



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THADDEUS STEVENS SCHOOL
DBN (i.e. 01M001): 16K081
Principal: CHERYL AULT-BARKER
Principal Email: CAULT@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Ceryl Ault-Barker	*Principal or Designee	
Shameeka Hunter	*UFT Chapter Leader or Designee	
Comika Ross	*PA/PTA President or Designated Co-President	
	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	
Kyesha Jackson	Member/	
Aurelia Morgan	Member/	
Heather Hunte	Member/	
Tiffanie Marcano	Member/	
Johanna Vasquez	Member/	
Cherese Michel	Member/	
Gisela Roman	Member/	
Hamirah Clarke	Member/	
Regina Curtis	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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 2014 100% of the teachers, coaches and supervisors will participate in professional development on Advance which provides feedback and support to teachers in order to provide them with the tools for effective teaching.

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.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Principal and Assistant Principal will conduct formal and informal observations based on teacher selections during Initial Planning Conferences with the Principal.
2. Members of the MOSL team will develop and implement a Professional Development Plan to ensure that teachers receive the mandated three hours of training per month.
3. Each teacher will engage in an individualized professional growth plan for the 2013 - 2014 school year that assesses their effectiveness at three cycles, a baseline, mid-year and end-of-year feedback session.
4. School coaches will be involved in professional conversations and professional development supported by the Network.
5. Administration will develop an observation protocol which clarifies expectations, incorporates teacher effectiveness, and addresses the needs of individual teachers based on the Teacher Improvement Plan.
6. Following informal and formal observations teachers will receive immediate feedback.
7. MOSL team members and administration will continually conduct professional development activities designed to develop a clear and shared understanding of what effective teaching should look and sound like in the area(s) of focus, build on the practice observed in classrooms, and arrange for collaborative investigation of practice: Learning Walks, peer reviews, teacher meetings, and "lunch and learns".
8. MOSL team members and administrators will participate in network professional development opportunities focusing on teacher effectiveness, analyzing data to drive instruction, and implementing Common Core aligned curricula.

B. Key personnel and other resources used to implement each strategy/activity

1. MOSL Team members
2. Network Staff
3. Administrators
4. Teachers
5. Aris Learn
6. Teacher Channel

7. EngageNY
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. Observation Reports 2. Teacher feedback including but not limited to surveys and exit tickets 3. Sign in sheets and Agendas for each professional development session and planning meetings 4. Representative attendance at Network led professional development opportunities
D. Timeline for implementation and completion including start and end dates
1. August 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Host parent friendly workshops explaining the CIE, CCLS , Go Math, Expeditionary Learning, Core Knowledge Language Arts , MOSL and Teacher Effectiveness.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #2

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 2014, 100% of teachers will engage students as active learners by using Webbs Depth of Knowledge questioning techniques.

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.
 67 students in grades 3-5 received level 1 on the ELA State Exam. The majority of these students are currently in the fourth grade . Upon further in depth data analysis students need to develop critical thinking skills. By using Webbs Depth of Knowledge questioning techniques students will learn to think critically and apply their critical thinking skills to various tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. Professional development for teachers 2. Inter class visitations for colleague support 3. Utilize classroom data to drive instructional adjustments and monitor progress over time for all impacted students.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Classroom Teachers 2. Lead Teachers 3. Network staff 4. Coach 5. MOSL Team 6. Administrators
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Assessments
 2. Administrators' Observations
- D. Timeline for implementation and completion including start and end dates**
1. On-going from September 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Money will be placed in per session to facilitate after school training in Webbs Depth of Knowledge. Scheduling will allow for inter-grade/inter-class planning of question for upcoming lessons.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Host parent workshops
 Send home monthly newsletters
 Open Access every Thursday

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #3

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.

Beginning September 2013 100% of teachers and staff will participate in professional development to increase their knowledge and use of technology to support the school's instructional goals.

Comprehensive Needs Assessment

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

As of September 2013, every classroom is now equipped with a Smart Board. Teachers will receive training to integrate the use of their Smart Board within their teaching. In addition, educators are required to input and download data, create spreadsheets, use the STARS system and communicate via technology.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. 6 hours of Smart Board Training from Teq
2. On Professional development
3. Individual support as needed

B. Key personnel and other resources used to implement each strategy/activity

1. Teq
2. Technology teacher
3. Lead Teacher
4. Coach
5. Administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrator observations
2. Lesson Plans
3. Educators will use technology when they turn key information, participate in inquiry team meetings and grade meetings

D. Timeline for implementation and completion including start and end dates

1. On going from September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Host parent friendly workshops explaining the CIE, CCLS , Go Math, Expeditionary Learning, Core Knowledge Language Arts , MOSL ,Teacher Effectiveness, Webbs Depth of Knowledge using technology and showing the importance it has in the classroom.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014 the school based RTI team will address the academic, linguistic, cultural and behavioral needs of Tier III students(including students with IEP's). The team will identify and implement research supported strategies that work to develop and maintain student success within the classroom with the goal of at least 5% progress for each student.

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 disaggregating school's test data, instructional team decided to develop RTI plan that would meet the needs of the lowest third and other two tiers. All students will receive intervention after school, Saturday school and 37.5 minutes.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Create, implement and monitor an intervention plan, complete with goals for each Tier II and III student.
2. Employ the RTI and team to identify and study at risk students in order to develop intervention strategies that increase their academic achievement and behavioral disruptions.
3. Conduct case studies during inquiry meetings of students identified by the RTI team.
4. Provide opportunities for inter-school networking opportunities.
5. Utilize classroom and assessment data to drive instructional adjustments and monitor progress over time for all impacted students.
6. Target Population(s):
7. Provide additional support for students whose native language is not English through ELL services.
8. Provide support for academically challenged students through SETSS services.

B. Key personnel and other resources used to implement each strategy/activity

1. PPT
2. Coaches
3. Lead Teachers
4. Counselors
5. Related service providers
6. ELL Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. Teacher goals
- 2. Individual student goals
- 3. IEP goals

D. Timeline for implementation and completion including start and end dates

- 1. Beginning September 16th with on-going checks and balances and ending in June.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Per session for teachers budgeted and benchmark assessments, evaluations of same and next steps for each student.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	X	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Funding has been set aside for students in temporary housing, violence prevention training and nutritional program for all students. The Cook Shop program, for families and students has been implemented to ensure a balanced nutrition which in turn will promote healthy choices in students. The Parent Coordinator, parents and Head Start program will facilitate some of these events.

Goal and Action Plan #5

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

Annual Goal #5

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

By June of 2014 all school staff members will work collaboratively to increase the school wide attendance rate by 10%.

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.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- 1. The School Attendance Team which will meet monthly. The team will be comprised of, but not limited to the following members: Assistant principal, CBO personnel, guidance counselors, social workers, family workers, school aides, attendance teacher and the Parent Coordinator. The team will monitor attendance on a consistent basis to spot trends in attendance for individual students, classes and grades.
- 2. CEI-PEA's Director of Attendance Services will provide technical assistance with regards to attendance policies, procedures and guidelines.
- 3. By October 31, 2013 a school-wide attendance plan will be created and implemented by the school's attendance team which includes, but is not limited to: Identification of at risk students based on attendance data

Individual student attendance plans for at risk students
 Use of the Mayor's Attendance Task Force list to identify students
 Regular meeting between the Network Attendance Director and the school's attendance team
 An operational protocol for communication with parents
 Attendance incentives for students
 Involvement of internal and external service providers
 The family worker and attendance teacher are to provide outreach via home visits, including Saturdays and evenings.

4. The number of issued 407's should be decreased by 10% as compared to last year's goal of 5%.
5. At least 80% of the school staff will participate in professional development to increase the awareness of attendance improvement systems and data management. Certain staff members will "adopt" mentor, and monitor attendance rates for targeted at-risk students, making outreach to recognize improved attendance outcomes.

B. Key personnel and other resources used to implement each strategy/activity

1. Attendance Team
2. SAPIS workers to address attendance issues
3. Mayor's Attendance Task Force
4. Guidance Counselor
5. Parent Coordinator

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Daily and monthly attendance records

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

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

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

Targeted meetings and communications with affected parents.

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	Foundations, Web based readings, test preparation COBALT, Homework help (SCO Family Dynamics), Reading Plus, Guiding Reading, Shared Reading and Shared Writing, Tutormate	Small group and one to one, tutoring	During the school day, after school and Saturday school
Mathematics	CPAA, Performance based Tasks (exemplars), test preparation, Chess, Xposure, Family Dynamics	Small group and one to one tutoring	During the school day, after school and Saturday school
Science	Xposure, project based tasks, test preparation, content area science readings	Small group and one to one instruction, push in model	During the school day, after school.
Social Studies	Core Knowledge, project based tasks, COBALT	Small group	During the school day.
At-risk services (e.g. provided by the <i>Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Counseling (small group/individual), speech therapy, occupational therapy, asthma training, at risk health related services, consultation with teachers about students, inter class visitations by psychologists, social worker or therapist to evaluate and offer referrals to teachers and parents. Support students in crisis	Small group and one to one sessions	During the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<input type="checkbox"/> Administrative staff regularly attends hiring fairs to identify and recruit high and recruit Highly Qualified Teachers <input type="checkbox"/> Mentors are assigned to support struggling and unqualified teachers. <input type="checkbox"/> The Pupil Personnel secretary will work closely with the network Human Resource point person to ensure that non-HQT meet all required documentation and assessment deadlines.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All educators will receive on going training to ensure that all students meet the CCSS. The MOSL team, Lead Teacher , Coach and Network staff will also provide additional professional development opportunities to meet the needs of all stake holders.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funding has been set aside for students in temporary housing, violence prevention training and nutritional program for all students. The Cook Shop program for families and students has been implemented to ensure a balanced nutrition which in turn will promote healthy choices in students. The Parent Coordinator, parents, Change for Kids and the Head Start program will facilitate some of these events.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The Pre-Kindergarten teachers are using the Core Knowledge program which is aligned to the Kindergarten curriculum. In addition, they use the resources from Go Math to integrate the skills they will need to be successful in Kindergarten into their curriculum. All staff members are invited to and attend all in house professional development opportunities as well as off- site professional development in Go Math, Core Knowledge Language Arts and CCSS.
Parents are invited to attend Parent Teas, Curriculum Meetings, Information sessions and specialized programs to meet their needs.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All assessments are based on the Pre-K standards. Educators participate in inquiry meetings every Thursday to analyze data as a tool to drive instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

District 16	Borough Brooklyn	School Number 81
School Name Thaddeus Stevens Elementary School		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Cheryl Ault-Barker	Assistant Principal Branda Cumberbatch
Coach Norma McPherson	Coach type here
ESL Teacher Hsiu-Na Wang	Guidance Counselor Angela Kirtons
Teacher/Subject Area Laura Banks	Parent Miliema Williams
Teacher/Subject Area Jonathan Bassie	Parent Coordinator Judith Daniels
Related Service Provider Heather Hunte	Other Kyesha Jackson/Lead Teacher
Network Leader(Only if working with the LAP team) Nancy Romos	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	385	Total number of ELLs	31	ELLs as share of total student population (%)	8.05%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1								6
SELECT ONE														0
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	24	ELL Students with Disabilities	4
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24	2	3	6	1		1			31
Total	24	2	3	6	1	0	1	0	0	31

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	6	3	6	7	4								27
Chinese		1				1								2
Russian														0
Bengali					1									1
Urdu														0
Arabic														0
Haitian														0
French						1								1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	7	3	6	8	6	0	0	0	0	0	0	0	31

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3			3	3								10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		1	1	2	3	2								9
Advanced (A)		3	2	4	2	1								12
Total	1	7	3	6	8	6	0	0	0	0	0	0	0	31

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4				4
5	2	1			3
6		2			2
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	4	1	2						7
5	3		3						6
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		1	1				3		5
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses the Children's Progress Academic Assessment (CPAA) to assess the early literacy skills of ELL students. An analysis of last spring's scores found that less than half of ELL students in kindergarten to third grade scored within benchmark levels for their respective grade level. 3 of the 6 second grade students were under expected level in phonemic awareness, reading & oral expression, and listening & writing. 3 of the 6 second grade students mastered the benchmark activities in phonics and writing and reading and reading mechanics. By the time ELL students matriculate from first through third grade, they catch up to their peers in phonics and writing and reading and reading mechanics. Two second and one third grade students who entered school in the United States for the first time performed more than one year below benchmark. One of the second second graders and two of the third graders performing at benchmark level also reached proficiency on the spring of 2013 NYSESLAT Test.

The CPAA is an interim, computer adaptive assessment of early literacy skills. We used 3 times a year (October, March, and June) to gauge baseline skills or analyze students' strength and weakness for students already in our school. This assessment also provides a means for monitoring progress from year to year. Student results will be analyzed using a variety of diagnostic reports produced for individual students as for groups of students. It generates instant reports aligned to Common Core Standards to help teachers move quickly from assessment to instruction and help administrators identify resource need. We used the data from the report to pinpoint skill gap, group students for differentiation, plan instructional next steps and communicate with parents. In addition, coaches can use the data to plan pull out sessions and provide additional resources.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
At PS 8, 4 ELL students took 2013 LAB-R test. Of these 4 students who took LAB-R test, one Kindergarten scored at Beginning level, one 1st grader scored at the beginning level, one 4th grader scored at beginning level and one 5th grader scored at the beginning level. 27 ELLs took 2013 NYSESLAT test. For grades K, 6 students took the NYSESLAT Test, 33% of the students tested at the beginning level, 16% tested at the intermediate level, 50% tested at the advanced level. In grades 1, 3 students took the NYSESLAT test. Of these 3 students, 67% tested at the beginning level, and 33% tested at the intermediate level. For grades 2, 6 students took NYSESLAT test. Of these 6 students, 0% tested at the beginning level, 33% tested at the intermediate level, while 67% tested at the advanced level. In grades 4, 7 students took the NYSESLAT test. Of these 7 students, 28% tested at the beginning level, 43% tested at the intermediate level, 28% tested at the advanced level. For grades 5, 5 students took the NYSESLAT test. Of these 5 students, 40% tested at the beginning level, and 40% tested at the intermediate level, while 20% tested at advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Paste response to question here:

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- b. At PS 81, the school leadership and teacher use the Analysis Report of ELL periodic Assessment which indicates how students did, both individually and as a group (across a class, school, or network) to analyze which particular skill areas each student is struggling, as well as in which skill area he/she excels. These indicators can be used to consider what instructional next step should be taken to give students additional and effective support. Administrators, the Instructional Team and Teachers can use the result of the ELL Periodic Assessment to predict how well students will do on future city-wide exams. The results can be used as a guide for instruction and grouping as well as a resource.
- c. At PS81, 10 students took 2012-13 ELL Periodic Assessment. The results indicated 8 out of these students were predicted to score at the intermediate level in 2013 NYSESLAT Test, 1 student at beginning level, while 1 student at advanced level. However, 2013 NYSESLAT results show: Of these 10 students who took 2012-13 ELL Periodic Assessment, 1 student scored at the beginning level, 4

students scored at intermediate level, 3 students scored at the advanced level, while 2 students scored at proficient level (tested out). We learned that even though the ELL Periodic Assessment indicated most students will score at the intermediate level, we used the indicator to analyze students' strength and weakness. With additional supports, students' scores can be promoted.

The use of the native language is not applicable in this ESL context.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school will use data to guide instruction for ELLs within the Response to Intervention framework:

First, we will look at the data to see how many ELLs are struggling in their classroom. If the majority of ELLs are making little progress, the teacher will focus on improving core instruction so that it's more rigorous and targeted to students needs. Next, we will examine multiple source of information regarding the student concern. Then, we will analyze data through a Language Acquisition Lens. It is important to identify students' behaviors are associated with Learning disability or related to acquiring a second language. Once the ELL learning profile has been established, we will use the collected data to hone in on specific issues for intervention. Targeted supplemental interventions will be offered to those who need more support. Finally, we will monitor these students progress over time to ensure that instruction is adjusted to meet the need of individual students and/ or classroom of learners.

6. How do you make sure that a child's second language development is considered in instructional decisions?

To make sure that a child's second language development is considered in instructional decisions, we will take students' cultural and linguistic backgrounds into consideration when planning instruction to support language development, content learning and knowledge building. It is important to make sure ELLs are provided with opportunities to work in pairs and small groups to further develop their language skills and apply their knowledge. We will consider if whole class activities reflect the specific English proficiency levels of ELLs in the classroom and if homework assignments match ELLs's current levels of English proficiency and provide additional practice opportunities for what was taught during class time. In the classroom, key terms, words, idioms, and phrases that ELLs need to learn are explicitly taught and clearly displayed. Teachers will also make sure instruction is targeted to and appropriate for, the student's level of English proficiency and learning needs.

7. 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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

After reviewing and analyzing the assessment data from RLAT Report by comparing NYSESLAT 2012, we can see that 22% of 32 students who took 2013 NYSESLAT scored at proficient level (tested out), 28% made progress and moved up to another level, while 37% scored at the advanced level. The success rate in our ELL program is due to the combination of the school's emphasis on the common core curriculum and the pull-out and push-in ELL curriculum. Both programs give the students what they need, both immersion in spoken English and systematic instruction in reading across all five components (phonemic awareness, phonics, vocabulary, comprehension, and fluency).

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When registering a new entrant in the school, parents complete a Home Language Identification Survey (HLIS). The survey in English and the native language, is screened and examined by the ESL teacher, Ms. Hsiu-Na Wang, to make a home language

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

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.

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

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

To ensure that parents understand all three program choices, entitlement letters, parent surveys and program selection forms are sent home to parents with the children. These forms are produced in different languages. The parent coordinator usually follows up with a telephone call to the parents to ensure that forms are returned in a timely matter. Once these entitlement letters are returned, they are stored in a locked file cabinet in the ESL teacher's classroom.

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

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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

NYSESLAT are also evaluated to determine the students' progress, and also to organize groups for instruction of ESL/ Bilingual Services.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

In order to meet the linguistic needs of our ELL's, parental choice and Part-154 mandates, PS 81 language allocation policy will be as follows: The ESL program follows the push -in and pulle-out model. ELL students will be grouped according to their grade and their level of language proficiency in LAB-R and NYSESLAT tests. The RNMR (NYSESLAT combined Modality Report) indicates the proficiency level of each student from different grade in the areas of listening/speaking and reading /writing. This report allows the ESL teacher to place the students in the appropriate group and setting. Students are grouped for instruction based on their proficiency levels. This means that some students receive instructions in groups on grade level as well as cross-grade level. Due to no BIL/DL program in our school, the Native Language and Subjects (Science/ Math/Social Studies are not taught in the native language). However, ESL program has native language support in the classroom. There are bilingual books in the class library. During the Silent Reading Period (about 15 minutes every day), students are encouraged to read the literature in their natvie language. For the beginners of English proficiency, they are encouraged to read 100%-70% of the books in their language. For the intermediate students, they are encourage to read 50% of the book in their native language, while for the advanced students, they are encoureged to read 25% of the books in their native language. Math text books in Spanish are also used by the new Spanish speaking comers during the instrction in the class. The ESL teacher integrate ESL in the content area (Math, Science, and Social Studies) in the thematic learning activities. Graphic orgnizers, posters, CD, Computers and literature books related to the subjest area are used during the activites. Students work through each unit, which will enable them to master both language and the concept.

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

- The Language Experience Approach helps students learn to develop all of the four language skills- listening, speaking, reading, and writing- from story telling, story writing, and story acting.
- Cooperative Learning- Students participate in different activities, like role playing, and grouping, which enable them to develop not only academic skills for cognitive development, but also social cooperative and critical thinking skills. They have assigned roles when working on groups.
- Total Physical Response- This approach creates an environment relatively free of anxiety, in which students will show comprehension through action, and students will speak when they are ready.
- Hands on Activities- Students will have the opportunity to do scientific experiments, which will enable them to better understand concepts. They will also work on projects which involve construction and design.
- Classroom Technical Support-The classroom has four computers, a large television monitor connected to the computer. Students are given the opportunity incorporate the classroom computers into many of their learning activities. Programs like Power Point will be used to enhance students' creativity. Students have access to the Internet so that they can research classroom projects. Students can also use a variety of CD-ROM programs to enhance their content area learning. Audiotapes and videotapes are also used to expand the students learning experience.

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

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)?

In order to meet the linguistic needs of our ELL's, Students of Beginners and Intermediate level will receive 360 minutes of ESL instruction weekly, and Students of Advanced level will receive 180 minutes of ESL instruction and 180 minutes of ELA instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL teacher integrate ESL in the content area (Math, Science, and Social Studies) in the thematic learning activities. Graphic organizers, posters, CD, Computers and literature books related to the subject area are used during the activities. Students work through each unit, which will enable them to master both language and the concept. To ensure that ELLs meet the Common Core Learning Standards and pass the required State assessments (ELA), the ESL teacher uses a Balanced Literacy Approach. This approach will allow students to read age appropriate materials with understanding and to select books on a variety of genres. It also enables students to participate in an accountable book talk, and read for information. ELL students will also participate in an After-School Literacy Program. We will use monthly classroom assessments and results from the Acuity report to ensure that students are making adequate gains. Finally, students are able to write for a variety of purposes with proper use of language and convention. The ESL teacher will collaborate with all the classroom teachers, the Literacy Team, and Intervention Team to develop and facilitate Professional Development Plans, workshops, study groups and focus groups focusing on providing teachers with practical strategies for teaching and assessing ELL students in their classrooms. This collaborative plan will be done in the monthly intervention meeting. An ELL articulation form which indicates the pace of the lesson and the needed aspects in the learning of the ELL students is distributed to classroom teachers to fill out monthly in order to coordinate the ESL instruction plan collaboratively with the classroom teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Due to no BIL/DL program in our school, the Native Language and Subjects (Science/ Math/Social Studies) are not taught in the native language. However, ESL program has native language support in the classroom. There are bilingual books in the class library. During the Silent Reading Period (about 15 minutes every day), students are encouraged to read the literature in their native language. For the beginners of English proficiency, they are encouraged to read 100%-70% of the books in their language. For the intermediate students, they are encouraged to read 50% of the book in their native language, while for the advanced students, they are encouraged to read 25% of the books in their native language. Math text books in Spanish are also used by the new Spanish speaking comers during the instruction in the class. The

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher uses observation, self-assessment, peer assessment, performance assessment, formative assessment, summative assessment, individual conferences and portfolio assessment to enable students to communicate their strengths and educational needs successfully. An ESL Assessment kit by Rigby Harcourt is use to evaluate and monitor ELL studnets' progress with listening, speaking, reading and writing. The ongoing assessment is aligned with the Fountas and Pinnell book leveling system. It also include a DataManagement Too tha allows tracking of students' progress. The results from these assessments can be used to improve classroom instruction, based on accurate knowledge of student's progress.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

d. For Long-term ELLs which we only have one, we offer him special help during the day targeting specific skills in literacy. Our enrichment for this student include the focus on inquiry-learning to enable the students in developing critical thinking skills.

e. For former ELLs (in years 1 and 2 after testing proficient), the ESL teacher will track these students' performance in their mainstream class with their classroom teacher. These students will be provided ESL services if needed.

7. 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?

The main focus of our ESL program is to help ELLs acquire English as fast as they can and to prepare them to be ready to function independently in their classroom. Beginners focus on learning basic communication skills (so that they can interact with their peers and staff more easily) and fundamentals of English-language acquisition, while the intermediate and advanced students focus more on their individual English-language acquisition needs- especially involving the reading writing strands of the Common Core Standards. Teachers across the school help ELLs by using ESL strategies such as modeling, Using visuals, big books and picture books for read aloud and vocabulary development, using authentic materials for show and tell, using graphic organizers such as Venn diagrams, webs, T-chart, semantic mapping, story mapping, KWL charts, collaborative research projects, journal writing, choral and guided reading, as well as games and role-playing. The ESL teacher also collaborates with IEP Teacher to identify ELLs with disabilities and to ensure these students receive all services mandated on their IEPs. The ESL teacher also collaborates with other Special Education staff (ie Guidance Counselor, Speech Teacher, Bilingual Social Worker) to ensure ELLs with disabilities to ensure ELLs with disabilities receive appropriate schedules for the ESL services. Since all students are expected to meet all performance standards and benchmarks, our instructional program offers all students, including our special needs students, day, extended day and after-school instruction in literacy and math two days a week.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELLs with special needs have guided instruction that match the students' IEPs, along with differentiated instruction planned collaboratively with the ESL teacher and the Special Education staff. Collaboration between all providers is the focus of our plan to ensure ELL-SWDs whose IEP mandates Bilingual/ESL receive appropriate programs and to enrich instruction and assist students in the classroom.

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:			

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

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	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Our Intervention Team consisting of Literacy Coaches, Math Coach, Resource Room Teacher, Science Teacher and Speech Teacher will push into the classroom or pull out ELL students who have received level 1 or 2 on the ELA and Math test with additional services. The Intervention Team will meet monthly to review students' progress and discuss the varied strategies to help improve these targeted students' skills needed in the content areas of ELA, Math, Science and Social Studies.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

To determine the effectiveness of the current program, the teacher uses observations, ELL periodical assessments, a running record of each student's reading and content levels, and informal assessments. When students are not making appropriate progress, the ESL teacher will modify her lesson plans accordingly. The teacher also uses one on one instruction when possible and necessary, for example when she determines a student is not progressing satisfactorily. The ESL teacher also uses the NYSESLAT writing rubric, to evaluate and determine students' writing levels. These rubrics are used to inform classroom instruction.

11. What new programs or improvements will be considered for the upcoming school year?

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

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

12. What programs/services for ELLs will be discontinued and why?

N/A

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our school provides all ELLs with equal access to all school programs during the school day, such as music, gym, band, chorus, computer. There is also an outside organization which conducts an after-school program to provide students with homework help and engage students in different fun activities, such as sports, music and visual art. This program is free to all applicants. Students also have the opportunity to participate in field trips to different places in New York City. This gives them the opportunity to experience first-hand different topics in social studies and science already studied in class. Title III after school program will be provided for all the ELL students. Thirty-seven and half minutes program is scheduled after the last period. The ELL students will be pulled out by the ESL teacher or other teacher according to their language proficiency levels to enhance their reading and math skills.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

In order to prepare ELL students for the ELA test, Reading Express is used to support ELL students. Reading Express is a complete resource kit for helping teachers meet the specific standards-based reading needs of the students in grade 3, 4, and 5. The lessons begin with teacher modeling followed by sharing reading, guiding reading and applying as the degree of control gradually shifts from the teacher to the students. Each grade level contains approximately 60 lessons. Each lesson is focused on a

particular reading skill. The kit includes Teacher's Guide, Teacher support binder, and Assessment Resource with Exam software, ELL resource, and Teacher Too kid CD. Differentiated instruction is an integral part of the daily instruction for students

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

In order to improve students enagement, increase academic achievement and make our school more globally competitive, each classroom are equipped with Smart Boards. This new techonology accoodate different learning styles : Tactical ELL learner can use the scree and learn by touching and marking at the board. Audio ELL learners can have a discussion. Visual ELL learners can observe the teaching on the board. Mosst importantly, all forms of media-videos, photogaphs, graphs, maps,illustrations, games, etc-can be useon the borad, making it incridibly dynamic in nature. This expands the range of content that teachers can use for teaching or presenting new information.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The ESL programs at PS 81 not only provides a nurturing environment that promotes effective teaching and learning, but also provides rich learning environments with equitable opportunities for learning, encourages and respect the diversity of students, staff and community and meets the linguistic, social, academic, physical and emotional needs of our ELLs. We believe that a student's native language supports progress in English literacy and therefore all ELLs are provided with the same high quality instruction that monolingual students receive. In the classroom teachers provide buddies/tners who speak the sme native language for newly enrolled ELLS. Teachers in the building who speakvarious other languages than English also serve as translators for newly enrolled ELLs and their parents. In the ESL classroom, we also provides bilingual and native languagebooks in the ELL's native languages. In addition ELLs are provided with bilingual dictionaries in the classroom if needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All of our required support sevicees for our ELL's correspond to their ages and grade levels. Students are grouped according to their ages and grades. All curriculum and support aterials are age and grade appropriate in order to assist our ELL's in becoming successful in our school.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

Currently, because of budget constraints, we are unable to offer electives to our ELL students.Paste response to question here:
Paste response to question here: Paste response to question here: Paste response to question here:

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher attends regular professional development in Language Arts and Mathematics offered through the Office of English Language Learners. She also attends the Annual Reading, Mathematics, Science, ESL and Special Leadership Institute offered through the Department of Education. The ESL teacher not only receives ongoing staff development from the Office of English Language Learners but also other outside educational organizations to provide the highest quality of instruction. The ESL teacher will visit other schools in order to observe ESL programs in these schools. This will give each teacher the opportunity to observe colleagues' classrooms and teaching strategies in order to expand their own professional growth. The ESL teacher will attend a monthly math and literacy staff development meeting at PS 81.

2. All teachers will receive professional development in Language Acquisition, Scaffolding Instruction in Literacy and Math, and Balanced Literacy: Considerations in ELLs and using the Native language to support English Language Acquisition. Classroom teachers and coaches are also given opportunities to attend ELL workshops. The literacy coach and ESL attends LAP, and NYSELAT administration workshops, and other ELL workshops offered our network -CEI-PEA. The assistant principal also attends LAP, and NYSELAT administration workshops.

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are actively involved in the school through various activities such as: parent workshops in Math, Social Studies and ELA, Curriculum Night, annual Family Literacy Night, Family Games Night, Math Night, Mother/child and Father/child breakfast, Poetry Slam, and the School Leadership. Translation services are provided by the Parent Coordinator and other bilingual speaking staffs.
 2. A Nutrition Workshop is provided by Cornell University weekly for 8 weeks to introduce parents the concept of nutrition and how it affects our health. The other workshop called Cookshop is provided by Food Bank monthly to teach parents how to prepare low-cost nutritional meals. The Parent Coordinator is a liaison to assist the ELL parents to understand the concepts and procedure during the activities. Translation services are provided by the Parent Coordinator.
 3. Parents' needs are evaluated through surveys and evaluations that are given during workshops, and through conversations on visits to school.
 4. To promote learning at home, all parents, including the parents of ELL students, are invited to participate in the PTA and all workshops during the year. The PTA coordinates a survey to determine parents' needs and school administrators lead staff in analyzing the school's Learning Environment Survey to detect areas of needs. The Parent Coordinator works with ELL parents to assist in translating outreach materials for parents to indicate the areas of need and schedules workshops in which they are invited to participate. At all school events mentioned above, parent coordinator, school personnel and other volunteers who are bilingual are on hand to provide translation services for ELL parents who are not English speakers. Paste response to questions here:

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Thaddeus Stevens

School DBN: K081

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cheryl Ault-Barker	Principal		11/12/13
Branda Cumberbatch	Assistant Principal		11/12/13
Judith Daniels	Parent Coordinator		11/12/13
Hsiu-Na Wang	ESL Teacher		11/12/13
Miliema Williams	Parent		11/12/13
Laura Banks	Teacher/Subject Area		11/12/13
Jonathan Bassie	Teacher/Subject Area		11/12/13
Norma McPherson	Coach		11/12/13
	Coach		
Angela Kirtons	Guidance Counselor		11/12/13
Nancy Romos	Network Leader		11/12/13
Heather Hunte	Other <u>Resource Room</u>		11/12/13
Kyesha Jackson	Other <u>Lead Teacher</u>		11/12/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **Deborah Maldono** Network: **Nancy Romos**

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

Part A: Needs Assessment Findings

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

During the admittance process of a new student the parent/guardian is briefly interviewed about the child's parent has to complete a Home Language survey. The information informs the school with pertinent information about the primary language spoken in the home. The forms are reviewed and those students/ families requiring translation services are referred to the Parent Coordinator and the ESL Teacher.

The parent coordinator receives a copy of all school documents and translates them into Spanish for our Hispanic population, the ESL teacher translates all material for our Chinese families, other staff who speaks French or Arabic will translate for our French families or our Arabic families, and our Bengali parent is partnered with a translator. All DOE documents are translated into the appropriate languages.

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

We are made aware of families' translation needs via the home language identification survey and email and direct communication from administrators. Families that chose communication in their native language is documented and kept on file and distributed to the school community. Current data indicates that 14 families requested oral and written communication in Spanish, two families requested oral and written communication in Bengalese, one family requested oral and written communication in Chinese, and one family requested oral and written communication in French.

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.

Translation services will be provided in a timely and regular manner by our in-house staff to ensure that all parents can communicate effectively with the school. If in-house staff is not available, the school will request assistance from the interpretation and translation unit. All documents that are sent home will include all appropriate translations. If the school, Interpretation Unit or office is temporarily unable to provide the required translation, the school will provide a cover letter or notice on the face of the English document in the appropriate covered language, indicating how a parent can request free translation or interpretation of such document. The school will also post in a conspicuous location at or near the primary entrance a sign in each of the covered languages indicating the availability of interpretation services.

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

The school will determine within 30 days of a student's enrollment the primary language spoken by the parent of each student, and if the language is not English, whether the parent needs language assistance. If so, an in house interpreter will attend all scheduled meeting and workshops with the parent. If in-house staff is not available, the school will request assistance from the translation and interpretation unit, and/or if the parent chooses to rely on an adult friend/companion or relative for language an interpretation services.

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>.

The school will provide each parent whose primary language is a covered language and require language assistance with a copy of the Bill of Parent Rights and Responsibilities. The school also posts in conspicuous locations at or near the primary entrance a sign in each of the covered languages indicating the availability of interpretation services. The school also has a safety plan that contains procedures for ensuring that parents in need of language access services are not prevented from reaching the administrative offices solely due to language barriers.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: <u>Thaddeus Stevens</u>	DBN: <u>K081</u>
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 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: <u>24</u>
Grades to be served by this program (check all that apply): <input checked="" 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: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

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:

Identification:

The PS 81 Instructional Title III Program is an ESL program for grades K-2, and an English Language Art preparation program for grades 3-5.

Rationale:

The P.S. 81 School Instructional Title III Program will concentrate on English Language Art. English will mainly be used in the instructions. We focus on enhancing students' reading and writing skills. The ESL teacher also uses CALLA Approach to teach grade-level topics in the content areas (Science and Social Studies). The CALLA approach develops academic language in the areas of listening, speaking, reading and writing; and also provides explicit instruction in learning strategies for both content area and language acquisition.

Student Cohort Served:

This program will service 12 students for K-2 and 12 students for Grade 3-5 (especially beginning and intermediate students) will be placed in classes in which they will be served by appropriately certified ESLteacher in a team teaching model with the Reading Teachers working collaboratively.

Instructional Focus:

In an effort to raise learning standards, the teachers will use a variety of literature, new readers, workbooks, audio cassettes, realia, manipulatives, graph charts (maps, Venn Diagram, semantic webs, outlines, etc.) to allow concepts to be taught in concrete dimension. In order to ensure that LEP/ELLS meet the standards and pass the required 3rd, 4th, and 5th grade state assessments. The teachers will use a balanced literacy approach. This approach will allow students to read age-appropriate materials with understanding and to select books on a variety of genres. It also enables students to participate in accountable book talk and read for information. .

The students also have access to a library in the classroom, which they can check out and read at home. These books are ranged from levels K-5. Each student also has their own homework folders, in which they keep their reading log and journal notebooks. Students read one book every day and write a response to their reading.

Students are given the opportunity incorporate the classroom computers into many of their learning activities. Programs like Power Point will be used to enhance students' creativity. Students have access to the Internet so that they can research classroom projects. Students can also use a variety of CD-ROM programs to enhance their content area learning. Audiotapes and videotapes are also used to expand the students learning experience.

Part B: Direct Instruction Supplemental Program Information

Supplementing the Core Program:

We believe this program will give the ELL students additional support for their learning. Students will engage themselves in a variety of activities without disruption. The Teachers can focus on the skills that meet the students' needs. It also provides a nurturing environment that promotes effective teaching and learning, provides rich learning environments with equitable opportunities for learning, encourages and respect the diversity of students, staff and community and meets the linguistic, social, academic, physical and emotional needs of our ELLs. The fact that these children will be in a smaller class setting will allow for more individualized instruction.

Duration and Frequency of Program:

This program will take place after school for two hours two days per week (from 3:15-5:15) and additionally will contain a 1.5 hour bi-weekly Saturday program for both students and parents. Workshops will be conducted for parents to help their children to succeed in school. This program will run from January to May.

Service Provider:

A certified ESL teacher and a certified reading teacher will provide instructions for both students and parents.

Instructional Material:

Reading Express serves as the main source of the curriculum for Grade 3-5. It focuses on the lessons offering targeted instruction, practice and assessment for the vocabulary and literacy skills comprising state reading standards. The lessons begin with teacher modeling followed by sharing, guiding, and applying as the degree of control shifts from the teacher to the student. Other supplemental sources used by the ESL teacher are Sesame Street, Scott Foresman ESL, and Addison-Wesley ESL, and the ELL Component of Reading Street.

Measurable Anticipated Outcomes:

A variety of assessments will be used to measure students' progress. These will include: Periodic benchmark assessments, and portfolio assessment, and E-CLAS. The results from ELL Periodic Assessments and Acuity Formative Assessments will also be used to improve classroom instruction, based on students' strengths and weaknesses and accurate knowledge of student's progress. In the final analysis, the results of the New York State ELA assessment and the NYSELAT will give an overall view of how the students have progressed throughout the year.

We anticipate that at least 60% of kindergarten, first grade, and second grade students will perform at or above the benchmark instructional level in E-CLAS by the end of the school year; while students in grade 3, 4, and 5 will demonstrate increased proficiency in the area of reading comprehension and writing, showing a minimum of a half year growth on the 2014 State ELA test.

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:

Rationale:

The Professional Development focuses on improving instruction of ELLs by relating it to the NYS Common Core Learning Standards. Teachers need to identify the language acquisition stages of the ELL students so they need to be trained on coherent scaffolds conducive for English language acquisition to help ELL students to succeed in their class. They also need to be trained how to analyze ELL students' class work. The Title III LEP teachers will be attending these trainings as well as the entire school staff in order for them to grow in their professional growth in supporting the ELLs in their classes.

Activity Description:

ESL and reading teachers will attend weekly professional development after school throughout the duration of the program. 7 hours of professional development services will be purchased from CEI-PEA network consultant for the two teachers. Professional Development will provide teachers different scaffolds and strategies that help ELL students succeed in their class.

The CALLA (Cognitive Academic Language Learning Approach) and other ESL methodologies will be introduced in the professional development program. Some of the other professional development includes information on how to prepare ELL students for the ELA, Math, Science and social Studies, differentiated instruction, promotional policies for the ELL students and a study group between the ESL teacher and the classroom teachers of those identified ELL students.

Service Provider:

A consultant from CEI-PEA network will provide the workshops for the teachers.

Professional Material:

Study group will be formed to share feedback about new ideas, methods, and materials, using the book Learning to learn in a Second Language, and other professional books. Books will be purchased for the teachers at a cost of \$300, and teachers will receive per session for study sessions.

Measurable Anticipated Outcomes:

We anticipate that by the end of the school year, the teachers are familiar with the best instructional support and different strategies for ELL students and help these students to improve their performance in the areas of reading and writing.

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:

Rationale:

Parent involvement is essential in creating a learning environment that genuinely represents the cultures of our community. We will provide community outreach-distribution of flyers in the building. This will help parents understand the academic and learning challenges ahead for their children and become more involved in their children's academic and social achievement.

Many of the ELL students' parents speak only Spanish or other languages than English. These students are often only exposed to English in school. We will offer a program that will help parents who don't speak English learn English. This service will be developed in conjunction with the Principal, parent coordinator and teachers who speak languages other than English. Also these parents will be invited to attend workshops which will be held at P.S.81, like curriculum and literacy night. We will target parents, guardians, and members of the community. We will hold specials events such as family game night, mother/daughter and father/son breakfast etc. We will provide community outreach-distribution of flyers in the buildings.

Activity Description:

A Saturday program for parents and students will be held bi-weekly. Parents of targeted students for this program will be invited. Workshops for parents and their children about standards, city/state regulation, promotion policy, assessment, and test strategies will be conducted to help their children to succeed in class. Refreshments will be provided at these Saturday program. We will also conduct two different parent nights during the course of this program.

The first will be at the onset to introduce the parents to this new program, the second will be the celebration of the successful completion of the program. Parents will be invited to the class to assist the teachers and share their cultural experiences with students.

Service Provider:

A qualified Common Branch teacher who speaks Spanish since the majority of our parents' are Spanish speaking.

Professional Material:

Hand-outs about how parents can help their children's academic achievement

Measurable Anticipated Outcomes:

Part D: Parental Engagement Activities

We anticipate this will also help parents understand the academic and learning challenges ahead for their children and become more involved in their children’s academic achievement. Parents will become more involved at the school level. These efforts will ensure that student’ academic performance conforms to State and local learning standards.

Part E: Budget

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

Allocation Amount: \$15000

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 <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		

