

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e.* 01M001):

24Q081

School Name:

P.S. 81Q JEAN PAUL RICHTER

Principal:

ROMY DIAMOND

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: JEAN PAUL RICHTER/P.S. 81 QUEENS School Number (DBN): 24Q081
Grades Served: PreK-5
School Address: 559 Cypress Avenue Ridgewood, New York 11385
Phone Number: 718-821-9800 Fax: 718-386-7203
School Contact Person: Jance Clarino Email Address: JClarino@schools.nyc.gov
Principal: Romy A. Diamond
UFT Chapter Leader: Janet Bilan
Parents' Association President: Catherine Vasquez
SLT Chairperson: Ellen WidELITZ
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jazmin Jamenez
Student Representative(s): _____

District Information

District: 24 Superintendent: Madelene Chan
Superintendent's Office Address: 98-50 50th Ave Corona New York, 11368
Superintendent's Email Address: MChan2@schools.nyc.gov
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: _____ Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North
Director's Email Address: _____
Phone Number: 917-225-2020 Fax: 718-391-8320

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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 (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christina Vega	Member/ Parent	
Angelica Morel	Member/ Parent	
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 81 Q is an elementary school nestled in the outer edge of Ridgewood, Queens. Although, we are currently experiencing a shift of demographics in our neighborhood, we successfully remain a constant support and backbone to the community. We are a historical building, built over 100 years ago, and we boast about our two building campus. A tour of Ridgewood would not be complete without viewing the beautiful architecture and façade of the school. P.S. 81 has a large enrollment of immigrant families, most of whom are of Hispanic descent. Generations of families from various backgrounds have contributed to the school's rich history and culture throughout the century.

We have approximately 960 students, and look forward to our new Pre-K addition during the 2015-2016 school year. We are developing an appropriate early childhood learning environment that meets the educational, social, and psychological needs of new incoming four year old students.

The school is comprised of 87% Hispanic, 5% White, 2% African American, and 6% Asian. The Student body includes 15% English Language Learners and 23% Special Education Students. Boys account for 51% and girls account for 49%. The average attendance rate for the school year 2014-2015 was 96.02%- a record of which we are very proud.

Our educators and Administration collaboratively created our school mission: "To provide an opportunity for all students to achieve grade-level standards, it is the purpose of the school community to push for a high level of academic performance while encouraging positive attitudes in social and emotional behaviors. We will work as a TEAM to make our school a great place to learn and grow."

In our child-centered learning environment, children can develop as critical and literate thinkers via Ready Gen programming, authentic learning experiences and inquiry- based learning. We use authentic literature, in addition to research based curriculum materials, to develop literacy in all content areas and foster experiences that help children meet the challenges of today and tomorrow. The children's language and experience are valued and utilized to develop self-esteem, new skills and concepts. Our goal is to stimulate, encourage and support growth and learning through problem solving and independent thinking.

We originated as an America's Choice School, and are attempting to implement this theory, in addition to the findings of Lucy Calkins, into the new Common Core Learning Standards and Curriculum. Our classroom teachers work closely with our Teacher Center Staff Developers, Administration, Grade Leaders, Lead Teachers and Coaches to share best instructional practices and ensure that our students are not only meeting, but also exceeding NYS Standards. We are broadening our work with performance-based learning and authentic assessments, as well as the Danielson Framework toward teacher effectiveness. We will continue growing and resume more in depth work towards this initiative.

Our ESL and Special Education programs create data-informed scaffolds to support our English Language Learners and students who benefit from small group instruction that are targeted to their individual needs. Our robust specialty program engages students with rich arts and content-area experiences in visual arts, dance, music, physical education, wellness, science and social studies. Students investigate and explore Mathematics and Science using Go Math and FOSS lessons. Units of Study in Social Studies focus on project-based learning about our community, our neighborhood, our families, our city, our country, and our world.

Collaboration with families is a priority for us, as we know that the home/school partnership is essential for the success of our students. Families are invited into our classrooms to engage in academic activities with their children, as well as to our Hats off to Reading, Fall Masquerade Parade, October "Parent-Teas", Winter and Spring Concerts, Spring Drama

Performance, Grade level Character Breakfasts, Movie Under the Stars, Fall and Spring Open House, Thanksgiving/Multicultural Celebration, as well as multiple parent workshops and activities with our Parent Coordinator, Coaches, and Principal.

Day and evening workshops are hosted for parents on topics such as: Getting to Know the Common Core, Forming Study Habits and Homework Routines, and preparing for state testing. Classroom teachers invite families to celebrate

our young writers for “Publishing Parties” and other classroom celebrations. We are proud to have well over 90% of our families present during our Parent-Teacher Conferences for important conversations about academic performance and progress.

We have very successful enrichment and extra-curricular programs, i.e. Dancing Classrooms, Drama and Art Clubs, Sky-High – “where every kid plays” program, Enrichment “pull-out” classes, Chess Club, as well as other clinics and workshops.

P.S. 81 Q Elementary School recognizes that in order to meet the diverse needs of the students and families of this community, the role of the school should expand beyond traditional definitions of teaching and learning. We have an “open-door” policy and maintain good standing and trusted relationships between parents and the staff of P.S. 81. One way in which we are successful and committed to this endeavor is by making sure all information is translated into native languages, in order to close the communication gap.

We are committed to the well-being of the “whole child” and support our students in various ways. We are proud to be launching a new program during the 2015-2016 school year. This innovative program will utilize a variety of multi-media and technology to explore kindness, compassion and empathy towards others. The program will explore topics using literature and multimedia to introduce values, build community, learn how to be a friendly team member, telling the truth, problem solving, being kind and generous, and never giving up.

Weekly collaboration of teachers, coaches, and administration has proven to be invaluable within our school. Analyzing data has become a routine practice and basis for curriculum decisions. Significant student growth and achievement were documented through the Math Beginning of Year, Mid-Year and End of Year data. As a building, we have seen a 20% increase in these scores.

Review of data from portfolios and review of classroom performance, particularly reading tests and end of unit assessments, indicate that the 2nd grade has difficulty in meeting the state standards and often score below other grades in the school, therefore making this our key area of focus. Based on our assessments of students who are in the second grade, our second grade will need additional support, particularly in relation to the Standards in Reading and Math and what they need to learn in order to perform well on the State Standardized Exams for the following year.

We need to focus on students who do not make sufficient improvement by providing them with support services. We also need to boost all efforts in meeting the needs of at-risk students.

24Q081 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	947	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	77.3%	% Attendance Rate		95.5%
% Free Lunch	79.0%	% Reduced Lunch		2.4%
% Limited English Proficient	16.5%	% Students with Disabilities		25.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.3%	% Black or African American		1.5%
% Hispanic or Latino	86.6%	% Asian or Native Hawaiian/Pacific Islander		6.4%
% White	5.2%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.13	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		1.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.82
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	17.2%	Mathematics Performance at levels 3 & 4		32.2%
Science Performance at levels 3 & 4 (4th Grade)	77.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The strength of P.S 81 Q remains as our ability to create and maintain family and community engagement. Through many parent workshops, community events, as well as the sensitivity and compassion of our staff, we celebrate this area as a success. Our needs, as evidenced by the 2014-2015 Quality Review, are to foster rigor, cognitive engagement, and promote a shared understanding of multiple access points, scaffolding, and routines across classrooms that address the diverse needs of all students. Our scores on the end of the Unit Comprehension Assessments Exams showed a decrease in proficiency as compared from the beginning of the year to the end of the year.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all students will engage in rigorous thought provoking discussions, in which a variety of learners will be able to cite evidence to support their thoughts, in order to help deepen their understanding across all subject areas and the Common Core Learning Standards, as measured by a 5% increase in ELA state performance and a 10% increase in End of Unit Comprehension Assessment Exams.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Professional Learning on Monday's will be focused on incorporating rigor into classrooms and Questioning Techniques. Coaches will guide teachers during common prep periods and inter-visitations.	Teachers	September 2015-June 2016	Assistant principals and Coaches
Data Specialists and Coaches will be designated professional period each week dedicated to supporting teachers in data analysis	Teachers	September 2015-June 2016	Coaches
Parent Workshops will be conducted to keep parents informed of teacher practice and curriculum adjustments.	Parents	November 2015- June 2016	Principal, Coaches, and Parent Coordinator
Professional Learning will be provided to teachers who teach SWD and ELL students focusing on discussion techniques and questioning skills.	Teachers of SWD and ELL students	September 2015-June 2016	Coaches, Specialty Teachers and Related Service Providers

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> • ELA Coaches • Administration • Parent Coordinator • Common Preparation Periods • Formal and Informal Observations – ADVANCE • Parent workshops • Professional Learning Opportunities – Monday Afternoons

- Inter-Visitations
- ReadyGen
- After-School Enrichment Program
- After-School Extra Support Program
- After-School ELL Program
- Early-Bird ELL Program

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016 student progress, in the use of discussion techniques will be evaluated using a series of End of Unit Comprehension Assessment Exams given in 6-8 week intervals.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our 2014-2015 Quality Review points to exemplary practices of teachers across grades and content areas in the use of data and analyzing student work to plan and revise curricula. Our 2014-2015 End of Unit Performance Tasks exhibited a trend of a lack of proficiency in writing within the curricula.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teacher teams will collaboratively refine and revise curriculum maps in order to strengthen and enhance writing instruction as measured by a 15% increase in writing proficiency on the end of year ELA MOSL Performance Tasks.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teacher inquiry teams will meet weekly to horizontally and vertically analyze data and student work. Teacher inquiry teams will also research programs for “Best Practices” focusing on writing strategies.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Assistant Principals and Coaches</p>

Literacy Coaches will provide targeted support to teachers identified a below proficient in writing strategies.	Select Teachers	September 2015-June 2016	Assistant Principals and Coaches
Parent workshops will be conducted to inform and support parents on writing strategies that they can use to help student achievement.	Parents	November 2015-June 2016	Principal, Assistant Principals, Coaches, and Parent Coordinator
Teachers of SWD and ELL students will receive support on analyzing horizontal and vertical data focusing on using data findings to modify writing strategies and End of Unit Writing Assessments.	Teachers of SWD and ELL students	November 2015-June 2016	Coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • ELA Coaches • Administration • Parent Coordinator • Common Preparation Periods • Formal and Informal Observations – ADVANCE • Parent workshops • Professional Learning Opportunities – Monday Afternoons • Inter-Visitations 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will horizontally and vertically analyze writing data using the End of Unit Performance Tasks given periodically every 6-8 weeks to assess student progress in writing.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As reflected in ADVANCE, there has been an improvement in teacher practice focusing on differentiation however, as stated in the 2014-2015 Quality Review; there is a wide range of understanding in regards to academic rigor, scaffolding and differentiation.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all staff will participate in differentiated, tiered, professional learning that will improve instructional practice as measured by a 10% increase in teacher ratings reflected in ADVANCE.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
<p>A needs assessment survey will be distributed to all staff to determine specific needs that need to be targeted. In turn, a schedule of professional learning opportunities will be created and topics of professional learning will be developed and conducted based on the results of the needs assessment survey.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principals, Coaches and Professional Development Team</p>

Develop and conduct tiered professional learning sessions based on levels of readiness as reflected on ADVANCE.	Teachers	September 2015- June 2016	Assistant Principals
Parent workshops will be conducted to inform parents of improvements in teacher practice.	Parents	November 2015- June 2016	Principal, Coaches and Parent Coordinator
Teachers of SWD and ELL students will be provided professional learning opportunities designed to target specific population of students.	Teachers of SWD and ELL students	September 2016-June 2016	Coaches and Related Service Providers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • ELA Coaches • Math Coach • Administration • Parent Coordinator • Common Preparation Periods • Formal and Informal Observations – ADVANCE • Parent workshops • Professional Learning Opportunities – Monday Afternoons • Inter-Visitations • ReadyGen • GoMath 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, administrators will analyze teacher ratings reflected in ADVANCE to assess teacher improvement in the implementation of academic rigor, scaffolding and differentiation.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

P.S. 81 was rated as Well Developed on the 2014-2015 Quality Review in the area of Establishing a Culture for Learning which communicates high expectations to staff, students, and families and provides support to achieve those expectations. However, on the 2014-2015 Learning Environment Survey, only 42% of our parents responded that they were invited five or more times to events at our school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners, we will increase the number of contacts with families by 20% so that by June 2016 there will be a 5% increase in the number of parents responding that they “have been invited to an event at the school five or more times” as measured by the New York City Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Construct and distribute parent surveys three times per year to collect data focusing on parent input concerning their child’s interests and any special needs or concerns.</p>	<p>Parents</p>	<p>September 2015- June 2016</p>	<p>Principal, Coaches, and Parent Coordinator</p>
<p>Conduct bi-monthly parent workshops to familiarize parents with instructional techniques, curriculum, and specified topics from the parent surveys.</p>	<p>Parents</p>	<p>November 2015- June 2016</p>	<p>Coaches and Parent Coordinator</p>

Multiple opportunities will be provided to parents to visit classrooms, participate in school celebrations and attend performances. These opportunities will be provided to the parents via monthly class newsletters, notices home, Tuesday parent outreach days and the use of Global Connect.	Parents	September 2015- June 2016	Principal, Assistant Principals, Coaches, parent Coordinator, and Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Classroom Teachers • Paraprofessionals • ELA Coaches • Math Coach • Parent Coordinator • Parent Workshops • Professional Learning Opportunities – Monday Afternoons • Parent Outreach – Tuesdays • Dance Performances • Drama Performances • Chorus Performances • Meet the Teacher Night • End Of Year Celebration – Night • Global Connect • Kindergarten Orientation • Pre-Kindergarten Orientation • 5th Grade Articulation Meeting with Parents 											

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, data from the midpoint parent survey will be analyzed to assess the amount of school events and parent out reaches that our parents were invited to or attended.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Data gathered from End of Unit Assessments, ELA Exam, DRA, NYSLAT, Teacher Observation and Writing Samples	Peer Tutoring, repeated readings, authentic learning experiences and Sounds and Motions	1:1 Conferencing Small Group Parent Involvement	During the school day Before and after school
Mathematics	Ongoing assessments of Math Units, Beginning, Middle, and End of year assessments	New York Progress by Sadlier school which is an interactive math program that fosters problem solving and explanation of solutions.	1:1 Conferencing Small Group Parent Involvement	During the school day Before and after school
Science	Teacher Assessments Teacher Observation, Student Assessments	Group Research Use of Technology Visual Aids	1:1 Small Group	During the School Day
Social Studies	Teacher Assessments Teacher Observation, Student Assessments	Group Research Use of Technology Visual Aids	1:1 Small Group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher Referrals Parent Referrals Data from ELA and Math Assessments Teacher Observation Medical Referrals	Play Therapy Role Play Letter or Journal Writing Art Therapy	1:1 Small Group	During the School Day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>Unfortunately, P.S. 81 has had to excess numerous teachers due to a decrease in enrollment caused by rezoning and changes in the neighborhood. Our current staff members are all highly qualified on the annual BEDS survey.</p> <p>In order to continue to grow as professionals, our staff will participate in differentiated, tiered, professional learning. The professional learning opportunities will include, but will not be limited to, academic rigor, scaffolding, classroom management, emotional and social development of children, and differentiation</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>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 as well as the ongoing needs of the teachers.</p> <p>Our high quality professional learning includes the following:</p> <ul style="list-style-type: none"> • Ongoing and intensive professional learning provided by the administration, lead teachers, coaches and outside agencies to further develop and support the newly hired pedagogues. • Professional learning plan that addresses CCLS, Use of Data and Danielson. • Ongoing professional learning that addresses implementation of our core curriculum (Ready Gen and Go Math), Data Driven Instruction, Analyzing Student Work, Danielson Framework and Best Practices. • Ongoing professional learning topics are also created based on the needs of our teachers as per teacher surveys needs assessment.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.

4b. 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 professional development sessions given by Central 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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	473,191.00	X	X pp. 12, 16, 18, and 20
Title II, Part A	Federal	153,655.00	X	X pp. 12, 16, 18, and 20
Title III, Part A	Federal	20,480.00	X	X pp. 12 and 20
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	5,004,396.00	X	X pp. 12, 16, 18, and 20

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[P.S. 81 Queens]**, 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 the school and the families. The 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 the school community. **[P.S. 81 Queens]** 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 the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The 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 the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the 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 School 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 the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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, School Quality 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;

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

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

[School name] , 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: 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 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.

Part B: Direct Instruction Supplemental Program Information

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 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.

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-
-

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

Part C: Professional Development

_____ *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 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) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum 	_____	_____

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.
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	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Romy A. Diamond	Assistant Principal Jeannine Jelen
Coach Laura LoPresti	Coach Arthur Seeger
ENL (English as a New Language)/Bilingual Teacher Kathleen Izquierdo	School Counselor Josephine D'Amico
Teacher/Subject Area Sandra Austern/ENL	Parent Catherine Vasquez
Teacher/Subject Area Nancy Tarricone/Social Studies	Parent Coordinator Jane Clarino
Related-Service Provider Roseann Mascia/Speech	Borough Field Support Center Staff Member Gary Goldenback
Superintendent Madeline Chan	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	826	Total number of ELLs	151	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	154	Newcomers (ELLs receiving service 0-3 years)	72	ELL Students with Disabilities	39
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	20	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	72	1	28	20	1	11	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	26	3	23	22	17	22								0
Chinese	0	0	1	1	0	1								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	2								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	1								0
Polish	1	1	0	1	0	2								0
Albanian	0	0	1	0	1	0								0
Other	2	4	2	4	6	10								0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	11	6	2	9	6	3								0
Emerging (Low Intermediate)	3	8	7	5	7	8								0
Transitioning (High Intermediate)	8	1	4	4	2	3								0
Expanding (Advanced)	8	11	8	13	2	15								0
Commanding (Proficient)	0	0	0	0	0	0								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	9	6	0	0	0
5	14	15	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	8		6		3				0
5	8		12		8		1		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4		20		6		3		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

Early Literacy skills for ENL 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 ENLs 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 ENL 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.

ENL students equally participate in the Common Core aligned instructional program which regularly ensures continuity of rigorous instruction with high expectations. Performance data shows that ENLs 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 ENLs, contrasting with a simplified curriculum for ENLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL 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 Entering, Emerging and Transitioning ENL students face challenges when taking state-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 ENL 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 Entering, Emerging and Transitioning ENL students will grow to acquire the necessary skills needed to achieve grade level standards.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The AMAO 2 Status reveals that we are not achieving proficiency. however, we are closing the gap between the target percentage and our current status.

According to the AMAO tool, some students have tested out of ESL through scoring advanced level on the NYSESLAT and Level 3 on the ELA. Former ELLs continue to receive 90 minutes a week of integrated ESL for 2 years after testing out.

Students who exhibit inadequate growth on reading/writing 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 performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

ENL students are evaluated by the Pearson Periodic Assessment for ENLs. 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.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

RtI screening is used in conjunction with HLIS and screening of ENLs 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 ENLs 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 student's new 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 ENL 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:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other 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).

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 ENL 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.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
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 NYSITELL testing. A more in-depth interview and review of work is conducted to determine NYSITELL-eligibility. A certified ESL teacher administers NYSITELL within 10 school days. All Spanish speaking new entrants to a NYC school who score at or below the passing score on the NYSITELL must be administered the Spanish LAB. The ENL/ESL coordinator administers the Spanish LAB. Schools print NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATs within 10 school days of enrollment. Students who are found eligible to receive ESL services, are given an entitlement letter. This letter states the student’s NYSITELL 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. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
P.S. 81Q Identifies our SIFE students by analyzing the SIFE report generated on the ATS system. In addition we conduct an informal SIFE oral screening test for those students who are newly identified as ENL students to determine whether or not they are SIFE students. We have 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins with the completion of the HLIS where the parent indicates prior schooling. If the student has had an interruption or inconsistency in their formal schooling we administer the LENS evaluation.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
The Language Proficiency Team (LPT) members consist of the principal, assistant principal, ENL/ESL coordinator, and IEP teacher, and student’s parent or guardian. A qualified interpreter or translator must be present at each meeting. The LPT review existing IEPs to determine whether a student has a designated language issue. The team then determines a determination whether the student has second language acquisition needs or whether the student’s disability is the determinant factor. The final decision is made by the superintendent. Within 10 school days the LPT recommendation is accepted or rejected.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
The ESL coordinator sends entitlement and non-entitlement parent notification letters home that are translated into the parents’ home language. They are dated by the parent and all returning letters are monitored by the ESL coordinator. The letters are kept in a parent binder and names are highlighted and dated when letters are returned. Follow up letters are sent if needed for those parents who have not returned their letters within a timely fashion.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
Parents are informed about their right to appeal an ENL status via translated letters sent home as well as a translated phone call. The parents are also offered a video in their home language to view when they first come in to the school. On this video there is information that explains the ENL process as well as how to appeal any decision. In addition, the video provides a number where parents can call for more information as well as an email address for them to be able to contact the ENL office.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
P.S. 81Q determines ELL status, conducts parent orientation meetings, sends parent entitlement along with the parent survey within 10 days. Early in the year, the school’s certified ESL teacher/ESL Coordinator (K. Izquierdo) invites the parents of eligible ENLs 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 invited every Tuesday during Afternoon Parent Outreach. 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 ENL 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. Bilingual program is the default program placement when a parent survey is not returned.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
The ESL coordinator and Parent coordinator periodically follow up with parents who have not returned Parent Surveys and Program Selection forms via letters home and phone calls. All letters are translated into the parents native language. In addition, the parent coordinator and ESL coordinator have access to translators to ensure that parents understand all correspondence.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
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.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL coordinator sends placement parent notification letters home that are translated into the parents home language. They are dated by the parent and all returning letters are monitored by the ESL coordinator. The letters are kept in a parent binder and names are highlighted and dated when letters are returned. Follow up letters are sent if needed for those parents who have not return their letters within a timely fashion and additional translated phone calls are made.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ESL coordinator (K. Izquierdo) maintains all documents including HLIs, ELL notifications and letters (originals) in a binder that is kept in her office. Copies of parent ELL notifications and HLIS are kept in student's cumulative folders. In addition, documentation regarding data of P.S. 81 ENL students is kept on a database which is housed in the Assistant Principal's office.
11. 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 ENLs 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. The RLER report is generated to determine NYSESLAT eligibility.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL coordinator sends continued entitlement and transitional support parent notification letters home that are translated into the parents home language. They are dated by the parent and all returning letters are monitored by the ESL coordinator. The letters are kept in a parent binder and names are highlighted and dated when letters are returned. Follow up letters are sent if needed for those parents who have not return their letters within a timely fashion.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 154 ENL 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. As per Aspira Consent Decree, bilingual education is a legal entitlement to NYC's Spanish speaking ELLs. Our ESL coordinator (Ms. Izquierdo) along with our ESL teachers use various methods such as the RLER (NYSESLAT and NYSESLAT eligibility) report on ATS and evaluation of the HLIS to determine what students will receive the NYSESLAT annually.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.
In P.S. 81 our students are grouped heterogeneously by class. Our ENL teachers utilize a push-in and pull out model to provide instruction to our designated ENL students within all identified K-5 classes. Standalone ESL instruction develops English language skills so that students can succeed in core content courses. It is delivered by a certified ESL teacher. Integrated ESL is instruction to build English language skills through content area instruction. It is delivered through coteaching by an ESL teacher and content area teacher.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
As per state mandates, Entering, Emerging, and Transitioning students will be serviced for 360 minutes a week with 2 units of ESL/ENL broken down into 1 unit of standalone ESL/ENL and 1 unit of integrated ESL/ENL and Expanding students will be serviced 180 minutes a week through integrated ESL/ENL instruction.
3. Describe how core content is delivered in each program model. 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 ENLs participation in all 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. Integrated ESL is instruction to build English Language skills through content area instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
To ensure that our ENLs are appropriately evaluated in their home language, students who score at a lower level on the Spanish LAB are further evaluated in order to identify a possible SIFE student. Additionally, ENLs who are referred for Special Education are given evaluations in their home language, as well as in English by a bilingual psychologist and bilingual speech pathologist. Additionally, ENL students are offered state assessments (math and science) in their Home 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?
In order to monitor the progress of our ENL students throughout the year, they are administered regular periodic testing. In addition to the NYSESLAT, ELA and Math State Tests, they are given ENL Interim Assessments in ELA and Math. ELL students are administered the NYC Periodic Assessment for English Language Learners in the Fall and Spring. Scores help teachers plan programs that best fit ENL needs by allowing them to group like students for tailored learning activities or pair students at different proficiency levels in class. However, ENLs are granted certain exemptions to avoid unnecessary testing and frustration. Also, accommodations are necessary to maximize test-taking opportunities so that ENLs may be fully and fairly tested on their knowledge and skills.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusIn order to address the diverse needs of ENL students, it is necessary to employ differentiated instruction for SIFE, Newcomers, Developing, Long-term ENL students and students with special needs, and transitional ENL students. Newcomers who are Entering 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 ENL 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.

ENL students who 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 ENL students who are testing proficient receive 90 minutes a week of integrated ESL for two years after testing out and receive all ENL testing accommodations.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For those students who have been re-identified as ELL or non-ELL students, P.S. 81 ensures that the student will be placed in the appropriate setting from the time that they are re-identified. In addition, those students receive academic support from an ENL teacher as well as social and emotional support services to ensure a seamless transition to the appropriate setting.

8. 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 seven 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 ENL students for the mandated hours. Additionally, instruction is differentiated to accommodate the diverse learning needs of the special needs students.

Some of our ENL 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 ENLs. 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 P.S. 81Q teachers are trained in the use of differentiated and scaffolding methods to bring standard-based content to ENL students, including relia, TPR, vocabulary, accountable talks, sentence structure, and extensive modelling and structured guide for independent work.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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. ENL students are explicitly taught with the help of the following

Chart

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 ENLs are given their mandated ESL instructional time through a push-in or pull-out program.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

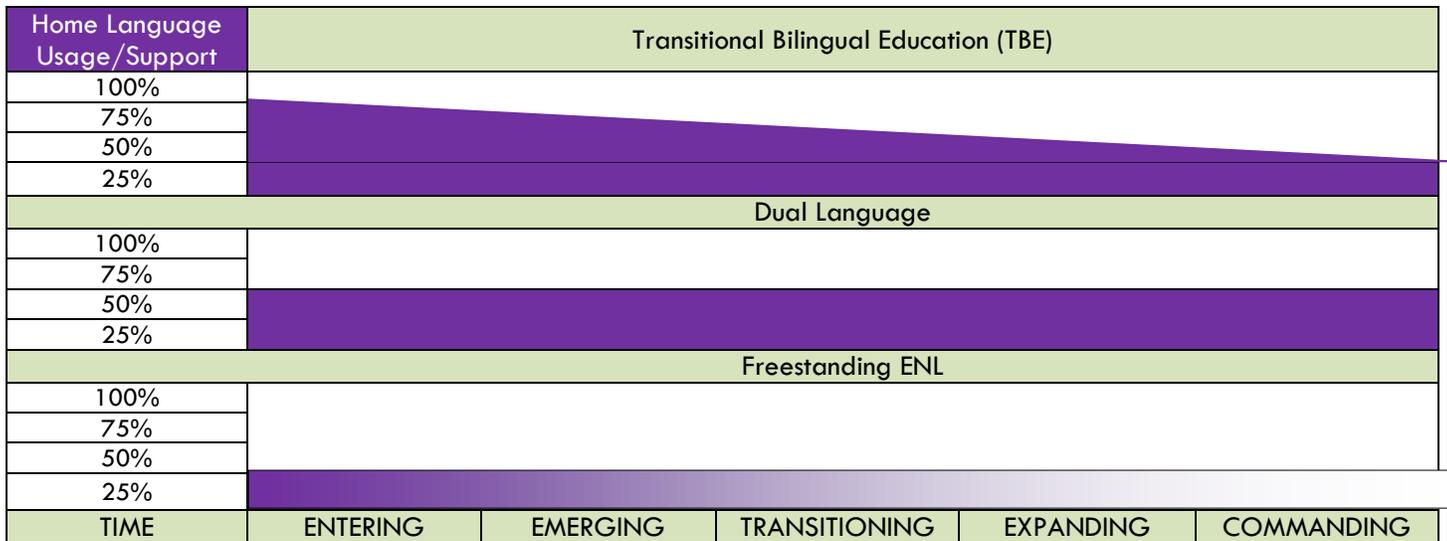


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 ENLs. In ELA, teachers employ a variety of interventions to assist our ENL students. Small group instruction, one-on-one conferencing sessions, and scaffolding/differentiation are used to support the students. 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 various Go Math assessment which assist in identifying the areas of weakness, as well as strength. In this way, teachers are able to focus on the needs of the ENL 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. ENL students 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 ENL students who have scored a score of Commanding 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 ENLs 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 ENL 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. ENLs are explicitly taught with the help of the following instructional materials: grade level books, 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 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 Early Bird Literacy, After School ESL Program and Math Program will target students at an Entering level of English proficiency in grades 1-5.

The Early Bird Literacy, After School Literacy and Math Instructional Programs will service ENL students in grades 1-5. These sessions will meet from October through March. The sessions will take place on Tuesday and Thursdays for the Early Bird from 7:00 to 7:40am, Wednesdays for the after school from 2:40 to 3:50 and Saturdays for the Math Program in the Spring. 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. These extra programs 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 ENL 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.

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

The ENLs 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 a "pull out" and "push-in" teaching model. The 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. While the Pull out model gives more individual and small group instruction to our ENL students. 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 ENLs meet or exceed the CCLS. In order to maximize English language acquisition for ENLs, 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.

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

P.S. 81Q is utilizing the "Pull Out" and "Push In model to help directly support our ENL students.

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

P.S. 81Q has no plans to discontinue any programs or services for our ENL population.

14. 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.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Our ENL students are provided with bilingual dictionaries, leveled libraries, visual and auditory materials as well as the use of ENO Boards and Ipads to support them with the core content.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home 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 our ENL students comprehend content and stay on task. The school library has a large collection of fiction and non-fiction books in the home languages spoken throughout the school.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All support and services are tailored to correspond to the age, grade level and proficiency level of our ENL students. Many low-level, high interest materials are available for the older students, which gives them the academic and social support needed for 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 an Entering level of English proficiency. The program will meet two times a week on Tuesday, and Thursday from 7:00 am until 7:40am for forty 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 materials geared toward language proficiency. 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.

19. 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.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

P.S. 81 Q does not offer a dual language program.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
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 our ENL student 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 Monday afternoon professional time. Our teachers receive training on servicing ELLs. 15% total hours ELL specific PD for all teachers and 50% total hours ELL specific PD for ENL/ESL teachers. 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
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional Development will also include language instruction aligned to the Common Core Learning Standards. Lesson planning will focus on high levels of rigor, differentiation and support. There will be support in designing lessons to meet standards while differentiating to meet students needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
To meet the professional development requirements, professional development for ENL teachers is provided during the Monday afternoon professional development time as well as during Election Day and Chancellor's conference day. All meetings and professional development days have an agenda and a staff check of list via an organizational sheet that is maintained by the principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S. 81 Q utilizes the Tuesday parent outreach time for parents to come in and discuss their child's progress. In addition, parents can schedule a meeting with the ESL coordinator, parent coordinator or administrator to discuss any aspect of our ENL program. All meetings are provided an interpreter when requested.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. 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.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? 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.
5. How do you evaluate the needs of the parents? A parent survey is given to our parents in their home language at the beginning of the year as well as the end of the year to assess any parental needs. In addition, Jane Clarino our parent coordinator is available to help assist parents throughout the school year.
6. How do your parental involvement activities address the needs of the parents? Our activities give our parents a chance to voice their concerns/ questions at any opportunity. In addition administrators are present during these activities to help support any concerns or answer any questions that a parent may have at any given time.

D. Additional Information

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

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Romy A. Diamond	Principal		
Jeannine Jelen	Assistant Principal		
Jane Clarino	Parent Coordinator		
Kathleen Izquierdo	ENL/Bilingual Teacher		
Catherine Vasquez	Parent		
Sandra Austern/ENL	Teacher/Subject Area		
Nancy Terricone/Social Studies	Teacher/Subject Area		
Laura LoPresti	Coach		
Arthur Seeger	Coach		
Josephine Clarino	School Counselor		
Madeline Chan	Superintendent		
Gary Goldenback	Borough Field Support Center Staff Member _____		
Roseann Mascia	Other <u>Speech</u>		
Jane Clarino	Other <u>Parent Coordinator</u>		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q81** School Name: **Jean Paul Richter**
Superintendent: **Madeline Chan**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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. In addition, our staff uses Student Emergency Contact Cards as well as a parent surveys that are given out twice a year to help provides us with information on how our parents prefer to communicate. 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. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At P.S. 81 Q, many of our parents prefer several different languages for both written and oral communication. The preferred languages for both written and oral communication are as follows:
Albanian
Chinese

Malayalam
Mandarin
Nepali
Pashto
Punjabi
Romanian
Serbo-Croatian
Spanish
Tibetan

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All documents that are provided to our parents are available for translation and are provided in Spanish and other languages where applicable. The documents that PS 81Q disseminates every year that require translation are as follows:

Annual School Handbook (September)

School Notices/ Letters (Daily)

Overview of Student Curriculum (September)

Calendar (Monthly)

Class News Letter (Monthly)

Parent Teacher Conference Letters (4 times per year)

After School Program Information: Early Bird/ After School ELL Program (October)

New York State Testing Dates (March)

Letters/notes from teachers (Daily/Weekly)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

P.S. 81Q has several formal face-to-face meetings with our parents during the school year. These include four parent teacher conferences, monthly PTA meetings, weekly parent workshops, meet the teacher night, and weekly teacher/ parent outreach meetings (Tuesdays) in which we provide interpretation services to parents. In addition, we also provide interpretation services during parent phone calls, guidance counselor calls to parents as well as all parents that need an interpreter during interactions with staff and administration.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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 how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The staff members at P.S. 81 Q are provided information about how to use translation services and the over-the phone interpretation service during staff meetings. Staff members are also provided with a Translation Services Brochure before every parent teacher conference to ensure that they have up dated information on how to access the translation services and over-the phone in terpretation service provided. In addition, staff members are provided with a list of staff members who volunteer to translate during parent meetings to ensure that all teachers who need a translator have access to one.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

P.S. 81 Q provides a survey twice a year to our community of parents in order to gather feedback from parent during the school year. We also practice an open door policy where parents can come and discuss any issues they may have during the school day.