

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: JEAN PAUL RICHTER/P.S. 81 QUEENS
DBN (i.e. 01M001): 24Q081
Principal: ROMY A. DIAMOND
Principal Email: RDIAMOND@SCHOOLS.NYC.GOV
Superintendent: MADELENE CHAN
Network Leader: DANIEL PURUS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Romy A. Diamond	*Principal or Designee	
Janet Bilan	*UFT Chapter Leader or Designee	
Catherine Vasquez	*PA/PTA President or Designated Co-President	
Linda Alicea	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ellen WidELITZ	Member/ Teacher	
Heather Feinberg	Member/ Teacher	
Ashley Varano	Member/ Teacher	
Jessica Lopez	Member/ Parent	
Shamika Martin	Member/ Parent	
Jazmin Jamenez	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
X	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
X	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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 2015, teachers will participate in professional learning opportunities that will improve instructional practices (Domain 3 in Danielson) by 20%, as evidenced by teacher ratings in Advance.

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 measured by the 2013-2014 teacher rating reports in ADVANCE, a need to increase the improvement of teacher instructional practices was identified. Schools are required to implement the Teacher Evaluation and Development system focusing on 8 components of the Danielson Framework for teaching. Teachers are required to receive three to six formative observations with feedback sessions to support the development of teachers' instructional practices which will in turn improve student achievement.

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. Administration meets with each staff member at an initial planning conference to discuss expectations and goals for the year. Teacher selects option for observations and whether to consent to video as an observation tool. Teacher and administration discuss teacher's MOSLs and upcoming MOSL related services.
2. Daily walkthroughs and observations will be conducted with feedback sessions focusing on all of the 8 components of the Danielson's Framework.
3. Coaches will provide teachers with on-going professional learning based on identified needs from their informal and formal observations during common preps and classroom visits.
4. Schedule End of Year Conferences with all teachers to reflect on practice throughout the year, in order to discuss evidence of performance and learning across the year as well as ways to improve teaching practice.
5. Monday professional learning opportunities will be provided for groups of teachers based on their individual needs as reflected on their informal/formal observations.

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

1. Principal and Assistant Principals
2. Principal and Assistant Principals
3. Coaches
4. Principal and Assistant Principals
5. Principal, Assistant Principals, Coaches and Network Staff

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

1. For the completion of the initial planning conference and observation options, the ADVANCE website and network professional learning will be utilized to support these activities.
2. To insure alignment between administrators in regards to teacher evaluations, informal observations and calibration as a cabinet will be conducted with the network talent coach.
3. Based on the professional learning provided, future formal and informal observations will show growth in teacher practice.
4. By the end of the year conference with the teachers, performance and learning across the year will reflect a 20% overall improvement in teaching practice.
5. Based on the professional learning provided, performance and learning will show growth in individual teacher practice as reflected on ADVANCE.

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

1. September 2014-October 2014
2. October-April 2015
3. September 2014-June 2015
4. June 2015
5. September 2014-June 2015

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

1. Time was allotted for teachers' initial planning conference during the first two days of the School Year. Additional time was agreed upon by administration and staff to conduct any additional planning conferences during prep periods or before and after school.
2. The principal and assistant principals will work with the network talent coach during scheduled observations and discussions in order to assure calibration.

3. On-going professional learning is provided by the coaches during weekly common preps, grade team meetings, inter-visitations, coaching sessions, mentoring sessions and designated professional learning days.
4. Administration will schedule time before school, after school or during teacher preps to conduct end of year conferences for the staff.
5. On-going walk-throughs, discussions and inter-visitations will be conducted throughout the year.

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).

The principal, Parent Coordinator and school leaders will provide workshops in the Fall and Spring for parents to familiarize themselves with the 8 components of the Teacher Evaluation System and how the Danielson Framework is supporting improved teaching practices and increasing outcomes for students.

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.

As a Title I School Wide Program school, we utilize Conceptual Consolidation by combining federal, state, and local funds as Title I, Title II, Title III and Tax levy Fair Student Funding, as well as other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/ activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

- Teacher per session for professional development training
- Per diem for classroom inter/ intra-visitation
- Title I Parent Workshops
- Educational Consultants

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 2015, grade 4 and 5 teacher teams will revise their literacy curriculum maps to more closely align to the ELA Common Core Learning Standards (CCLS), and to reflect the needs of all student populations, in order to positively impact student learning in grades 4 and 5, as measured by a 5% growth towards proficiency on the NYC ELA performance assessments from Fall 2014 to Spring 2015.

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.

Based on the 2013-2014 ELA state exams, a need to revise our ELA core curriculum (Ready Gen) and further align the curriculum with the Common Core Learning Standards (CCLS) was identified. For the 2014-2015 school year, teacher teams need time to refine and revamp curriculum maps in order for them to reflect the needs of all populations of students within the school and in turn improve student achievement.

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. Administration and Coaches provide on-going professional learning throughout the school year on the following topics: Analyzing the Ready Gen core curriculum, Analyzing data and student work, Depth of Knowledge, Best Practices for teaching ELL's and important concepts based on the needs of the school population.
2. Administration assigned grade leaders to each grade at the beginning of the 2014-2015 school year to help facilitate the revision of the Ready Gen core curriculum across grades.
3. Administration scheduled weekly common prep periods into teacher's schedules for teacher teams to analyze student and school wide data and adjust curriculum as needed.
4. Provide teachers with opportunities to meet before or after school to provide extra time for teachers to analyze and revise Ready Gen lessons.
5. Provide teachers with opportunities to conduct inter/intra-visitations in order to gain insight and reflect on best practices as well as to further the implementation of the Ready Gen core curriculum.
6. Teacher teams will incorporate strategies within the Ready Gen core curriculum to meet the needs of all student populations (such as English language learners, students with disabilities, and students meeting or exceeding CCLS benchmarks).
7. Teams will evaluate the Ready Gen core curriculum for gaps in the curriculum in aligning to the CCLS.

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

1. Principal, Assistant Principals, Coaches
2. Principal and Assistant Principals
3. Principal and Assistant Principals
4. Principal
5. Administration and Literacy Coaches
6. Literacy Coaches and Teacher Teams
7. Literacy Coaches and Teacher Teams

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

1. Based on a school wide survey reflecting the needs of the staff, professional learning topics will be developed.
2. Based on feedback given by grade, Grade leaders will discuss and review Ready Gen curriculum maps with teacher teams in order to conduct revisions where necessary.
3. Based on our school survey, the utilization of common prep periods give teachers the opportunity to come together as a team and discuss strategies implemented within Ready Gen lessons that can be incorporated into curriculum maps.
4. Based on a survey of teacher team's needs, the utilization of extra planning time can ensure alignment between the Ready Gen core curriculum and the Common Core Learning Standards (CCLS).
5. To further support curriculum mapping, the use of intra/inter-visitations during Ready Gen Reading, Writing, and Phonics lessons will provide teachers with opportunities for discussion into ways in which the curriculum maps can be modified to reflect all populations of students.
6. Teacher Teams will utilize formative assessments throughout the year to evaluate the effectiveness of the strategies incorporated into the Ready Gen core curriculum.
7. Teacher Teams will meet weekly to analyze Ready Gen units of study for gaps aligning to the CCLS.

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

1. September-March 2015
2. August-September 2015
3. September- June 28, 2015
4. October- June 2015
5. October-June 2015
6. October-June 2015
7. September-June 2015

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

1. In order for teachers to further refine the Ready Gen core curriculum, teachers will participate in weekly professional learning opportunities focusing on strategies reflecting the needs of all population of students as well as the needs of the staff.
2. Grade leaders and teacher teams will turn key information and strategies about the refinement of the Ready Gen core curriculum to the staff via professional learning during designated professional learning times.
3. Teacher teams will meet during common prep periods to analyze the Ready Gen teacher’s manual and materials, Common Core Learning Standards (CCLS) and lessons and utilize that material to revise curriculum maps as needed.
4. Per-session opportunities are made available for teacher teams to meet for extra planning time to work on revising curriculum maps to insure alignment with the Common Core Learning Standards (CCLS).
5. Inter/intra-visitations are scheduled for teachers to provide feedback on the effectiveness of the strategies implemented in relation to the Ready Gen core curriculum and lessons.
6. Coaches and Teacher teams will discuss the effectiveness of strategies used within the Ready Gen core curriculum and turn key information to the staff during common preps and designated professional learning times.
7. Coaches and Teacher Teams will be provided time during common prep periods to identify gaps in the Ready Gen core curriculum as aligned to the CCLS.

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).

Parent Coordinator and other key staff members will provide workshops, materials and training to help parents with strategies that they can work on at home with their children to support the Pearson’s Ready Gen core curriculum.

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.

As a Title I School Wide Program school, we utilize conceptual Consolidation by combining federal, state, and local funds as Title I, Title II, Title III and Tax levy Fair Student Funding, as well as other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/ activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

- Ready Gen materials and supplies
- Common Core Learning Standards
- Teacher per session for extra planning time
- Per diem for classroom inter/ intra-visitation
- Title I Parent Workshops

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.

By June 2015, teacher teams will revise their math curriculum maps to more closely align to the Mathematics Common Core Learning Standards (CCLS), and to reflect the needs of all student populations, in order to positively impact student learning, as measured by a 5% growth towards proficiency on the NYC Math performance assessments from Fall 2014 to Spring 2015.

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.

Based on the 2013-2014 Math state exams, a need to revise our Math core curriculum (Go Math) and further align the curriculum with the Mathematics Common Core Learning Standards (CCLS) was identified. For the 2014-2015 school year, teacher teams need time to refine and revamp curriculum maps in order for them to reflect the needs of all populations of students within the school and in turn improve student achievement. .

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. Administration and Coaches provide on-going professional learning throughout the school year on the following topics: Analyzing the Go Math curriculum, Analyzing data and student work, Depth of Knowledge, Best Practices for teaching ELL's and important concepts based on the needs of the school population.
2. Administration assigned grade leaders to each grade at the beginning of the 2014-2015 school year to help facilitate the revision of the Go Math curriculum across grades.
3. Administration scheduled weekly common prep periods into teacher's schedules for teacher teams to analyze student and school wide data and adjust curriculum as needed.
4. Provide teachers with opportunities to meet before or after school to provide extra time for teachers to analyze and revise Go Math lessons and curriculum maps.
5. Provide teachers with opportunities to conduct inter/intra-visitations in order to gain insight and reflect on best practices as well as to further the implementation of the Go Math core curriculum.
6. Teacher teams will incorporate strategies within the Go Math core curriculum to meet the needs of all student populations (such as English language learners, students with disabilities, and students meeting or exceeding CCLS benchmarks).
7. Teams will evaluate the Go Math core curriculum for gaps in the curriculum in aligning to the CCLS.

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

1. Principal, Assistant Principals, Coaches
2. Principal and Assistant Principals
3. Principal and Assistant Principals
4. Principal
5. Administration and Literacy Coaches
6. Math Coach and Teacher Teams
7. Math Coach and Teacher Teams

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

1. Based on a school wide survey reflecting the needs of the staff, professional learning topics will be developed.
2. Based on feedback given by grade, Grade leaders will discuss and review Go Math curriculum maps with teacher teams in order to conduct revisions where necessary.
3. Based on our school survey, the utilization of common prep periods give teachers the opportunity to come together as a team and discuss strategies implemented within Go Math lessons that can be incorporated into curriculum maps.
4. Based on a survey of teacher team's needs, the utilization of extra planning time can ensure alignment between the Go Math core curriculum and the Common Core Learning Standards (CCLS).
5. To further support curriculum mapping, the use of intra/inter-visitations during Go Math lessons will provide teachers with opportunities for discussion into ways in which the curriculum maps can be modified to reflect all populations of students.
6. Teacher Teams will utilize formative assessments throughout the year to evaluate the effectiveness of the strategies incorporated into the Go Math core curriculum.
7. Teacher Teams will meet weekly to analyze Go Math units of study for gaps aligning to the CCLS.

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

1. September-March 2015
2. August-September 2015
3. September- June 28, 2015
4. October- June 2015
5. October-June 2015
6. October-June 2015
7. September-June 2015

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

1. In order for teachers to further refine the Go Math core curriculum, teachers will participate in weekly professional learning opportunities focusing on strategies reflecting the needs of all population of students as well as the needs of the staff.
2. Grade leaders and teacher teams will turn key information and strategies about the refinement of the Go Math core curriculum to the staff via professional learning during designated professional learning times.
3. Teacher teams will meet during common prep periods to analyze Go Math teacher's manual and materials, Common Core Learning Standards (CCLS) and lessons and utilize that material to revise curriculum maps as needed.
4. Per-session opportunities are made available for teacher teams to meet for extra planning time to work on revising Go Math curriculum maps to insure alignment with the Common Core Learning Standards (CCLS).
5. Inter/intra-visitations are scheduled for teachers to provide feedback on the effectiveness of the strategies implemented in relation to Go Math core curriculum and lessons.
6. The Math Coach and Teacher teams will discuss the effectiveness of strategies used within the Go Math core curriculum and turn key information to the staff during common preps and designated professional learning times.
7. The Math Coach and Teacher Teams will be provided time during common prep periods to identify gaps in the Go Math core curriculum as aligned to the CCLS

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).

Parent Coordinator and other key staff members will provide workshops, materials and training to help parents with strategies that they can work on at home with their children to support the Go Math core curriculum.

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.

As a Title I School Wide Program school, we utilize conceptual Consolidation by combining federal, state, and local funds as Title I, Title II, Title III and Tax levy Fair Student Funding, as well as other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/ activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

- Go Math materials and supplies
- Common Core Learning Standards
- Teacher per session for extra planning time
- Per diem for classroom inter/ intra-visitation
- Title I Parent Workshops

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 2015, the P.S. 81 community will foster a more collaborative home-school community and work to promote an increase in parent engagement, and further their understanding of the new core curricula and Common Core Learning Standards as measured by a 10% increase parental attendance at PTA meetings and workshops.

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.

Based on our 2013-2014 parent attendance, less than 10% of our parents attended PTA meetings and workshops. After discussions with the Parent Coordinator, PTA and SLT we have found that there is a greater need for parental involvement within the school.

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. Parents will be provided with a needs assessment survey at the beginning of the school year to assess parent's needs.
2. Parent workshops will be created based on the results from the needs assessment survey as well as the needs of the students.
3. Monthly PTA meetings are scheduled for the school year.
4. Parent Coordinator will contact parents and keep attendance at all meetings and workshops.
5. Parents will be encouraged to attend school celebrations, activities and ceremonies via discussions with teachers, parent phone calls home and newsletters.
6. Monthly Parent Newsletters from each grade will be distributed to parents to communicate upcoming events/activities.
7. Parents will be encouraged to attend Tuesday Outreach Parent Meetings with teachers via discussions with teachers, parent phone calls home and newsletters.

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

1. Administration, Parent Coordinator, and PTA
2. Administration, Parent Coordinator, Coaches, Lead Teachers, and PTA
3. Administration, Parent Coordinator, and PTA
4. Parent Coordinator and PTA
5. Administration, Parent Coordinator, PTA, and Teachers
6. Administration and Teachers
7. Administration, Parent Coordinator, PTA, and Teachers

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

1. In order to address parent's needs, the results of the needs assessment survey will be analyzed and workshops created based on the results.
2. To further parents' understanding of the Pearson Ready Gen and Go Math core curriculum as well as the Common Core Learning Standards, monthly workshops will be created focusing on information and strategies parents can use to increase student achievement.
3. Monthly PTA meetings are utilized to inform parents and distribute information about the school and students.
4. Attendance sheets are utilized to track parental attendance for all workshops and PTA meetings. Follow up phone calls and letters are sent home to the parents informing them of meeting dates and times.
5. To foster a more communal environment, parents will be encouraged via notices and phone calls to attend school activities, celebrations and ceremonies, which will in turn increase parental attendance.
6. Monthly Newsletters were created to inform parents and distribute information about the school and students.
7. To foster a more communal environment, parents will be encouraged to meet and talk with teachers during the Tuesday Outreach Parent meetings about any concerns that they or the teacher may have with their child.

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

1. September 2014
2. October-June 2015
3. September-June 2015
4. September-June 2015
5. September-June 2015
6. September-June 2015
7. September-June 2015

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

1. The parent needs assessment survey will be distributed collected and analyzed in the beginning of the school year. Translated copies of the survey in all major languages pertaining to the school will be made available for the parents.
2. Administration and the Parent Coordinator along with Coaches and Lead teachers create parent workshops on the core curriculum and Common Core Learning Standards (CCLS). All workshops utilize translators as well as all materials pertaining to the workshop are translated.
3. PTA meetings are held every month by the PTA with translated materials and translators on hand to communicate information.
4. The Parent Coordinator communicates meeting times and meetings via phone and sends home notices to reach the parents. All notices are available in translated versions.
5. Activities such as Student of the Month Ceremonies, the Annual Thanksgiving feast, Breakfast with a Super Hero and Family Movie Night are scheduled throughout the school year. Notices are sent out to inform parents of dates and times of activities.
6. Parent Newsletters are sent out every month from each grade. Translated copies of the newsletter are made available to parents.
7. Administration, Parent Coordinator and Teachers send notices or via phone calls to reach parents concerning the Tuesday Parent Outreach Afternoon Conferences.

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).

After discussions with parents, we will now offer evening PTA meetings in hopes that more working parents will be able to attend. Interpreters will be on hand at every Parent meeting as well as translated materials to help support parental understanding of all workshops and meetings. Parents will be encouraged via notices and phone calls to attend school activities, celebrations and ceremonies. After discussions with Teachers, Parent Coordinator and Administration, we are sending Monthly Newsletters that explain what is going on in the school and classrooms of their children for that month.

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.

As a Title I School Wide Program school, we utilize conceptual Consolidation by combining federal, state, and local funds as Title I, Title II, Title III and Tax levy Fair Student Funding, as well as other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/ activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015:

- Teacher per session for professional development training
- Per diem for classroom inter/ intra-visitation
- Title I Parent Workshops
- Parent Coordinator support and follow-up
- Educational Consultants

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.

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.

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.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	MIMIO-a research based, supplemental early reading on-line program that provides core-reading outcomes. Provides instruction in phonemic awareness, phonics, fluency, vocabulary and reading comprehension.	Small Group	School Day 3x Week
	ACHIEVE 3000-a research based differentiated on-line instructional program that teaches comprehension using non-fiction content and ongoing Lexile assessments.	Small Group	School Day 3x Week
	EARLY BIRD LITERACY AND MATH-provides services for new arrivals with limited English proficiency.	Small Group	Before School 2x Week
	AFTER SCHOOL ELL PROGRAM-Provides extra support to ELL students in Reading Comprehension and Phonics.	Small Group	After School 1x Week
	MIND PLAY- an online research based reading program that focuses on phonics, comprehension, vocabulary as well as incorporated on going assessments to track student progress.	Small Group	School Day 3x Week
	PEER TUTORING PROGRAM-Fifth grade students help struggling 1 st grade students with their reading.	Small Group	Before School 2x Week
Mathematics	SATURDAY MATH –provides instruction in mathematics to struggling students in preparation for testing.	Small group	Saturday 1x Week
Science	Science teachers along with special education cluster teachers provide age – appropriate experiences and lessons	Small Group	School Day 3x Week

	which allow students to expand their understanding of important science concepts. The students acquire problem-solving and critical thinking skills and participate in many hands-on experiences. Lessons are modified according to need.		
Social Studies	Social Studies teachers along with special education cluster teachers provide students with in depth, inquiry based units in social studies .Students will learn to read critically, evaluate information, and articulate thought. Lessons are modified according to needs.	Small group	School Day 3x Week
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, at risk family intervention work, crisis and mandated support by social worker	Small Group	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 *TAS 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.
Prior to hiring candidates for a position within the P.S 81 school community, the candidate's credentials are verified by our Network's HR Director to ensure that the candidate hold a valid NYS certification in that license area. The BEDS survey is reviewed by the principal and the HR director to ensure that every teacher's assignment is in alignment with their license area so that all teachers are reported as Highly Qualified on the BEDS survey.
Strategies and activities used to attract Highly Qualified teachers to our school include: <ul style="list-style-type: none"> • Communication with our network HR Director when vacancies occur. • Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. • Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) pool. • Administration conducts interviews and requests demonstration lessons from applicants. After observing the lesson and providing feedback, the members of the administration team makes decisions based on the needs of the school. • Maintaining a teacher resource center and professional library to promote effective practices. • Providing teachers with curriculum maps, instructional resources, and professional learning opportunities. • Mentors are assigned to new teachers where they meet with them before school and plan inter-visitations throughout the year.

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).
Our school developed a professional learning plan that addresses our core curriculum, Common Core Learning Standards (CCLS), Danielson Framework and our school wide instructional focus.
Our high quality professional learning includes the following: <ul style="list-style-type: none"> • Ongoing and intensive professional learning provided by the Network, administration, lead teachers, Coaches and outside agencies to further develop and support the newly hired pedagogues. • Professional learning plan that addresses CCLS and Danielson. • On-going professional learning that addresses implementation of our core curriculum (Ready Gen and Go Math), Data Driven Instruction, Danielson Framework and Best Practices. • Professional learning conducted by our Network Achievement coaches in the content areas of ELA, Math, Social Studies, and Science.

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.).
As a Title I School-wide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State, and local funds such as Tax levy, Title I, Title III, NYSTL, and other available resources to implement activities and strategies to reach our goals.
Our school continuously monitors programs, actions, and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible

students are met. Examples of ways in which we use Conceptual Consolidation to integrate services and programs are:

- Partnership with community based organization, New Life Day-Care – By doing this we are reaching out to our neighborhood parents and beginning a longstanding, collaborative relationship.
- ESL Evening Classes will be offered to parents, by DOE Adult Education, 3X a week – These classes are offered to the parents in order for them to learn English and thus be able to assist their children to a greater degree.

Title 1 set aside funds for students in temporary housing will be used for supplies such as uniforms, school supplies, books, eyeglasses, counseling services and parental involvement.

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.).

In an effort to assist preschool children in the transition from early childhood programs to the elementary school program a Pre-K to Kindergarten Transition Team consisting of the principal, early childhood assistant principal, Parent Coordinator and guidance counselor was formed. This Transition Team works collaboratively to assist preschool children in making the transition from early childhood programs to our school. Eligible students are provided with early intervention services to address academic and social/emotional needs. The team works closely with nearby schools and CBO'S to ensure seamless transitions. In May, the early childhood assistant principal, with the help of translators, holds a Welcoming Parent Orientation for incoming kindergarten students. Topics addressed during this orientation include: "Helping Your Child Make the Transition" and "A Typical Day in Kindergarten". Parents and potential students are given a tour of our Kindergarten facilities and are also provided with valuable materials to help them assist in the transition from Pre-K to Kindergarten. The orientation is a great opportunity for students to see the school before the actual start date.

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.

A MOSL team was created, which attended Central and Network professional development sessions to learn about MOSL and its alignment with the teacher evaluation system ADVANCE. The MOSL team conducted several meetings in order to review and discuss all options offered. The MOSL assessment measures decision for the school was based on the recommendations of the MOSL team in conjunction with the principal. In addition to MOSL, our school utilizes several appropriate assessment measures such as pre, mid and post unit assessments in both ELA and Math, DRA assessment, predictive assessments, teacher assessments and written performance task assessments. Based on these assessments, teacher teams track student performance trends to establish flexible grouping, provide scaffolds and modifications in order to promote student learning and achievement. In addition, our school utilizes multiple assessment measures to help assess professional development opportunities aligned with the Danielson Framework, Common Core Learning Standards, and our Core Curriculum in ELA and Math in order to build teacher capacity in the use of data to help drive instructional practice.

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)

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;

P.S. 81'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 Parent-Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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, 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

P.S. 81, 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.

DBN: 24Q081

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity
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		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$511,485.48	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$152,498.00	X	See action plan
Title III, Part A	Federal	\$20,480.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$5,218,565.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS081 Jean Paul Richter School	DBN: 24Q081
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 90
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 6
of certified ESL/Bilingual teachers: 1
of content area teachers: _____

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: P.S. 81's Title III programs provide English Language Learners with quality supplemental instruction designed to assist them in meeting academic rigor and proficiency in English. An Extended Day Literacy and Math Program will target ELL students in Grades 1 through 5 who meet eligibility requirements for City and State testing. Additionally, an Early Bird Literacy and Math Program will target students at a beginning level of English proficiency in grades 1-5.

Extended Day Literacy and Math Program

These instructional programs will service ELL students in grades 1-5. These sessions will meet from November through January. The sessions will take place on Wednesdays from 2:30 to 4:00 for a total of twenty sessions. Group size will be maintained at 15 students per teacher. Highly qualified/certified ESL teachers will provide supplemental instruction in alignment with the New York City and New York State content and performance standards. Instruction will focus on: 1) Literacy: Reading Comprehension Strategies, Content Reading for the Common Core Standards, Conferencing and Helping Students To Ask Questions and using Critical Thinking Skills. 2) Math: Estimating, Problem Solving Strategies, Finding Patterns, Deciphering Number Sentences, and Graphing. Our focus will be on using ESL strategies to help students achieve higher scores on the NYSESLAT and city and state assessments. Extended Day studies will help prepare students for all NYS and NYC assessments by reinforcing literacy skills through content area reading and writing activities. A supplementary literacy series will be provided to augment English and Math instruction designed for ELL students. Instructional supplies to be purchased will include chart paper, markers, composition books, sentence strips, pencils, and various other supplies. Titles to be purchased for this include: Step by Step Language Skills, Practice Exercises in Basic English, Phonics and Word Study, Empire State NYSESLAT ESL/ELL and Practice Exercises in Math.

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

Early Bird Literacy and Math Program

The Early Bird Program will service students in grades one through five. The program is geared for students who have just arrived in the country and are at a beginning level of English proficiency. The

Part B: Direct Instruction Supplemental Program Information

program will meet two times a week on Tuesday, and Thursday from 7:00 until 7:45 for twenty sessions. It will be staffed by a highly qualified/certified ESL teacher and the class size will be maintained at 12 to 15 students. The instruction will focus on increasing the English proficiency of the students while raising achievement in core academic subjects, such as math, science and social studies. Instruction will be supplemented with materials such as big books, charts, audio and visual materials and Head Sprout, an online phonics program. This program will be equipped with an on-site supervisor.

Diversity and Needs of our English Language Learners

In order to address the diverse needs of ELL students, it is necessary to employ Multiple Entry Points of instruction for SIFE, newcomers, long-term ELL students and students with special needs, and transitional ELL students.

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

The long term ELL student receives additional instruction based on their abilities to transition into the mainstream classrooms. They work in small groups and at times on a one-to-one basis. They also receive AIS services in both math and reading. Classroom teachers, content area teachers, math teachers and reading teachers provide support for these students in order to assist these children in meeting grade level standards. ESL strategic instruction is incorporated into all subject areas, so students are able to transition smoothly. Teachers receive professional learning in order to understand and implement basic ESL methodology

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

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

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

Part B: Direct Instruction Supplemental Program Information

pull-out program. Students who achieve proficiency on the NYSESLAT are still in need of support to ensure success in their academic studies. Classroom teachers continue to incorporate ESL strategies into the curriculum and ESL teachers remain available to provide support for these students.

Additionally, these students are invited to attend Title III programs. ELL students are explicitly taught with the help of the following instructional materials: grade level books, realia, big books, technology, manipulatives, graphic organizers, web-based phonics programs, audio and visual tools.

Part C: Professional Development

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

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

Begin description here: Professional Learning workshops will focus on improving teachers' instructional skills to better prepare English Language Learners in meeting and exceeding the NYC and NYS performance and learning standards. All Professional Learning will include teachers' in our Title III after school program. It will take place monthly and will be facilitated by our ESL Coordinator. Some of the workshop topics include the following:

- *Infusing ESL Strategies into Content Areas
- * Writing for the Common Core Standards
- *Scaffolding across the Disciplines
- *Getting Ready for the NYSESLAT
- *How to Use Multiple Entry Points in closing the Achievement Gap
- *Oral Language Development
- *Mathematical Instructional Strategies to develop
and enhance students' skills and performance on

Part C: Professional Development

the city and state assessments

*Classroom Environment

*Family and Community Involvement

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: In conjunction with the ESL Department and Parent Coordinator, approximately thirty additional Parent Workshops are offered throughout the school year. Workshops are conducted either in the mornings or evenings by certified teachers or vendors such as LEAP. Interpreters are available at all meetings and letters are sent home in different languages. Some of the workshops are: English Language Arts for grades K-5, Oral Language Skills, Math Workshop and The Role of the Family in Academic and Social Success.

In addition, parents attend monthly PTA meetings, which are held during the school day and evenings. The meetings serve as a way to conduct workshops and deliver all pertinent information regarding school routines and events (handbooks, newsletters, and Global Connect). Our translators attend all meetings. Additionally, parents and local residents volunteer in our school assisting selected students in reading on a regular schedule.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> • 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	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 081
School Name Jean Paul Richter		

B. Language Allocation Policy Team Composition [i](#) 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 Romy Alexis Diamond	Assistant Principal Jo Ann Zolotin
Coach Laura Lo Presti	Coach Arthur Seeger
ESL Teacher Kathleen Izquierdo	Guidance Counselor Josephine D'Amico
Teacher/Subject Area Theresa Varano/ESL	Parent Catherine Vasquez
Teacher/Subject Area Nancy Tarricone/Social Studies	Parent Coordinator Jane Clarino
Related Service Provider Roseann Mascia	Other type here
Network Leader(Only if working with the LAP team) type here	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.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	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	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1049	Total number of ELLs	195	ELLs as share of total student population (%)	18.59%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
self-contained	1	1	0	0	1	1								4
Push-In	1	1	2	2	1	1								8
Total	2	2	2	2	2	2	0	12						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	195	Newcomers (ELLs receiving service 0-3 years)	135	ELL Students with Disabilities	42
SIFE	6	ELLs receiving service 4-6 years	50	Long-Term (completed 6+ years)	10

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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	135	1	19	50	0	21	10	0	10		195

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	135	1	19	50	0	21	10	0	10	195
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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	29	16	25	27	35	32								164
Chinese	2	3	1	1		2								9
Russian		1												1
Bengali														0
Urdu														0
Arabic			2	2	2	1								7
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	3	2	3	3								13
TOTAL	32	21	31	33	40	38	0	195						

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)	0	2	5	9	8	6								30
Intermediate(I)	10	15	16	11	20	15								87
Advanced (A)	7	6	15	8	19	23								78
Total	17	23	36	28	47	44	0	0	0	0	0	0	0	195

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	4	4	2	4	8	3							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	0	8	11	6	10	13							
	A	8	6	6	14	11	20							
	P	6	5	4	3	8	5							
READING/ WRITING	B	4	4	2	4	8	3							
	I	0	8	11	6	10	13							
	A	8	6	6	14	11	20							
	P	6	5	4	3	8	5							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	19	3	3	0	25
4	30	6	0	0	36
5	33	7	2	0	42
6					0
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	16		13		0		1		30
4	27		6		4		1		38
5	32		9		2		1		44
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	9		12		16		2		39
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

- 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.

Early Literacy skills for ELL students are assessed using DRA, NYSESLAT and LAB-R. The NYSESLAT and LAB-R data patterns across proficiency levels and grades show that early childhood grades are very strong in listening and speaking skills. The majority of early

childhood ELLs scored in the advanced level of listening and speaking, while only a minority of the same students scored an advanced level in reading and writing. All classroom teachers analyze their student's assessment data and place the lowest performing students into the Target Population for Inquiry work. When an ELL student falls within the lowest third of the class' data they are placed in the extended day program. This program will provide students with small group instruction. Individualized lessons are also available and are catered to students who fall below the standards. Some of these lessons are downloaded from the Acuity Periodic Assessment website. These lessons are made especially for the students who have scored below the passing grade to help them acquire the skills needed to master the weakness.

ELL students equally participate in the Common Core aligned instructional program which regularly ensures continuity of rigorous instruction with high expectations. Performance data shows that ELLs who move among different programs tend to perform poorly compared to those who participate in strong, coherent programs. Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs, contrasting with a simplified curriculum for ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The patterns across proficiencies and grades show that the students who have been here for a longer time and have scored at the higher levels on the NYSESLAT have also received higher scores in the content area examinations. Children who have been here less than three years scored mainly on levels one and two.

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

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 [AMAQ tool](#))

Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

Paste response to questions here:

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](#).)

RtI screening is used in conjunction with HLIS and screening of ELLs to identify those students who are at-risk for academic difficulties. RtI screening assesses literacy skills and whether or not they are meeting grade level benchmarks. The extra supports are implemented to design a more effective individualized instructional program. RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support. Tier I (Core of Instruction) is provided to all ELLs and includes rigorous and evidence-based instruction. Tier II ("Double Dose" of Instruction) provides extra attention and activities and Tier III (Intensive Intervention) is provided for small group of five children.

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

Native language support is delivered in numerous methods. At P.S. 81Q, all classrooms have learning and instructional materials in

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

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

We do not have a Dual Language Program.

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

At P.S. 81, we use The Continuum for Academic Rigor and Excellence (CARE) instrument as a tool to assess the coherency and academic rigor of our ESL programs based on performance indicators stemming from the eight LAP principles. Based on where responses are clustered on the scale for each principle, we are able to clearly identify the strengths and weaknesses of our ELL programs. We continuously use this tool to evaluate the LAP and how it is being implemented.

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](#).)

At registration, for new admits, all parents with the help of a certified ESL teacher and translator complete the Home Language Identification Survey (HLIS), indicating the language their children use other than English at home. A certified ESL teacher conducts an informal interview, reviews the HLIS and identifies students eligible for LAB-R testing. A certified ESL teacher administers LAB-R within 10 school days. All Spanish speaking new entrants to a NYC school who score at or below the passing score on the LAB-R must be administered the Spanish LAB. Students who are found eligible to receive ESL services, are given an entitlement letter. This letter states the student's LAB-R score, a short description of the three program choices NYC DOE offers and invites them to an Parent Orientation session. A checklist is maintained to ensure that all parents of eligible students are given the entitlement letter, parent survey and program selection, and placement letter.
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 the year, the school's certified ESL teacher/ESL Coordinator (Kathleen Izquierdo) invites the parents of eligible ELLs to an orientation where the program options are explained. A translator is present at the orientation session. Orientation sessions are an ongoing process for parents of newly admitted students. Parents are familiarized with all program choices available in the city by watching a NYCDOE Parent Orientation Video. After viewing the video, the parent survey and program selection forms are explained step by step, at which time parents/guardians make an "informed choice" regarding program selection. These forms are collected and copied for the Title III binder and students' cumulative folders. Parents are always encouraged to take their forms home to reflect on their options before making a decision. In cases where parents did not attend the orientation, Program Selection forms are sent home. If they are not returned, the ELL coordinator collaborates with the parent coordinator to make all necessary efforts to reach the parent and ensure that the program selection form is returned. The parent is given a chance to view the video in our library at any time. Our PTA President translates all of the information presented to the parents, at the orientation sessions and via phone.
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 [\[see tool kit\]](#).)

The ESL coordinator throughout the year distributes and maintains continued entitlement letters which are also kept in a binder in

her office. These letters are to inform parents that their child is still eligible for ESL services as a result of their performance on the NYSESLAT. It states that the child will continue to receive the original program the parent selected on the Parent Survey and Program Selection Form. If the parent desires to change the child's placement, the letter contains instructions on how to make the change. Paste response to question here:

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.
P.S. 81Q makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. By law, schools must provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice, coupled with program availability, determines program placement for ELLs. Translated materials (letters, brochures, DVDs) are provided at the Parent Orientation. Informational and question and answer sessions occur at the Orientation. The Parent Coordinator (Jane Clarino) and the ELL Coordinator (Kathleen Izquierdo) inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations and informational packets. Kathleen Izquierdo, our licensed and trained ESL teacher conducts the ELL Identification Interview.
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 State Education Department has developed the New York State English as a Second Language Achievement Test (NYSESLAT) to meet the federal requirements of No Child Left Behind and CR Part 154. The NYSESLAT is administered to all English Language Learners in grades k-12. The results of this test are used to demonstrate improvements in the English proficiency of ELLs and to determine continued entitlement to ESL services. P.S. 81 follows the suggestion from the State Education Department to administer the subtests in the following sequence: session 1 (Speaking), Session 2 (Listening), Session 3 (Reading) and Session 4 (Writing). NYSESLAT reflects the New York State Learning Standards for both English as a Second Language and English Language Arts. NYSESLAT provides six grade-level assessments: Level 1/K, Level 2/grades 1 and 2, Level 3/grades 3 and 4, Level 4/ grades 5 and 6, and levels 5 and 6 which are not needed at the elementary level. Each grade level assessment includes all four language modalities: Speaking, Listening, Reading and Writing. Our students are tested by their ESL teacher whether self contained or pull out with a proctor. The ESL Coordinator is responsible for the distribution, administration, security, and packaging of the NYSESLAT according to the NYSESLAT Manual for Administrators and Teachers.
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 Survey and Program Selection forms for the past few years we have found that 100% of the parents have opted for the Freestanding ESL program. Therefore, P.S. 81Q adopts the Freestanding ESL Program in response to this option and in accordance with CR Part 154 and Title III guidelines for 179 ELL students. In the event that a parent requests a Bilingual or Dual Language program, parents will be informed by letter or telephone by our Parent Coordinator if a TBE/DL program becomes available in our school or another school. Our ESL coordinator along with our ESL teachers use various methods such as the RLER (LAB-R and NYSESLAT eligibility) report on ATS and evaluation of the HLIS to determine what students will receive the NYSESLAT annually. Additionally, we send the name of the parent and student who want a bilingual or dual language program to the website ELLProgramTransfers@schools.nyc.gov. We keep a list of parents who requested a bilingual program. When there are 15 or more students of the same home language and on the same grade or two contiguous grades, the parents must be notified that a bilingual program can be opened. Implementation can then take place if the number of parents are willing to have their children in the 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])?

P.S. 81 has a total of five ESL teachers. For the ninth year, the majority of our ELL students are placed in self-contained ESL classrooms. Four of the certified ESL teachers are assigned as lead teachers in self-contained heterogeneous ESL classrooms. All students within the classes are English Language Learners. There is one kindergarten ESL class, one 1st grade ESL class, one 4th grade ESL class, and one 5th grade ESL class. An ESL push-in or pull-out teacher services our mandated second and third graders. ESL teachers incorporate ESL methodologies into all areas, addressing the needs of all student levels: beginner, intermediate and advanced. Additionally, content specialty teachers, such as science, social studies, music, and technology, service all ESL self-contained classes. Along with the ESL teachers, content specialty teachers modify and differentiate instruction to allow ELL students to meet and exceed city and state performance standards, while acquiring proficiency in all areas of English Language. All classrooms serving ELLs, offer native language texts and instructional materials to facilitate comprehension.

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

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

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

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

Students with only one year in an American school are held to the same standards expected of all students regardless of language.

proficiency. Students are provided with additional support through the use of ESL strategies and scaffolding techniques supplied by the ESL and classroom teachers. Students are expected to learn content area knowledge while acquiring English as their second language. Students are given extra support through the intervention of AIS reading and math teachers and are invited to attend Title III supplemental programs.

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

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

English language learners identified as having special needs are provided with a multitude of support systems. Special education and related services teachers, as well as ESL teachers support them. These support systems allow for differentiated instruction, as well as more individualized instruction. All teachers collaborate to ensure the success of students in all subject matters.

Special Education students who are ELLs are given their mandated ESL instructional time through a push-in or pull-out program.

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)?

As per state mandates, beginner and intermediate students will be serviced for 360 minutes a week and advanced students will be serviced 180 minutes a week.

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.

Teachers scaffold academic language to support ELLs participation in content areas. Teachers model the use of the academic language in ways in which students are expected to respond and participate. Language functions and structures are taught within the context of the content area lesson. Instructional materials include a wide range of print, visual and digital resources designed for increasing English language proficiency.

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

To ensure that our ELLs are appropriately evaluated in their native language, students who score at a lower level on the Spanish LAB are further evaluated in order to identify a possible SIFE student. Additionally, ELLs who are referred for Special Education are given evaluations in their native language, as well as in English by a bilingual psychologist and bilingual speech pathologist. Additionally, ELL students are offered state assessments (math and science) in their native languages, alongside their English booklets. These assessments are scored by bilingual state-certified teachers at a regional scoring site.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

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).

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

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

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

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

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

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

Former ELL students who are testing proficient receive transitional support for up to two years. They receive all ELL testing accommodations and may remain in a self contained ESL class for additional support.

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?

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

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

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

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?

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

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

Courses Taught in Languages Other than English 

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

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

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

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

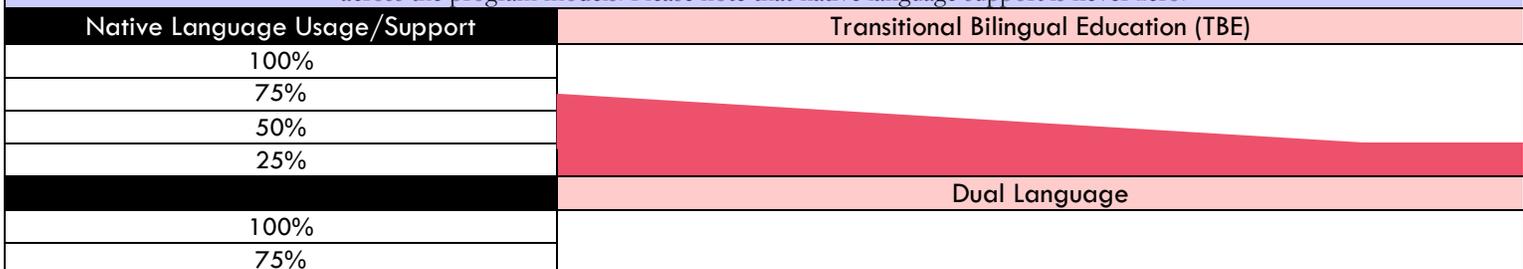
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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.

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

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

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

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

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

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

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

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

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

The ELLs in our freestanding ESL programs receive all instruction in English with native language support. The number of ESL instructional units that a student receives is regulated by New York State CR Part 154 regulations and determined by student English-proficiency levels (as determined by LAB-R or NYSESLAT scores). The two recommended ESL instructional models at P.S. 81 include self-contained ESL classes and "push-in" teaching. Push in programs promote collaboration between the classroom teacher and the ESL teacher, decrease in-class instruction time loss, and decrease student travel time to and from the ESL classroom. The goals of the ESL program are 1. Provide academic content-area instruction in English through the use of ESL methodology and instructional strategies. 2. Assist students to achieve the state-designated level of English proficiency for their grade. 3. Help ELLs meet or exceed the CCLS.

In order to maximize English language acquisition for ELLs, the ESL and classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. The mandated minutes of ESL instruction are aligned to CCLS.

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

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

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

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

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

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

Through the computer program Achieve3000, ELLs demonstrate technical/digital proficiency in maintenance of an electronic portfolio or learning log, research on the internet and the use of computers or ipads.

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

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

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

All support and services are tailored to correspond to the age, grade level and proficiency level of the ELLs. Many low-level, high interest materials are available for the older students, which gives them the academic and social support needed of their age. Younger students have leveled libraries in their classrooms, which usually have up to four grade levels represented in the reading levels. All students are provided with age and grade appropriate materials.

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.

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

In June, Mrs. Zolotin, Assistant Principal, with the help of translators, holds a Welcoming Parent Orientation for incoming kindergarten students. Topics addressed include: Helping Your Child Make the Transition and A Typical Day in Kindergarten. The

orientation is a great opportunity for students to see the school before the actual start date.

18. What language electives are offered to ELLs?

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

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)?

The Parents at P.S. 81Q have not requested a Dual Language Program at this time.

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.

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

- *Supporting ELLs in academic vocabulary
- *Scaffolding across the Disciplines
- *Native Language Support
- *Oral Language Development
- *Mathematical Instructional Strategies to develop and enhance students' skills and performance on the city and state assessments
- *Classroom Environment: Placing high value on students' cultural and linguistic diversity
- *Family and Community Involvement

Professional Development will also include language instruction aligned to the Common Core Learning Standards. Lesson planning will focus on high levels of rigor and support. There will be support in designing lessons to meet standards while differentiating to meet students needs.

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

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

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?

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

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

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

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

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.

Part VI: LAP Assurances

School Name: Jean Paul Richter

School DBN: 24Q81

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Romy Diamond	Principal		10/30/13
JoAnn Zolotin	Assistant Principal		10/30/13
Jane Clarino	Parent Coordinator		10/30/13
Kathleen Izquierdo	ESL Teacher		10/30/13
Catherine Vasquez	Parent		10/30/13
Theresa Varano/ESL	Teacher/Subject Area		10/30/13
Nancy Tarricone/Social Studies	Teacher/Subject Area		10/30/13
Arthur Seeger	Coach		10/30/13
Laura LoPresti	Coach		10/30/13
Josephine D'Amico	Guidance Counselor		10/30/13
	Network Leader		
RoseAnn Mascia	Other <u>Related Services</u>		10/30/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q81

School Name: Jean Paul Richter

Cluster: 209

Network: 2

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

Part A: Needs Assessment Findings

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

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

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

Our school strives to effectively communicate with parents by providing translations and oral interpreters whenever possible. In assessing our school's community's written translation needs we examine the Home Language Surveys filled out by parents at registration, ATS data and by interviewing parents. After reviewing these documents, we found the more commonly spoken languages in our school were Spanish, Nepali, Chinese and Arabic. In considering the Chancellor's Regulations on Translations, our school needs to provide timely provision of translated documents through either existing resources in our school or the Translation and Interpretation Unit at the Department of Education. The findings of our needs assessment were shared at our staff meeting and with our parents at a Parent Teachers Association meeting. Parents are also informed about the LAP at this meeting. We explain that Parent Surveys and Program Selection Forms are reviewed periodically to identify the trends of Parental Choice. Our finding is that Parents continue to prefer ESL.

Part B: Strategies and Activities

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

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

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

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

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

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