunities for parents to discuss student achievement as reported on report cards and/or during parent-teacher conferences.</p>
<p>Parents have the right to express their opinions, register their complaints and have their concerns addressed in a timely manner by appropriate school personnel.</p>	<p>Parents will participate in discussions and decisions relating to the education of their children with appropriate school personnel.</p>	<p>Students will talk to their families and teachers about what they are learning and doing in school.</p>	<p>The school will be responsive to parents' questions and concerns in a timely manner. The school will provide information to parents on the complaint processes available to them.</p>

Parents have the right to be provided with opportunities for their involvement in the school community.	Parents will learn about opportunities for parental involvement at school and at the district level and get involved if at all possible.	Students will contribute to the building of community at their school.	The school will offer specific opportunities for parent involvement, make them readily available and provide a welcoming environment for all parents.
Parents have the right to be given reasonable access to the school building.	Parents will know and follow school procedures for parent access to the school building.	Students will know and follow school procedures for access to the school building.	The school will communicate school procedures and policies for parent access to the school building and to their children's records.
Parents have the right to have their children attend class in a clean and safe environment.	Parents will encourage their children to resolve conflicts in a respectful and positive manner.	Students will strive to resolve conflicts in a positive and respectful manner.	The school will strive at all times to promote an atmosphere that is safe and welcoming to students and their families.

Parents have the right to know that the school will maintain up-to-date emergency contact and health information.	Parents are required to provide the school with current a) family addresses and telephone numbers; b) accurate emergency contacts and c) health information. Parents will have their children immunized.	Students will transmit any necessary correspondence to and from school personnel and parents.	The school will maintain up-to-date emergency contact and health information.
Parents have a right to receive information about the schools' policies and procedures and	Parents will be familiar with the school calendar, school safety plan, discipline code, and	Students will be familiar with the school calendar, school safety plan, discipline code, and	The school will provide to parents a clear description and explanation of the school

have access to their children's records.	will discuss these topics with their children.	will discuss these topics with their parents.	calendar, school safety plan, the discipline code and the Chancellor's parent-school communication plan.
Parents have a right to information regarding the school's mission, vision, academics and program offerings.	Parents will know the school's mission, goals and objectives.	Students will take advantage of every opportunity offered to them and strive for excellence in their academics and extracurricular activities.	The school will provide a clear description and explanation of the school's mission, educational goals and objectives, and school report card.

Signature of Parent: _____ Signature of Student: _____
 _____ Signature of Principal: _____

Note: This agreement is designed to improve and enhance parent-school relations and is not intended to create new legal rights or to affect existing legal rights. This agreement or lack thereof should not be used or relied on in legal proceedings.

P.S. 81Q
559 Cypress Avenue
Ridgewood, New York 11385
718-821-9800 Fax: 718-386-7203
Romy Alexis Diamond, Principal
Jo Ann Zolotin, Assistant Principal (P/T)
Jean Romano, Assistant Principal, IA

Creating an environment of successful learning for the challenges of tomorrow

SCHOOL - PARENT COMPACT

P.S 81Q recognizes the importance of the parents/guardians involvement in the education of their children. We feel that learning and the educational experience are enhanced by a team effort with parents and school personnel working together to provide the best possible educational experience. This School Parent Compact has been developed to honor the commitment of school and home relationships, which outlines the responsibilities and agreements that teachers, parents and students pledge to ensure the best possible education for our students. We feel that the efforts of everyone involved will ensure a successful learning school year.

P.S. 81Q AGREES:

- To convene at least one annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school region education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 - Parent-teacher conferences at least bi-annually,
 - Frequent reports to parents on their children's progress.
 - Reasonable access to staff.
 - Opportunities to volunteer and participate in their child's class and observation of classroom activities.
- To assure that parents may participate in professional development workshops if the school determines that it is appropriate.

AS A PARENT/GUARDIAN I AGREE:

- To become involved in developing, implementing, evaluating, and revising the school parent-involvement policy.
- To use or ask for technical assistance training that the local education authority or school may offer on child rearing practices and teaching and learning strategies.
- To work with our child/children on their schoolwork.
- To read or listen to 4-6 books a day to kindergarten through 1st grade students.
- To ensure that all second grade students read at least two short chapters a day.
- To ensure all third grade students read 30 or more chapter books in the school year.
- To ensure fourth and fifth grade students read 25 or more chapter books a year of at least 150 pages or more of different genres.
- To monitor our child/children's:
 - Attendance and punctuality at school
 - Homework
 - Television watching
- To see that my child gets plenty of rest, regular and nutritious meals, and develops good health habits.
- To see that my child attends school regularly, on time and will pick-up my child on time.
- To provide a home environment that encourages my child to learn.
- To communicate regularly with the teachers in conferences and at other times.
- To stay aware of what my child is learning.
- To share the responsibility for improved student achievement.
- To communicate with our child/children's teacher about their educational needs.
- To ask parents and parent groups to provide information to the school on what type of training or assistance they would like and/or need to help them be more effective in assisting your child/children in the educational process.

Please Sign:

Date: _____

AS A STUDENT, I AGREE TO:

- Get plenty of rest.
- Attend school regularly and on time.
- Always try to do my best in work and behavior.
- Give my parents/guardians the notes that the school sends home
- Respect others and myself.
- Complete all of my homework.

Please Sign:

Date: _____

Child's Name (Print):

Class: _____

AS A TEACHER, I AGREE TO:

- Provide an environment conducive to learning and a high quality curriculum that will enable your child to meet state performance standards.
- Provide meaningful and appropriate homework activities.
- Maintain open lines of communication with you and your child.
- Help your child to grow to his/her potential through the use of appropriate instructional strategies and materials.
- Attentively check homework and correct it.
- To give out notices, Agendas to P.T.A. meetings, etc. to parents from the P.T.A. and Parent Coordinator.

Please Sign:

Date: _____

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Charles Amundsen/Daniel Purus	District 24	Borough Queens	School Number 081
School Name Jean Paul Richter			

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

Principal Romy Alexis Diamond	Assistant Principal Jo Ann Zolotin
Coach Laura Lo Presti	Coach Arthur Seeger
ESL Teacher Shanti Prashad	Guidance Counselor Josephine D'Amico
Teacher/Subject Area Melissa Dossie-O'Sullivan/ESL	Parent Vivian M. Iturralde
Teacher/Subject Area Nancy Tarricone/Social Studies	Parent Coordinator Jane Clarino
Related Service Provider Roseann Mascia/Speech	Other
Network Leader Daniel Purus	Other

C. Teacher Qualifications [i](#)

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	7	Number of certified bilingual teachers	2	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	1	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	3		

D. School Demographics

Total number of students in school	1025	Total Number of ELLs	179	ELLs as share of total student population (%)	17.46%
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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. 

P.S. 81 currently serves 179 ELL students from K through fifth grade. At registration, for new admits, all parents with the help of a certified ESL teacher and translator complete the Home Language Identification Survey (HLIS), indicating the language their children use other than English at home. A certified ESL teacher conducts an informal interview, reviews the HLIS and identifies students eligible for LAB-R testing. A certified ESL teacher administers LAB-R within 10 school days. All Spanish speaking new entrants to a NYC school who score at or below the passing score on the LAB-R must be administered the Spanish LAB. Students who are found eligible to receive ESL services, are given an entitlement letter. This letter states the student's LAB-R score, a short description of the three program choices NYC DOE offers and invites them to an Parent Orientation session. A checklist is maintained to ensure that all parents of eligible students are given the entitlement letter, parent survey and program selection, and placement letter. In addition, the ESL coordinator throughout the year distributes and maintains continued entitlement letters which are also kept in a binder in her office. These letters are to inform parents that their child is still eligible for ESL services as a result of their performance on the NYSESLAT. It states that the child will continue to receive the original program the parent selected on the Parent Survey and Program Selection Form. If the parent desires to change the child's placement, the letter contains instructions on how to make the change.

Early in the year, the school's certified ESL teacher/ESL Coordinator (S. Prashad) then invites the parents of eligible ELLs to an orientation where the program options are explained. A translator is present at the orientation session. Orientation sessions are an ongoing process for parents of newly admitted students. Parents are familiarized with all program choices available in the city by watching a NYCDOE Parent Orientation Video. After viewing the video, the parent survey and program selection forms are explained step by step, at which time parents/guardians make an "informed choice" regarding program selection. These forms are collected and copied for the Title III binder and students' cumulative folders. Parents are always encouraged to take their forms home to reflect on their options before making a decision. In cases where parents did not attend the orientation, Program Selection forms are sent home. If they are not returned, the ELL coordinator collaborates with the parent coordinator to make all necessary efforts to reach the parent and ensure that the program selection form is returned. The parent is given a chance to view the video in our library at any time. Our PTA President translates all of the information presented to the parents, at the orientation sessions and via phone.

After reviewing the Parent Survey and Program Selection forms for the past few years we have found that 100% of the parents have opted for the Freestanding ESL program. Therefore, P.S. 81Q adopts the Freestanding ESL Program in response to this option and in accordance with CR Part 154 and Title III guidelines for 179 ELL students. In the event that a parent requests a Bilingual or Dual Language program, parents will be informed by letter or telephone by our Parent Coordinator if a TBE/DL program becomes available in our school or another school. Our ESL coordinator along with our ESL teachers use various methods such as the RLER (LAB-R and NYSESLAT eligibility) report on ATS and evaluation of the HLIS to determine what students will receive the NYSESLAT annually.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	0	1	1								5
Push-In	2	2	2	2	2	2								12
Total	3	3	3	2	3	3	0	0	0	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	179	Newcomers (ELLs receiving service 0-3 years)	135	Special Education	33
SIFE	1	ELLs receiving service 4-6 years	40	Long-Term (completed 6 years)	4

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	135	1	19	40	0	13	4	0	1	179
Total	135	1	19	40	0	13	4	0	1	179

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	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	17	32	20	24	30	31								154
Chinese		1			4	1								6
Russian														0
Bengali														0
Urdu			1		1	1								3
Arabic	1	2	1	3	4	1								12
Haitian														0
French														0
Korean														0
Punjabi					1									1
Polish														0
Albanian														0
Other		1		1	1									3
TOTAL	18	36	22	28	41	34	0	0	0	0	0	0	0	179

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?

P.S. 81 has a total of seven ESL teachers and one Bilingual/Special Education teachers. For the seventh year, the majority of our ELL students are placed in self-contained ESL classrooms. As per state mandates, beginner and intermediate students will be serviced for 360 minutes a week and advanced students will be serviced 180 minutes a week. Five of the certified ESL teachers are assigned as lead teachers in self-contained heterogenous ESL classrooms. All students within the classes are English language learners. There is one kindergarten ESL class, one 1st grade ESL class, one 2nd grade ESL class, one 4th grade ESL class, and one 5th grade ESL class. An ESL push-in or pull-out teacher services our mandated third graders. ESL teachers incorporate ESL methodologies into all areas, addressing the needs of all student levels: beginner, intermediate and advanced. Additionally, content specialty teachers, such as science, social studies, music, and technology, service all ESL self-contained classes. Along with the ESL teachers, content specialty teachers modify and differentiate instruction to allow ELL students to meet and exceed city and state performance standards, while acquiring proficiency in all areas of English Language. All classrooms serving ELLs, offer native language texts and instructional materials to facilitate comprehension.

P.S. 81Q has six Special Education self-contained classes in grades K-5. Each has a maximum number of twelve students and is led by one special education certified teacher and one full-time paraprofessional for students. An ESL push-in or pull-out teacher services the ELL students for the mandated hours. Additionally, instruction is differentiated to accommodate the diverse learning needs of the special needs students.

Some of our ELL students with IEPs are also placed in an Integrated Co-Teaching classroom, in which a regular education teacher and special education teacher work together to provide instruction to general education and special education students. The teachers work together to differentiate instruction. Many of these special education students are ELLs. They are serviced by a push-in or pullout ESL teacher for the mandated hours of service and in accordance with IEP recommendations. A certified ESL teacher services nine classes in this manner.

All teachers are trained in the use of differentiated and scaffolding methods to bring standard-based content to ELL students, including relia, TPR, vocabulary, accountable talks, sentence structure, and extensive modelling and structured guide for independent work.

To ensure that our ELLs are appropriately evaluated in their native language, students who score at a lower level on the Spanish LAB are further evaluated in order to identify a possible SIFE student. Additionally, ELLs who are referred for Special Education are given evaluations in their native language, as well as in English by a bilingual psychologist and bilingual speech pathologist. Additionally, ELL

A. Programming and Scheduling Information

students are offered state assessments (math and science) in their native languages, alongside their English booklets. These assessments are scored by bilingual state-certified teachers at a regional scoring site.

In order to address the diverse needs of ELL students, it is necessary to employ differentiated instruction for SIFE, newcomers, long-term ELL students and students with special needs, and transitional ELL students. Newcomers who are beginners are given an in house test so SIFE students are identified as early as possible and intervention strategies can be developed to assist in their foundational skills. To meet the needs of newcomers and SIFE students, they are targeted for small group interventions, and are receiving AIS services in reading and mathematics three times a week. They are also allowed to use native language and native language support materials in content areas.

In addition, newcomers are invited to attend the Early Bird Literacy and Math Program to help them increase their level of English proficiency and succeed in core academic subjects. SIFE students are encouraged to attend the Extended Day Literacy and Math Program, which prepares them for the state and city mandated standardized exams, as well as helps them to meet academic standards and achieve proficiency in English.

Teachers of long term ELL students adapt their instructions to accommodate these students. Students receive additional instruction based on their abilities to learn literacy skills and enhance comprehension in order to meet grade level standards. They work in small groups and at times on a one-to-one basis. They also receive AIS services in both math and reading.

Classroom teachers, content area teachers, math teachers and reading teachers provide support for these students in order to assist them in meeting grade level standards. ESL strategic instruction is incorporated into all subject areas, so students are able to transition smoothly. Teachers receive professional development in order to understand and implement basic ESL methodology

Students with only one year in an American school are held to the same standards expected of all students regardless of language proficiency. Students are provided with additional support through the use of ESL strategies and scaffolding techniques supplied by the ESL and classroom teachers. Students are expected to learn content area knowledge while acquiring English as their second language. Students are given extra support through the intervention of AIS reading and math teachers and are invited to attend Title III supplemental programs.

English language learners that have been in New York City schools for six years or more are given additional support to ensure that they are prepared and capable of working within content areas in the upper grades of education. Students are expected to take all state and city exams. To ensure their success, many plans have been implemented to work with these students. This includes extended day programs, which focus on content and language through the support of highly qualified ESL teachers.

The use of the workshop model in reading, writing and math helps to bridge language and content together in meaningful ways. The workshop model guarantees that the students are introduced to the strategies and given the chance to work independently and cooperatively to achieve their goals. ELL students are explicitly taught with the help of the following instructional materials: grade level books, realia, big books, technology, manipulatives, graphic organizers, web-based phonics programs, audio and visual tools.

English language learners identified as having special needs are provided with a multitude of support systems. Special education and related services teachers, as well as ESL teachers support them. These support systems allow for differentiated instruction, as well as more individualized instruction. All teachers collaborate to ensure the success of students in all subject matters. Special Education students who are ELLs are given their mandated ESL instructional time through a push-in or pull-out program.

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

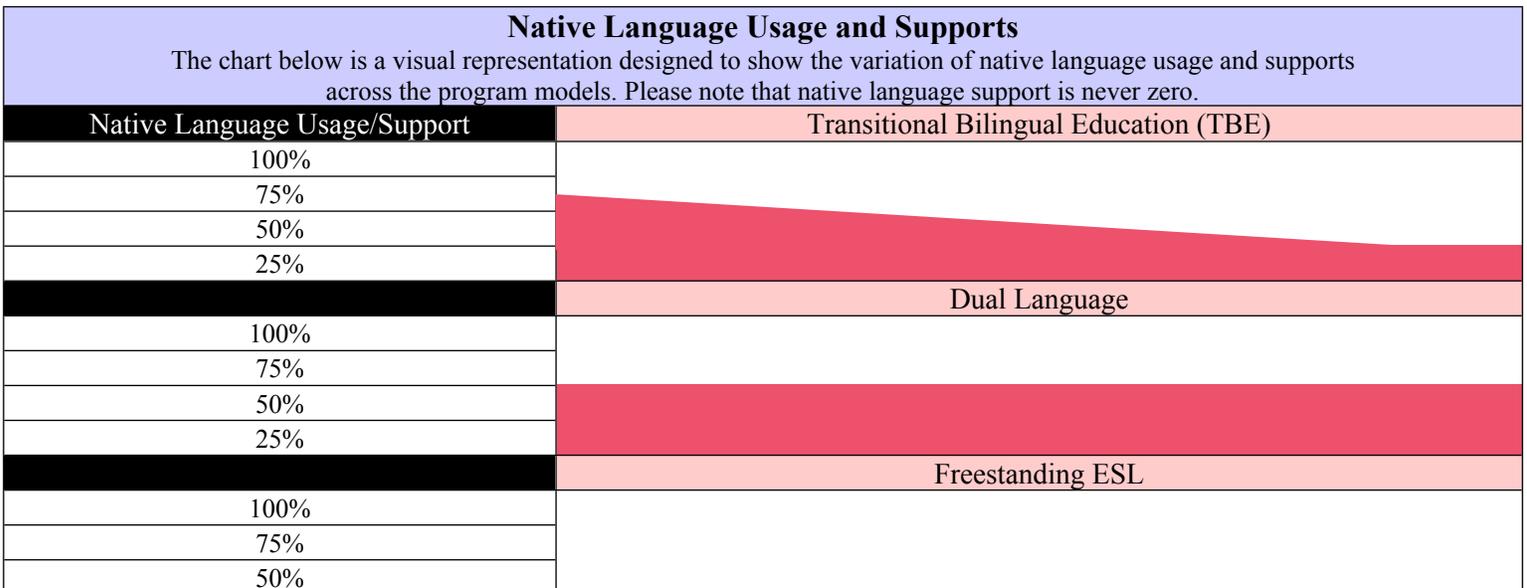
Class/Content Area

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



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?

P.S. 81Q has several targeted intervention program for ELLs. In ELA, teachers employ a variety of interventions to assist the ELL students. Small group instruction, one-on-one conferencing sessions, and the focused use of the extended day 50 minute sessions, held three times a week. In math, the teachers use differentiated instruction to address the varying needs of the students. A math inquiry group is also formed. The instruction is guided by the results of Acuity. It assists in identifying the areas of weakness, as well as strength. In this way, teachers are able to focus on the needs of the ELL students. In science, P.S. 81Q has created two science labs. These labs provide the students with ample opportunities to conduct hands-on science experiments and concepts. English Language Learners thrive on visual stimuli and the science lab provides the perfect opportunity for students to experience the concepts that they have read about. Native language support is given through resources provided in their native language, such as bilingual glossaries, reference books, visual charts and online resources.

All English Language Learners who have scored a score of Proficient on the NYSESLAT are given extended time on all state testing in accordance with state mandated guidelines. On the ELA state assessment, this includes time and a half and an additional reading of the listening passage. On the math state assessment, this includes time and a half and a companion version of the exam in their native language. These accommodations give transitional support for the ELLs who have reached proficiency on the NYSESLAT.

P.S. 81Q provides an environment in which all students feel comfortable using English to read, write, listen and speak as they progress through the stages of English language acquisition, which is necessary for academic success. Our ELL students are offered monolingual ESL services with native language support. Peer teaching opportunities are used through task-based instructions and extensive use of inquiry-based learning.

All instruction will be delivered through the Common Core Standards using teaching points. Most lessons will aim to provide practice in the four modalities (reading, writing, listening, and speaking).

Teachers of students in all ESL/ELA, math, science, and social studies classes will differentiate instruction. ELLs are explicitly taught with the help of the following instructional materials: grade level books, realia, big books, technology, bilingual dictionaries, manipulatives, graphic organizers, web-based phonics programs, audio and visual tools. P.S. 81Q utilizes three Smart Boards, 8 LCD projectors, 2 ELMOs, an overhead projector in every room and each classroom has a minimum of 6 laptop computers. The students have access to five different databases (KidsSearch, Searchasaurus, EBSCOHost, Funk and Wagnalls New World Encyclopedia and EBSCOHost in Spanish), and grade-level computer software programs.

Native language support is delivered in numerous methods. At P.S. 81Q, all classrooms have learning and instructional materials in languages spoken by students at our school. This includes bilingual dictionaries, leveled (Fountas & Pinnell) libraries containing books in both English and native languages. Content area instructional materials including English textbooks and native language textbooks for companion use to enhance comprehension. Teachers also employ the use of peer teaching/support via other students in the class. English-proficient/bilingual students use native language to help the ELL comprehend content and stay on task. The school library has a large collection of fiction and non-fiction books in the native languages spoken throughout the school.

All support and services are tailored to correspond to the age, grade level and proficiency level of the ELLs. Many low-level, high interest

materials are available for the older students, which gives them the academic and social support needed of their age. Younger students have leveled libraries in their classrooms, which usually have up to four grade levels represented in the reading levels. All students are provided with age and grade appropriate materials.

Students who achieve proficiency on the NYSESLAT will continue to be supported to ensure success in their academic studies. Classroom and reading teachers continue to incorporate ESL strategies into the curriculum and ESL teachers remain available to provide support for these students. Additionally, these students are invited to attend Title III programs. PS 81's Title III programs provide English language learners with quality supplemental instruction designed to assist them in meeting academic rigor and proficiency in English. An Extended Day Literacy and Math Program will target ELL students in Grades 1 through 5 who meet eligibility requirements for City and State testing. An Early Bird Literacy and Math Program will target students at a beginning level of English proficiency in grades 1-5.

The Extended Day Literacy and Math Instructional Programs will service ELL students in grades 1-5. These sessions will meet from October through March. The sessions will take place on Mondays and Wednesdays from 3:20 to 4:50 for a total of thirty sessions. Group size will be maintained at 12-15 students per teacher. Highly qualified/certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on: 1) Literacy: Reading Comprehension Strategies, Opportunities for Response; Reading Logs, Conferencing and Helping Students To Ask Questions and using Critical Thinking Skills. 2) Math: Estimating, Problem Solving Strategies, Finding Patterns, Deciphering Number Sentences, and Graphing. Our focus will be on using ESL strategies to help students achieve higher scores on the NYSESLAT and city and state assessments. Extended Day studies will help prepare students for all NYS and NYC assessments by reinforcing literacy skills through content area reading and writing activities. A supplementary literacy series will be provided to augment English and Math instruction designed for ELL students. Instructional supplies to be purchased will include chart paper, markers, composition books, sentence strips, pencils, and various other supplies. Titles to be purchased for this include: Step by Step Language Skills, Practice Exercises in Basic English, Phonics and Word Study, Empire State NYSESLAT ESL/ELL and Practice Exercises in Math. This program will have an on-site supervisor in place.

Also, there will be instruction during the extended day program for fourth grade students in preparation for the NYS Fourth Grade Science Test. Important science topics will be covered while test-taking strategies, such as multiple choice questions and writing responses will be taught.

The Early Bird Program will service students in grades one through five. The program is geared for students who have just arrived in the country and are at a beginning level of English proficiency. The program will meet two times a week on Tuesday, and Thursday from 6:55 until 7:55 for fifty sessions. It will be staffed by a highly qualified/certified ESL teacher and the class size will be maintained at 12 to 15 students. The instruction will focus on increasing the English proficiency of the students while raising achievement in core academic subjects, such as math, science and social studies. Instruction will be supplemented with materials such as big books, charts, audio and visual materials and Head Sprout, an online phonics program. This program will be equipped with an on-site supervisor.

In June, Mrs. Zolotin, Assistant Principal, with the help of translators, holds a Welcoming Parent Orientation for incoming kindergarten students. Topics addressed include: Helping Your Child Make the Transition and A Typical Day in Kindergarten. The orientation is a great opportunity for students to see the school before the actual start date.

All students are given equal opportunity to participate in ALL programs that P.S. 81Q offers. Title III programs, as well as special programs, such as chorus, chess, Homework Helper and Nutrition Club, are open to all students.

P.S. 81Q does not offer electives. Students stay with their classroom teacher for the majority of the day and have one content specialist (i.e. science, social studies, technology, art) visit the class each day. All classes receive library and physical education.

P.S. 81Q has no plans to discontinue any programs or services for the English Language Learner population.

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.

Professional Development workshops will focus on improving teachers' and support staff (including paraprofessionals, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, and parent coordinators) instructional skills to better prepare English Language Learners and all students in meeting and exceeding the NYC and NYS performance and learning standards. The workshops will take place during the Chancellor's conference days and during monthly professional time. This will fulfill the mandated 7.5 hours of ELLs training for all staff. All meetings have an agenda and a staff check off on an organization sheet which is maintained by the principal. The meeting will be facilitated by our ESL Coordinator. Some of the workshop topics include the following:

- *Infusing ESL Strategies into Content Areas
- *Scaffolding across the Disciplines
- *Differentiated Instructional Strategies for the ESL student
- *Oral Language Development
- *Mathematical Instructional Strategies to develop and enhance students' skills and performance on the city and state assessments
- *Classroom Environment
- *Family and Community Involvement

In June, Ms. R. Diamond, Principal, arranges an intervisitation to the neighboring middle school for all our teachers and 5th Grade students, and parents. Guidance counselors are available to assist all 5th Grade ELL students during this transitional period. Parents and students are allowed to ask questions.

The 6th grade teachers from the local middle school then visit P.S. 81 and have discussions with the 5th grade teachers, related service providers and guidance counselors to find out more about ELL students and all other students academic background and special needs. They transfer records, conference notes, reading levels and writing samples to the middle school, so the future school can better assist all students, including English language learners.

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. 81, the ESL Department and Parent Coordinator offer approximately thirty Parent Workshops throughout the school year. The workshops are designed around the needs of the parents, which are obtained via informal conversation between teachers, parent coordinators and parents, as well as a short survey questionnaire given to parents. Interpreters are available at all meetings and letters are sent home in different languages. Some of the workshop topics include: ADHD/ADD, English Language Arts for Fourth Graders, Oral Language Skills, Math Workshop, Ways of Helping Children with Homework, and The Role of the Family in Academic and Social Success.

P.S. 81Q, through the Department of Education, offers ESL classes for parents three nights per week from 6 p.m to 9 p.m. Many of our parents use this opportunity to learn English.

In addition, parents attend monthly PTA meetings, which are held during the school day and evenings. The meetings serve as a way to conduct workshops and deliver all pertinent information regarding school routines and events (handbooks, newsletters). Parents are also allowed to voice their concerns and ask about issues that they would like to be addressed. Our translators attend all meetings.

Parents and local residents volunteer as Learning Leaders in our school assisting selected students in reading on a regular schedule. The parents who are involved as Learning Leaders take pride in performing this service at our school. Many of the volunteers have been here from the time their child is admitted to our school to the time they leave for middle school.

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)	18	16	8	7	7	9								65
Intermediate(I)	0	13	4	13	11	8								49
Advanced (A)	0	7	10	8	22	17								64
Total	18	36	22	28	40	34	0	0	0	0	0	0	0	178

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	2	0	2	3							
	I	0	10	2	1	2	3							
	A	0	11	13	12	13	14							
	P	0	8	2	13	19	10							
READING/ WRITING	B	0	10	4	5	4	6							
	I	0	11	4	13	10	8							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	0	7	6	8	12	13							
	P	0	2	5	0	0	3							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	9	16	5		30
5	12	13	2		27
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	9		14		13		0		36
5	5		16		6		3		30
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	12		8		10		0		30
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

New York State Regents Exam

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

Native Language Tests

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

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

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

At P.S 81, Early Literacy skills for ELL students are assessed using ECLAS2, DRA, NYSESLAT and LAB-R. The NYSESLAT and LAB-R data patterns across proficiency levels and grades show that the early childhood grades are very strong in listening and speaking skills. The majority of early childhood ELLs scored in the advanced level of listening and speaking, while only a minority of the same students scored an advanced level in reading and writing. The data also shows that the majority of ELL students throughout the upper grades are proficient in listening and speaking but scored lower in the reading and writing part.

Coupled with the patterns seen on the ESL exams, P.S. 81 also considers other statewide and citywide assessments to drive instruction. The patterns across proficiencies and grades show that the students who have been here for a longer time and have scored at the higher levels on the NYSESLAT have also received higher scores in the content area examinations. Children who have been here less than three years scored mainly on levels one and two.

At P.S. 81, all ELLs are offered the math and science state tests in their native language, but it was noticed that the first year ELLs take advantage of taking the tests in their NL.. However, ELLs who are here longer are allowed to use the NL tests as a companion in case they need it. The majority use the English test to record their answers.

The analysis of the data shows that beginner and intermediate ELL students face challenges when taking state-wide and city-wide exams, perhaps due to the difficulty and time needed to acquire a second language. Therefore, it is important that we continue to immerse the children in grade level content, while providing language support. Teachers are integrating the essential practices for ELL students in the school curriculum by developing oral language through meaningful conversation, teaching skills through contextualized instruction, building vocabulary through authentic experience with words, activating schema by building background knowledge and teaching meaning-making skills. By utilizing these practices, P.S. 81 is confident that beginner and intermediate students will grow to acquire the necessary skills needed to achieve grade level standards.

All classroom teachers analyze their student's assessment data and place the lowest performing students into the Target Population for Inquiry work. When an ELL student falls within the lowest third of the class' data they are placed in the extended day program. This program will provide students with small group instruction. Individualized lessons are also available and are catered to students who fall below the standards. Some of these lessons are downloaded from the Acuity Periodic Assessment website. These lessons are made especially for the students who have scored below the passing grade to help them acquire the skills needed to master the weakness. The ELL programs use research-based instructional tools and methodology.

ELL students are evaluated by the Pearson Periodic Assessment for ELLs. Baseline data from the first round of the Pearson's is compared to the last round of assessment to ensure that improvement has occurred at an acceptable percentage. School leaders and teachers use feedback from this test to drive instruction. Lessons are modified to cater to students who need extra help in specific areas of weaknesses, such as reading and writing through small groups and individual instruction.

At P.S. 81, all classrooms have learning and instructional materials in languages spoken by students at our school. This includes bilingual dictionaries, leveled (Fountas & Pinnell) libraries containing books in both English and native language. Content area instructional materials include English textbooks and native language textbooks for companion use to enhance comprehension. All efforts are made to assist the student in mastering all content and grade level material, while transitioning them to full English proficiency.

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: <u>Jean Paul Richter</u>		School DBN: <u>24Q81</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Romy Alexis Diamond	Principal		11/1/11
Jo Ann Zolotin	Assistant Principal		11/1/11
Jane Clarino	Parent Coordinator		11/1/11
Shanti Prashad	ESL Teacher		11/1/11
Vivian M. Iturralde	Parent		11/1/11
Nancy Tarricone/Social Studies	Teacher/Subject Area		11/1/11
Melissa Dossie-O'Sullivan	Teacher/Subject Area		11/1/11
Laura Lo Presti	Coach		11/1/11
Arthur Seeger	Coach		11/1/11
Josephine D'Amico	Guidance Counselor		11/1/11
Daniel Purus	Network Leader		11/1/11
Roseann Mascia	Other <u>Speech</u>		11/1/11
	Other		11/1/11
	Other		11/1/11
	Other		11/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q81 **School Name:** Jean Paul Richter

Cluster: 208 **Network:** 2

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.

P.S. 81 recognizes the importance of communicating with parents. The majority of our parents speak Spanish with a small percentage speaking Arabic and Chinese, two of the covered languages. In order to maintain effective communication with parents we provide written translations of memos and other documents for parents. Our Parent Coordinator and Family Worker worked collaboratively to assess our school's written translation and oral interpretation needs by examining the Home Language Surveys filled out by parents, analyzing ATS data, and interviewing parents. We will provide each parent who requires language assistance services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign of the covered languages will be posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained

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.

Our school strives to effectively communicate with parents by providing translations and oral interpreters whenever possible. In assessing our school's community's written translation needs we examined the Home Language Surveys filled out by parents at registration, ATS data and by interviewing parents. After reviewing these documents, we found the more commonly spoken languages in our school were Spanish, Polish, Chinese, Arabic and Korean. In considering the Chancellor's Regulations on Translations, our school needs to provide timely provision of translated documents through either existing resources in our school or the Translation and Interpretation Unit at the Department of Education. The findings of our needs assessment were shared with our staff meeting and with our parents at a Parent Teachers Association meeting.

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.

In order to ensure timely provision of translated documents to parents, some documents are translated in-house by school staff and parents volunteers. In the event that we do not have the required staff or volunteers to provide translations into the covered languages, we will contact the Translation and Interpretation Unit at the Department of Education. This will ensure all parents and students receive these documents in a timely fashion and aid us in fostering effective communications between the home and school

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.

Interpretation services will be provided in-house by school staff, parent volunteers and outside contractors. We will contact the Translation and Interpretation Unit at the Department of Education to schedule translators for school events, such as Parent-Teacher Night, PTA meetings and workshops. The key will be planning ahead, so we can assess our translation and interpretation needs on a monthly basis.

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>.

PS 81Q will provide each parent who requires services with written notification of their rights regarding translation and interpretation services with instructions on how to obtain such services. A sign in each of the covered languages will be posted in a conspicuous location near the entrance to the school indicating the room where a copy of the written notification can be obtained.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Jean Paul Richter School	DBN: 24081
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The Extended Day Literacy and Math Instructional programs will service ELL students in grades one through five. These sessions will meet from November through March. The sessions will take place on Mondays and Wednesdays from 3:20 to 4:50 for a total of 29 sessions. Group size will be maintained at 12-15 students per teacher. Highly qualified /ESL certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State Common Core Standards. Students will be instructed in English. Instruction will focus on: 1) Literacy Reading Comprehension Strategies Opportunities for Response Reading Logs, Conferencing, Helping Students to Ask Questions and using Critical Thinking Skills 2) Math: Estimating, Problem Solving Strategies, Finding Patterns, Deciphering Number Sentences and Graphing. Teachers will use ESL strategies to help students achieve higher scores on the NYSESLAT and city/state assessments. Extended day studies will prepare students for all assessments by reinforcing literacy skills through content areas along with reading and writing activities. A supplementary literacy series will be provided to augment English and Math instruction designed for ELL students. Also, there will be instruction for fourth grade students in preparation for the NYS Fourth Grade Science Test. Important science topics will be covered along with teaching students various test taking strategies.

Instructional supplies to be purchased will include chart paper, markers sentence strips. Some books that will be purchased: Step by Step Language Skills, Practice Exercises in Basic English Phonics and Word Study, Empire State NYSESLAT ESL/ELL and Practice Exercises in Math.

This program will have an on-site supervisor in place.

The Early Bird Program will service students in grades one through five. The program is geared for students who have just arrived in the country and are at a beginning level of English Proficiency. The program will meet two times a week on Tuesday and Thursday from 6:55 to 7:55 for 30 sessions. It will be staffed by a highly qualified/certified ESL teacher. Students will be instructed in English. The class size will be maintained at 12 to 15 students. The instruction will be supplemented with materials such as big books, charts, audio and visual materials.

This program will have an on-site supervisor in place.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development workshops will focus on improving teachers' instructional skills to better prepare English Language Learners in meeting and exceeding the Common Core Standards. All Title III

Part C: Professional Development

teachers will attend monthly workshops which will be facilitated by the Assistant Principal/ESL Coordinator. Some of the workshop topics include the following: Vocabulary Development, Scaffolding across the Disciplines, Differentiated Instructional Strategies for the ESL student, Oral Language Development and Mathematical Instructional Strategies.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: P.S. 81Q, the ESL Department and Parent Coordinator offer approximately thirty parent workshops throughout the school year. The workshops are designed around the needs of the parents, which are obtained via informal conversations between teachers, parent coordinator and parents, as well as a short survey given to parents. Interpreters are available at all meetings and letters are sent home in different languages. Workshops are held either in the morning or evening. Some of the workshop topics include: Oral Language Skills, Math Workshop, Ways of Helping Children with Homework, and The Role of the Family in Academic and Social Success.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		