



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: 51Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q051

PRINCIPAL: MAGDALY SAINT-JUSTE **EMAIL:** MSAINTEJ@SCHOOLS.NYC.GOV

SUPERINTENDENT: MICHELE LLOYD-BEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Magdaly Saint-Juste	*Principal or Designee	
Hadassah Rosenman	*UFT Chapter Leader or Designee	
Ingrid Ordonez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Judith Luxenberg	Member/UFT	
Roxanne Russo	Member/UFT	
Jennifer Wolff	Member/UFT	
Maha Sarayreh	Member/Parent	
Vivian Rivera	Member/Parent	
Patricia McCormick	Member/Parent	
Paola Strand	Member/Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Student Performance: PS 51Q will show improvement in student performance in Literacy through the use of Fountas & Pinnell Benchmark Assessment System administered three times a year with 75% of students improving by 2 or more reading levels by June 2012.

Comprehensive needs assessment

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

Due to the fact that we are an Early Childhood school with little data on ARIS, PS 51Q decided to become part of Reading Tracker Program on ARIS. In order to use the system more effectively we started to use the Benchmark Assessment System (BAS) from Fountas and Pinnell, and tracking results in ARIS using the Reading Tracker.

Instructional strategies/activities

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

Activities:

1.
 - a) All classes will follow the Balanced Literacy Approach- 120 minute Literacy Block aligned with the CCLS.
 - b) Classroom teachers, Literacy Coach, ESL teacher, Classroom Libraries, Guided Reading Libraries, Literacy Centers, Workshop Model, Reading Tracker, Data collection
 - c) Common Preps, Extra Planning Prep, Grade Conferences
 - d) September 2011 through June 2012
2.
 - a) Foundations will be taught in all classrooms for Phonics Instruction.
 - b) Classroom teachers, AIS teacher in Kindergarten using Foundations “Double Dose” lessons and RTI Probes, ESL Teacher, Literacy Coach, 37 ½ minutes Foundations Double Dose and RTI Probes for Grade 1 Students, Data Collection
 - c) Common Preps, Extra Planning Prep, Grade Conferences, 37 1/2 minutes on Thursdays for data collection
 - d) September 2011 through June 2012

3. a) After school or Saturday program
- b) Certified Teacher, Finish Line Reading for the CCLS by Continental Press, Data Collection
- c) Meetings with teacher to decide on materials to be used
- d) December 2011 through May 2012
4. a) Data Collection and Analysis
- b) Classroom Teachers, BAS, Reading Tracker will be used to analyze data. Teacher Teams will meet regularly to create rigorous tasks, analyze data, and plan instruction.
- c) Common Preps, Thursday 37 ½ minutes
- d) September 2011 through June 2012
5. a) Data Inquiry Team
- b) Principal, Data Specialist, classroom teachers
- c) Data team shares ideas with school community
- d) September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are active members of the SLT team where curriculum issues are discussed

Parent Coordinator will collaborate with the Literacy/Math coach to conduct workshops for parents on various topics

Parents will be encouraged to volunteer in all aspects of the school day

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Continue to provide professional development on the CCLS

Work with CFN-210 to provide meaningful and embedded professional development

Conduct Professional development on the use of Charlotte Danielson's Enhancing Professional Practice Framework for Teachers

Implement short, frequent cycles of observation and feedback

Conduct professional development on the use of developing rigorous tasks in Literacy

Hire consultants to provide professional development

Service and program coordination

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

There will be an afterschool program which will start in December due to limited funding.

The program will be for non ELL first grade students who are not on grade level. We purchased Finish Line Reading books to help the students with reading comprehension.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I-Curriculum and Staff Development \$30,000

Title I- Educational Consultants \$10,000

Title I Non-Contractual Services \$6,972

Title I Supplies \$10,000

Title I Parent Involvement \$1395.00

TL FSF Legacy Curriculum and Staff Development \$800

Title III Imagine Learning \$7800

Title III Textbooks \$1168

TL FSF Legacy Per Session Two Teachers for Afterschool Program \$3,359

TL FSF Legacy Per Session Two Paraprofessionals for Afterschool Program \$2,023

TL FSF Per Session Inquiry Team \$4,996

ARRA Per Session \$4500

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

1 By June 2012, PS 51Q will show improvement in 50% of all First Grade ELL students in grammar and mechanics as determined by the pre-th pre test and post test in the Simple Solutions Program for English Grammar/Writing Mechanics.

Comprehensive needs assessment

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

PS 51Q has a large ELL population with at least seven different languages spoken as a first language. The Speaking & Listening Standards addressed in the new CCLS #1,3,4 and 6 explore the needs of all students, including ELLs, to be able to use the English language correctly in order to express themselves.

Instructional strategies/activities

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

Activities:

1. a) All First grade classes will have systematic grammar and usage lessons on a daily basis. Students will participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small groups. Students will be able to ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Students will be able to describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Students will be able to speak using complete sentences when appropriate to task and situation.
 - b) Classroom teachers, ESL teachers, Literacy Coach, Data Inquiry Team will all work to develop grammar and usage skills. Resources such as the Simple Solutions student book will allow students to practice new skills.
 - c) Teachers will receive professional development in the use of Charlotte Danielson's Framework for Teaching specifically in 3b questioning and Discussion, 3c Engaging Students in learning and 3d Using Assessment in

Instruction. Teachers will meet in teams to discuss student work.

c) September 2011 through June 2012

2. a) After School or Saturday program for ELLs

b) Certified Teacher, Empire State NYSESLAT ESL/ELL by Continental Press, Data Collection

c) meetings with teacher to decide on materials to be used

d) December 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent Coordinator will have monthly parent workshops on various topics suggested by parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Work with CFN-210 to provide meaningful and embedded professional development

Conduct Professional development on the use of Charlotte Danielson's Enhancing Professional Practice Framework for Teachers

Implement short, frequent cycles of observation and feedback

Conduct professional development on the use of developing rigorous tasks in ESL techniques

Service and program coordination

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

PS 51Q bought and is using two MONDO programs for our ELL population, "Let's Talk About It" and "Let's Sing About It". Both programs encourage the use of correctly spoken English by the students.

Imagine Learning program will be implemented with selected Grade K and Grade 1 ELLs. We plan to have enough licenses for every ELL.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title III Imagine Learning \$7,800

Title III Textbooks \$1,168

TL FSF Legacy Per Session Two Teachers for Afterschool Program \$3,359

TL FSF Legacy Per Session Two Paraprofessionals for Afterschool Program \$2,023

TL FSF Per Session Inquiry Team \$4,996

ARRA Per Session \$4,500

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Student Performance: PS 51Q will show improvement in student performance in Mathematics as measured by Benchmark Assessments based on Everyday Mathematics Curriculum three times a year, with 75% of students meeting the CCLS by June 2012.

Comprehensive needs assessment

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

As an early childhood school with limited options for developmentally appropriate formal assessments the instructional staff of PS 51Q has created its own assessments based on the Everyday Math curriculum and the CCLS to monitor students' progress in math.

Instructional strategies/activities

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

Activities:

1. a) Everyday Mathematics will be taught in a workshop model aligned with the CCLS.
 - b) Classroom teachers, Math Coach, ESL Teacher, Math Manipulatives, Math games, Math Literature for Read Alouds in the content area, Math Fridays (parents in classrooms)
 - c) Common Preps, Grade Conferences, Extra Planning Prep
 - d) September 2011 through June 2012
- 2.a) Afterschool or Saturday program for ELLs
 - b) Certified Teacher, Math Advantage by Harcourt Brace, Data Collection
 - c) meetings with teacher to decide on materials to be used
 - d) January 2012 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents are active members of the SLT team where curriculum issues are discussed

Parent Coordinator will collaborate with the literacy/math coach to conduct workshops for parents on various topics

Parents will be encouraged to volunteer in all aspects of the school day

Math Fridays, when parents are invited to their child's classrooms to play math games, will be held every two months.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Continue to provide professional development on the CCLS

Work with CFN-210 to provide meaningful and embedded professional development

Conduct Professional development on the use of Charlotte Danielson's Enhancing Professional Practice Framework for Teachers

Implement short, frequent cycles of observation and feedback

Conduct professional development on the use of developing rigorous tasks in Literacy and Math

Hire consultants to provide professional development

Service and program coordination

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

There will be two afterschool classrooms which will start in December 2011 due to limited funding. Along with reading and language skills, we will also be using Harcourt/Brace Math Advantage books to help the students with their math skills.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I-Curriculum and Staff Development \$30,000

Title I- Educational Consultants \$10,000

Title I Non-Contractual Services \$6,972

Title I Supplies \$10,000

Title I Parent Involvement \$1,395

TL FSF Legacy Curriculum and Staff Development \$800

Title III Imagine Learning \$7,800

Title III Textbooks \$1,168

TL FSF Legacy Per Session Two Teachers for Afterschool Program \$3,359

TL FSF Legacy Per Session Two Paraprofessionals for Afterschool Program \$2,023

TL FSF Per Session Inquiry Team \$4,996

ARRA Per Session \$4,500

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4 Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, attendance for all students including ELLs and Special education students will be at 94% or more as measured by ATS.

Comprehensive needs assessment

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

As an Early Childhood school with students whose ages are between 3 and 7 years of age, our attendance is not as high as we would prefer. We would like to improve our attendance rate.

Instructional strategies/activities

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

Activities

1.
 - a) We celebrate the class with the highest attendance each month with a reward and posting the photos of the students with 100% attendance. Ms. Saint-Juste announces the winner of best class attendance over PA monthly.
 - b) Classroom Teachers, Literacy/Math Coach, Guidance Counselor, School Aides
 - c) Teachers encourage their students to be in school every day; school aides and others make daily phone calls and use ATS to track attendance and collaborate with the DOE attendance teacher
 - d) September 2011 through June 2012
2.
 - a) SLT created a "Student of the Month" program where each teacher selects a student to be honored at the PTA meeting. One of the requirements is at least 94% attendance and minimal lateness. "Students of the Month" get their picture taken and it is posted in the front hall. Each student receives a badge that he/she wears for the month and keeps. Students are recognized at the PTA meeting and given an award.
 - b) Classroom teachers, Principal, Literacy/math Coach, PTA
 - c) Teachers select their student based on criteria developed by the SLT
 - d) September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Letters are sent home to parents informing them of the fact that their child has been selected as "Student of the Month" and will be honored at the monthly PTA meeting.

Parent Workshops are held to encourage parents to send their children to school regularly. Translators are present at these meetings.

Parents are trained on how to use ARIS Parent link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Continue to provide professional development on the CCLS

Work with CFN-210 to provide meaningful and embedded professional development

Conduct Professional development on the use of Charlotte Danielson's Enhancing Professional Practice Framework for Teachers

Implement short, frequent cycles of observation and feedback

Conduct professional development on the use of developing rigorous tasks in Literacy and Math

Service and program coordination

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

Parent coordinator works with all staff to identify parents whose children may be at risk of poor attendance.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The school funds one parent coordinator (\$44,011) and three school aides (\$46,007) who work on attendance issues.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	22	5	5	16	0	0	0
1	50	24	5	5	15	0	0	0
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Kindergarten AIS students are serviced during the day by an AIS teacher who uses Foundation Double Dose lessons to reinforce skills taught by classroom teachers.</p> <p>First Grade AIS students stay afterschool for 37 ½ minutes where they are grouped by ability and given Foundations Double Dose lessons. These groups are fluid and change as needed as part of the RTI program.</p> <p>We will also be starting two after school groups for our struggling First Graders (one ELL group and one non-ELL group). They will be held on Tuesdays and Wednesdays for 1 hour each which will be split into ½ hours, 1 for ELA and 1 for math where they will be practicing skills taught in class. The ELL students will be using Empire State NYSESLAT ESL/ELL program. The non ELL students will be working on comprehension skills using Finish Line Reading program for the CCLS.</p>
Mathematics	<p>The classroom teacher works with small groups of struggling students while the rest of the class works in math centers. If there is a Para professional, she works on specific math activities with the students. In some cases when there is an ATR, he/she also works with the students.</p> <p>First Grade AIS students who are struggling in math are grouped according to ability and are guided by the teacher and/or paraprofessional (and ATR when one is assigned). Their progress is checked daily by the teacher to monitor understanding.</p> <p>We will also be starting two afterschool groups for our struggling First Graders (ELLs and non-ELLs). They will be held on Tuesdays and Wednesdays for 1 hour each which will be split into ½ hours, 1 for ELA and 1</p>

	for math where they will be practicing skills taught in class using the Harcourt Brace math Advantage program.
Science	There are usually two to five students who struggle with science content in Kindergarten and Grade 1. The classroom teacher will work with small groups or with individuals in those cases.
Social Studies	There are usually two to five students who struggle with social studies content in Kindergarten and Grade 1. The classroom teacher will work with small groups or with individuals in those cases.
At-risk Services provided by the Guidance Counselor	The guidance counselor sees all at risk students once a week. She pulls students out on a one to one basis and works on the issues that are needed.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PS 51 Q PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children, and to support parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader C. Amundsen/ Joanne Brucella	District 27	Borough Queens	School Number 051
School Name Public School 51			

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

Principal Magdaly Saint-Juste	Assistant Principal N/A
Coach Judith Luxenberg	Coach Literacy/Math
ESL Teacher Chari Meisel	Guidance Counselor Suzanne Koniak
Teacher/Subject Area Nesrin Balkaya/ESL Teacher	Parent Ingrid Ordonez
Teacher/Subject Area Melanie Aviles/Common Branch	Parent Coordinator Andrea Kelly
Related Service Provider Laurie Siegel/Speech Teacher	Other Katherine McAvinue IEP Teacher
Network Leader N/A	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	250	Total Number of ELLs	58	ELLs as share of total student population (%)	23.20%
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Part II: ELL Identification Process

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

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

1a. A description of steps to initially identify students who may be ELLs:

Parents whose children are registering for our Kindergarten program are given an informal interview assisting them in completing their Home Language Surveys by either the literacy coach, Judith Luxenberg or one of the ESL teachers, Chari Meisel or Nesrin Balkaya. At that time, we take general note of students who will possibly need to be administered the LAB-R in September. Parents are invited in May for Kindergarten orientation and the ELL program options for P.S. 51 are explained at that time. Notices are translated into Spanish, Punjabi, Urdu, Russian, Arabic, and Bengali. After the ESL teacher reviews the responses on the Home Language Survey, it is determined if students speak another language at home and the OTELE code is entered into ATS. Those students who speak another language at home are administered the LAB-R to see if they are eligible for the ESL program. Spanish speaking students who do not pass the LAB-R are also administered the Spanish LAB to determine their fluency in Spanish. The RLER is examined to ensure that all students eligible are tested. Students who are eligible for ESL will then be administered the NYSESLAT in the Spring of that school year to determine their eligibility for the ESL program for the following school year.

1b. The pedagogues who are responsible for conducting the initial screening and administering the HLIS at this time are Judith Luxenberg, the literacy coach, Nesrin Balkaya, and Chari Meisel, the ESL teachers, who are all licensed pedagogues.

1c. All ELLs receiving ESL are administered the NYSESLAT. The RLER is also examined to ensure all eligible students are administered the exam. Students eligible to take the NYSESLAT are administered each of the four components of the NYSESLAT. The speaking section is administered by the ESL teachers (Mrs. Meisel & Mrs. Balkaya) to students individually. The listening, reading, and writing sections are administered to students on separate but consecutive days. Absentees are administered the NYSESLAT upon their return to school.

2. Most parents have two large group opportunities to find out about program choices: in May at the Kindergarten Orientation for all parents, and at the October Open House for parents of ELLs. Parents of students who come in later during the year have the opportunity to discuss the programs at registration and via meetings with the ESL teachers. At the Open House, parents are given the parent survey and the program selection survey in English and their home language (if available). Most parents complete this form at that time. When forms are not returned, the ESL teachers try to reach the parents at dismissal time, and make phone calls as well. If they are unable to reach the parents, they get assistance from the parent coordinator. Over-the-phone translators are used, as well as staff who are fluent in a native language. We have teachers and paraprofessionals who are fluent in Spanish and a paraprofessional who is fluent in Punjabi and Urdu. We also have three parents on the PTA who are fluent in Spanish and one parent on the School Leadership Team who is fluent in Arabic.

3. The ESL teacher Chari Meisel prints Entitlement letters in all necessary languages and photocopies each letter before distributing to all parents of ELLs. Copies are maintained in the school's ESL binder. Continued Entitlement letters are sent home to parents of First

Grade ELLs continuing in the ESL program. The parents of all ELL students are invited for an Open House where an ESL teacher explains the different program choices and shows the parents a DVD in various languages. Parent Guides and Program Selection forms are handed out in various languages. During the school year, new admits to the NYC school system are also administered the LAB-R. The ESL teachers review the ATS reports for accuracy throughout the year to ensure that all eligible students are administered the LAB-R within their first 10 days of school, and are administered the NYSESLAT in the spring. Parents of eligible students are also invited to another parent orientation where Parent Survey and Program Selection forms will be completed. Parents who do not attend orientation are invited for a second time to another orientation for information about programs available and completing the Parent Survey. Copies of the Parent Survey and Program Selection forms are also kept in the ESL binder. Originals are placed back in each child's cumulative folder.

4. After reviewing the Parent Survey and Program Selection forms it is determined whether or not enough parents selected the bilingual program. Most of the parents choose the ESL program as their first choice. We currently do not have bilingual programs at our school. Parents are told very clearly, in their native language, the program choices that are currently available at our school. If we cannot accommodate the parents' choice, the parent coordinator researches other school options on their behalf. At this time, placement letters in the appropriate languages are distributed. Copies of these letters are kept in the ESL binder. Continued entitlement letters are copied and then distributed to students continuing in the ESL program in first grade based on their NYSESLAT scores from the previous school year. Copies of the entitlement letters are kept in the ESL binder.

5. As in the past several years, we are noticing that parents are still requesting the free-standing English as a Second Language (ESL) program as their first choice. Parents who wish to enroll their children in a self-contained bilingual class are given the option to transfer their child to a school with a bilingual program or advised that when there are 15 or more students on two continuous grades with a bilingual program as their first choice, a bilingual class will be offered at this school. All Parent Survey responses are entered into the ELPC screen through ATS.

6. Our program is aligned with parent requests. Parents have requested the Free-standing ESL program we are offering. They have indicated a preference for this model over the transitional bilingual class model. The program is designed to meet the needs of our beginner, intermediate and advanced ESL students. We are using a push-in/pull-out model for Kindergarten. We have a self-contained ESL class in Grade 1 designed to meet New York State Standards, as well as a push-in/pull out model for ESL students who are not placed in that self-contained classroom.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	1												1
Push-In	3	1												4
Total	3	2	0	0	0	0	0	0	0	0	0	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	58	Newcomers (ELLs receiving service 0-3 years)	58	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	58	53	5	0	0	0	0	0	0	58
Total	58	53	5	0	0	0	0	0	0	58

Number of ELLs in a TBE program who are in alternate placement: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

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
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish	0								0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	12	16												28

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian	1	0												1
Bengali	0	2												2
Urdu	2	5												7
Arabic	4	9												13
Haitian														0
French														0
Korean														0
Punjabi	1	3												4
Polish														0
Albanian														0
Other	1	2												3
TOTAL	21	37	0	58										

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-4 here

1. We have a push-in/pull out model in our school for Kindergarten. The ESL teacher pushes in eight periods a week to service the students. For First grade, we have a self contained ESL class where the children are taught using ESL techniques by a certified ESL teacher; we also have a push-in model for students who are not in the self-contained class, such as a small group of advanced ELLs. The special education students push into that ESL class for the mandated amount of time on a daily basis. An AIS teacher gives additional services to Kindergarten students. First Grade students who need additional assistance attend the 37 1/2 minute session in the afternoon.

A. Programming and Scheduling Information

Grouping is heterogeneous.

2. The ESL teacher for the Kindergarten students has a program which allows her to service all mandated students. The self-contained ESL class on the First Grade level allows these students to receive appropriate services as well. The Integrated Co-Teachers in the First Grade and the ESL teacher in the First Grade collaborate with each other (including planning together) in order to maximize the service the special education students receive on a daily basis. The push-in Kindergarten ESL teacher analyzes the results of the NYSESLAT to determine the proficiency levels of each student. Groups are created based on the language level and the grade level of students.

Kindergarten beginner and intermediate students receive 360 minutes per week of ESL instruction. First grade students are in a self-contained class and therefore receive the mandated 360 minutes of instruction. Students in Grade 1 at the advanced level receive 180 minutes of ESL instruction per week as well as 180 minutes of ELA instruction per week. As new admits enter the school, they receive the appropriate mandated services based on the results of the LAB-R.

3. All instruction is conducted in English. The curriculum for ELL students is the same curriculum taught by classroom teachers. In literacy, we follow a balanced literacy model, using classroom libraries, leveled books, and the Foundations program for phonics and phonemic awareness. All students use the Everyday Mathematics program in grades Pre-K, K, and 1. Lessons are reinforced using ESL methodologies. Science lessons follow NYS initiatives. PS 51Q is using the FOSS science program which meets NYS and Common Core Learning Standards (CCLS). It is well suited to the ELLs population because it heavily uses manipulatives, and hands-on approaches to deliver the curriculum. Social Studies lessons are also based on NYS standards and the CCLS, as well as the Core Knowledge Curriculum which the school has been implementing since September 2007. This year, the school will also be using the Harcourt program for Social Studies.

4. We do not evaluate students in their native language. However, Spanish-speaking ELLs are administered the Spanish LAB at the same time as the LAB-R.

5. a We do not have an instructional plan for SIFE because we do not have any SIFE students.

b. We have a push-in/pull out model that is designed to meet New York State Standards. In First Grade, we have a self-contained ESL class. Other First Grade students receive services in a push in/pull out model. In Kindergarten, students receive services from the ESL teacher who pushes in their classrooms for eight periods a week. First Grade students receive differentiated instruction in a self-contained ESL classroom. The Kindergarten AIS teacher travels to the different classrooms.

c. We do not have any ELLs receiving 4-6 years of services since they only attend our school up to Grade 1.

d. We do not have any long-term ELLs.

6. There are a variety of ways in which instruction is delivered. Instructional techniques include modeling, bridging, conceptualization, schema building, text representation, and meta-cognitive development. Using a thematic approach, students are exposed to all areas of literacy: reading, writing, listening and speaking. In addition, the five ESL approaches are employed, including Cooperative Learning, The Natural Approach, Total Physical Response, The Language Experience Approach, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). The focus shifts to Cognitive Academic Language Proficiency (CALP) as students reach the intermediate and advanced levels of language. Students who pass the NYSESLAT in the spring of their year in Kindergarten are monitored for AIS services. All ELLs-SWDs receive the required minutes of ESL instruction as per their IEPs and LAB-R/NYSESLAT scores. Students whose IEPs indicate a bilingual program are given an alternate placement paraprofessional for the school year as well as ESL services. These students are also invited to participate in the 37 1/2 minute program that is offered afterschool in the First Grade. We will continue to use "Imagine Learning" with the students who are coming into the school with minimal English skills because we have found that the program works well with these students to build up their vocabulary in Grade One. Additionally, the Grade One ESL teacher is participating in a program for grammar and usage with her students (Simple Solutions). Finally, we will continue to use the "NYSESLAT and Beyond" books to familiarize students with the assessment and reinforce other skills.

7. All students are in a least restrictive setting. Our ELLs with special needs are usually placed in an integrated classroom setting. If they are at risk, our AIS teacher, our ESL teachers, and our IEP teacher, and the related service providers work together to provide at-risk services.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

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

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

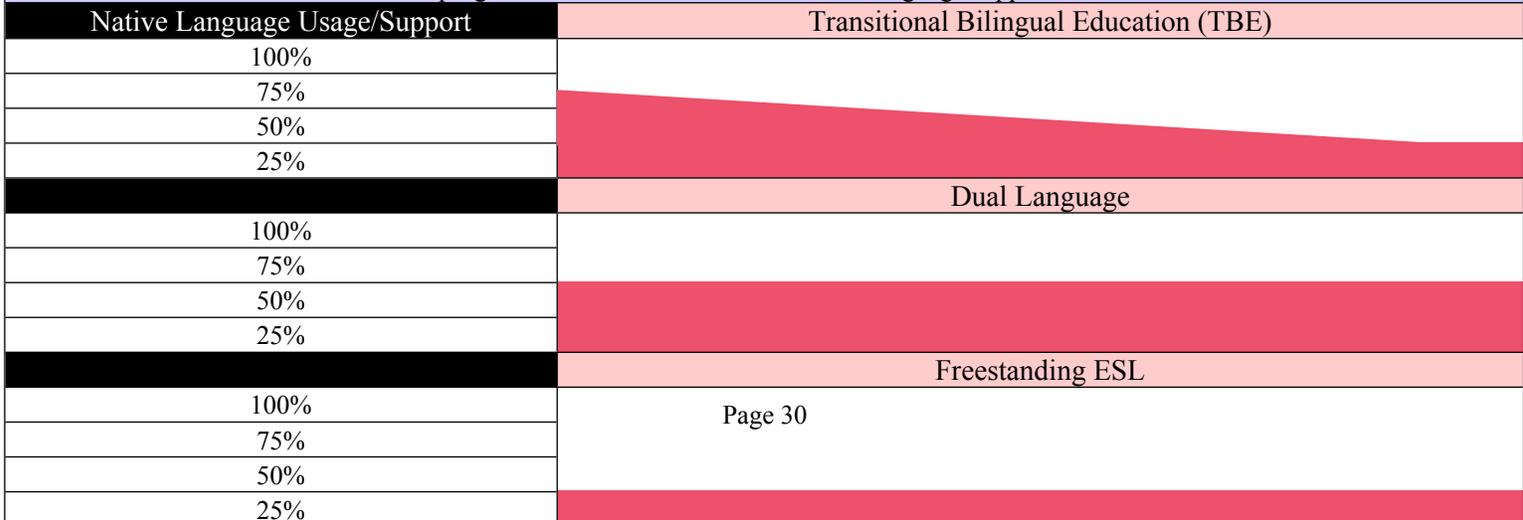
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
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13b. The Imagine Learning software program has the ability to translate content and skills into their native languages. Classrooms and the Parent Coordinator's office are equipped with native language literature.

14. Currently, our school only has an ESL program. Students have access to native language support in the form of books, and language paraprofessionals. Whether ESL is delivered in a push-in or pull out model, ELL students who use Imagine Learning have native language support in 12 languages, including English. At this time, we do not have a TBE or Dual Language program at our school.

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17. Language electives are not offered to ELLs.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parent/community involvement is an essential part of our ESL program. An orientation meeting is held at the beginning of the school year, as well as on-going workshops during the school year. Parents have an opportunity to learn more about the program and to gain knowledge about how to support their children at home. PS 51Q seeks to involve parents in the school by inviting them to family day trips at least four Saturdays during the school year, monthly workshops, and any PTA run activities. Additionally, the Parent Coordinator may offer an ESL class once a week for parents in the morning if there is a demand for it.

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3. The parent coordinator designs surveys and enlists translators to get input from the ELL parents. When she has workshops for parents (which happens at least monthly), she solicits ideas from parents regarding the type of outreach they may need.

4. Parent workshops are conducted on a regular basis with the help of translators. The parent coordinator may bring in guest speakers from the community, or may partner with the literacy/math coach to offer workshops to parents that will help them understand the curriculum. Additionally, for the past few years, the parent coordinator has offered an ESL class to parents once a week, as well as a Mommy/Daddy and Me program for the toddler siblings of our students. Parents and students attend the program together.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. The ESL teachers attend staff development along with their colleagues to increase their knowledge of ELA and Mathematics curriculum. In addition, they are expected to attend the CFN ESL professional development meetings. When applicable, they share their knowledge and turn-key information to their colleagues at meetings. The ESL teachers will train any new staff not already certified in ESL training. Several topics are covered including language acquisition approaches, strategies for developing thinking skills, and questioning techniques. At least once a year the staff participates in a book study group specifically geared toward ELLs. PS 51Q provides its staff with professional development by outside NYC approved vendors such as AUSSIE. The AUSSIE consultant has been scheduled for 10 sessions which have already started, and which include ESL teachers/teachers of ELLs. The ESL teachers and their colleagues are participating in year-round professional development that focus on the Common Core Learning Standards, on Charlotte Danielson's Framework for Teaching, on looking at student work, and on the inquiry process, among other topics. ESL teachers will join colleagues on a interactive

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2. Most of our ELLs transition to PS 56Q for the second grade and beyond. They visit the new school and meet with the principal on designated days. The principal of PS 56Q and the principal of PS 51Q coordinate orientation for the parents, including the ELL parents. The results of the NYSESLAT are discussed with the goal of giving an insight into how best to work with the parents of the ELLs transitioning into the second grade.

3. Our professional development plan as explained above covers the entire school year and provides more than the hours required by Jose P. legislation. To ensure that our general education teachers and special education teachers receive the mandated hours, we will provide workshops during school and before school, i.e. lunch-and-learns during school hours, full day professional development days and afterschool professional development. These workshops will be given by the ESL specialists and professional staff developers who are invited to present topics that are pertinent to the staff's needs. In addition, ESL teachers will attend staff development given by their network and by the Office of English Language Learners (OELL). Staff will also be provided opportunities to visit the ESL teachers as they work with their small groups to use these times to fulfill their requirements. Evidence of training is kept on-site.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

Paste response to questions 1-6 here

1. During the 2010-2011 school year, PS 51Q assessed all Grade K and 1 students using the Writing Reading Assessment Profile (WRAP)

Additional Information

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

Paste additional information here

Due to limitations on the chart for overall NYSESLAT results, we included our NYSESLAT 2011 scores for Kindergarten (currently First Graders for 2011-2012 school year) and Grade One (Currently Second Graders outside of our school for the 2011-2012 school year) which are listed as Grade 1 and Grade 2. In the Kindergarten column, we have reported the LAB-R scores for the students who are currently in our Kindergarten classes (2011-2012 school year).

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1											
	I	2	2											
	A	14	6											
	P	23	17											
READING/ WRITING	B	15	2											
	I	15	1											
	A	6	7											
	P	5	16											

NYS ELA

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

NYS Math

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

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

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

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

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

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- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- During the 2010-2011 school year, PS 51Q assessed all Grade K and 1 students using the Writing Reading Assessment Profile (WRAP) whose results yielded a Fountas and Pinnell reading level for each student. This year however, the school is using the Benchmark Assessment System from Fountas and Pinnell to assess literacy skills. Additionally, the school is using the Reading Tracker in ARIS for the data. At this time, although all assessment results are not available for Grade K and 1 students, we do know that ELLs in Grade K were not able to complete a running record. All students, including ELLs are administered benchmark assessments in math, social studies, science. Those results are not yet available.
- In both Grade K and Grade 1, ELL students tend to score better on the Listening and Speaking parts of the LAB-R and NYSESLAT assessments than on the Reading and Writing sections. Across the grades, we usually have a large number of students in both Grade K and Grade 1 who scored at the Advanced or Proficient level in Listening and Speaking. Kindergarten students mostly scored at the beginning or intermediate level for Reading and Writing. However, the Grade 1 students scored mostly at the Advanced or Proficient level in Reading/Writing. By the end of 2010-2011 school year ELLs who were receiving special education services as well, demonstrated significant growth in language acquisition, and one student achieved overall proficiency (he is now in Grade 2). We did notice though that the ELLs who received special education services and entered Grade 1 at the beginner level did not make as much progress as their peers. Of all our students who took the NYSESLAT in 2011, 5 Grade K students achieved overall proficiency while 15 Grade 1 students achieved overall proficiency.
- Over the past few years, we have steadily strengthened our oral language program throughout the school with the addition of "Let's Talk About it!" program, "Now I Get It!" program, and a focus on vocabulary development for targeted ELLs during our inquiry work. This year, we have added "Let's Sing About It!" in classrooms with ELLs. All these programs systematically develop syntax, and vocabulary, while encouraging the ELLs to produce language. Our results in Speaking/Listening confirm that we are on the right track and we will continue to infuse our regular program with such rich language development opportunities. In reading and writing, we will continue to offer small group intervention to our struggling ELLs in a systematic way. Moreover, teachers at our school, including ELLs also receive ongoing professional development on the CCLS to enable them to address the literacy standards in a way that will meet our students' needs.
- Our ELLs do not take any assessments in the Native Language. Therefore a comparison is not possible.
 - N/A
 - N/A
 - N/A
- We evaluate the success of our programs for ELLs on a continuous basis. All interim assessment data in reading, writing, math, social studies, and science are disaggregated for that population of students. On a short term basis, the data indicates whether or not individual students need additional assistance, inform the type of materials and resources that are needed for ELL students, and the type of professional

Additional Information

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

Paste additional information here

Due to limitations on the chart for overall NYSESLAT results, we included our NYSESLAT 2011 scores for Kindergarten (currently First Graders for 2011-2012 school year) and Grade One (Currently Second Graders outside of our school for the 2011-2012 school year) which are listed as Grade 1 and Grade 2. In the Kindergarten column, we have reported the LAB-R scores for the students who are currently in our Kindergarten classes (2011-2012 school year).

Part VI: LAP Assurances

School Name: Public School 51

School DBN: 27Q051

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Magdaly Saint-Juste	Principal		10/25/11
N/A	Assistant Principal		1/1/01
Andrea Kelly	Parent Coordinator		10/25/11
Chari Meisel	ESL Teacher		10/25/11
Ingrid Ordonez	Parent		10/25/11
Nesrin Balkaya	Teacher/Subject Area		10/25/11
Melanie Aviles	Teacher/Subject Area		10/25/11
Judith Luxenberg	Coach		10/25/11
N/A	Coach		1/1/01
Suzanne Koniak	Guidance Counselor		10/25/11

School Name: Public School 51

School DBN: 27Q051

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
Laurie Siegel	Other <u>Speech Teacher</u>		10/25/11
Katherine McAvinue	Other <u>IEP Teacher</u>		10/25/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q051 **School Name:** 51Q

Cluster: 2 **Network:** 210

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

Part A: Needs Assessment Findings

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

We reviewed the RPOB report listing the specific languages and their frequency by family for our school. Our parent coordinator compiled information on our families by class and language. Home language Surveys are reviewed, ATS, and emergency cards are used to record and maintain information.

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

A large number of our families are non-English speaking and need support in their home languages, particularly Punjabi, Urdu and Spanish. 25% of our parents have requested translators for meetings and workshops. These needs have been discussed at our SLT and PTA meetings, in addition to ways in which to assist our school community.

Part B: Strategies and Activities

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

- 1.a. The school, along with the parent coordinator, maintains an appropriate and current list of the primary language of every parent. All parent letters explaining school policy procedures, school calendar, upcoming educational workshops and school and PTA events are translated into the nine most common primary languages as determined by the DOE. This is done in a timely manner by submitting requests to the DOE's Translation Unit. In an emergency situation, staff or parents are used to translate documents.
- 1.b. A sign is posted outside the main office in each of the nine most common primary languages including English, indicating the availability of interpretation services.
- 1.c. A translated Bill of Rights and Responsibilities is available in both the principal's and parent coordinator's offices.

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

- 2.a. Oral interpretation services are provided to parents at ELL parent meetings, PTA meetings, parent workshops, formal twice yearly Parent-Teacher conferences and informal Parent-Teacher meetings.
- 2.b. Live translations are also provided over the phone by the Translation Unit in all nine most common primary languages as determined by the DOE.
- 2.c. Oral translation services are provided by outside contractors, in-house school staff, and parent volunteers.
- 2.d. Oral translations are provided in person in the following languages: Spanish, Punjabi, Hindi, Urdu and Arabic.

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

- 3.a. A sign is posted in front of the main office in all nine most common primary languages as determined by the DOE.
- 3.b. Parents are notified of their rights regarding translation and interpretation services at the start of the school year in their Guide to NYC Public Schools. These guides are written in all nine most common languages as determined by the DOE.
- 3.b. Parents are assisted to ensure access to the school's administrative offices. The safety agent is a bilingual speaker (Spanish). Other staff and parent volunteers speak Urdu, Punjabi, Hindi, and Arabic.
- 3.c. The Translation Unit is used to ensure that non-English speaking parents receive important information from the school.
- 3.d. Parents are informed about the DOE's website by the parent coordinator. e. The parent coordinator has created a school handbook and it is

translated into the nine most common primary languages and given out to all new parents.

f. Parents are told how to access their child's information on the ARIS Parent Link. This is done through the use of translated letters and oral translators provided by the DOE and/or school staff.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Public School 51	DBN: 27Q051
Cluster Leader: Charles Amundsen	Network Leader: Joanne Brucella
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 15 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: <u>0</u> # of content area teachers: 0

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: Our supplemental Program at PS 51Q has three main components:

- 1) We plan to use the Imagine Learning English software as a supplemental program for our English Language Learners. Imagine Learning English provides support in 14 languages with parent reports in those languages as well. It uses multiple modalities to help the students develop English language skills. Instruction is direct, scaffolded, and covers the five essential elements of literacy: phonemic awareness, phonics, fluency, phonics, vocabulary, and comprehension. Additionally, speaking and listening skills are also addressed. The teachers are able to monitor student progress. Twenty kindergarten ELLs are currently using the program in their classrooms, in addition to the mandated services which they receive from the ESL teacher. Grade 1 students who are not in a self-contained ESL class also use Imagine Learning English with their classroom teachers in addition to the services they receive from the push-in ESL teacher. Grade 1 students in a self-contained setting use Imagine Learning English as supplemental services during their regular school day and/or during the afterschool program. Teachers may structure learning sessions into at least 15-minute units. Title III funds will allow us to purchase more licenses to ensure that our ELLs can all benefit from those supplemental learning opportunities and to ensure adequate supplies, books, and materials for these students.
- 2) The second component of our supplemental program for ELLs is an afterschool program that will last from December 2011 to May 2012. The program targets a maximum of thirty students who are struggling in both ELA and Math. Fifteen of these students are projected to be English Language Learners. It will be held twice a week on Tuesdays and Wednesdays, for one hour each day. The ELLs will be selected by need by their classroom teachers. Those students who accept the offer will be tutored by a certified teacher who will be using two programs, one for ELA and one for math. For the ELA portion, the teacher (s) will be using Empire State NYSESLAT ESL/ELL program to boost their listening, speaking, reading and writing skills, and/or the Imagine Learning English software. For the math portion, the teacher (s) will be using Harcourt Brace Math Advantage to reinforce math skills taught during the school day. Please note that we are not using Title III funds for this intervention program. Instead, we plan to use TL FSF Legacy funds.
- 3) We plan to use Title III funds to purchase a consultancy in the ESL classroom(s). We would like to engage Creative Arts Team (CAT) at CUNY for an interactive storytelling consultancy. Through the residency, ELLs will be able to learn basic literacy skills and life skills; understand an increasingly complex and varied vocabulary; increase the ability to understand and use language to communicate information; improve listening and comprehension skills in English. The consultancy is usually once a week for a five-week period.

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

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here: Professional Development

1) Rationale: All staff working with the ELLs need to be cognizant of the best practices which will help their students not only become proficient in the English language but also to become academically successful. Therefore, the professional development which they receive is designed to ensure that teachers of ELLs have the necessary instructional tools to address their students' needs.

2) Teachers to receive training- All teachers of ELLs, including the two certified ESL teachers receive training on an ongoing basis, on-site and off-site, during the school day, and afterschool.

3) Schedule and duration- The professional development is conducted usually on the first Monday of the month, and one additional day of the month. Teachers of ELLs, including ESL teachers, meet in teams every Thursday to receive professional development, to analyze student work, to plan standards-based lessons, to review data, and to work on inquiry. Additionally, teachers of ELLs, particularly the two ESL teachers may also attend monthly professional development given by CFN 210, as well as the OELLS. All teachers of ELLs will also be invited to attend afterschool per session activities covering some of the topics discussed above.

4) Topics to be covered- The focus of the professional development will include:

1-Understanding and using the Common Core Learning Standards 2) Understanding the Charlotte Danielson's Framework for Teaching 3) Using Questioning and Discussion Techniques 4) Designing Rigorous Tasks 4) Analyzing Data and Using Data for instruction 5) Examining Student work

6) Mathematics in the Early Grades 7) Literacy in the Early Grades 8) Engaging Students in Interactive Storytelling. Teachers of ELLs are part of the short, frequent cycles of observation and feedback which the DOE has implemented this school year.

5) Name of Provider- Professional Development will be given by the principal, M. Saint-Juste, the literacy/math coach J. Luxenberg, the CFN 210 staff, the OELLS staff, particularly E. Welsome who pushes into classrooms to support teachers in topics as varied as rigorous instruction and CCLS writing, as well as the Creative Arts Team-CUNY. All professional development activities are documented.

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:

Our parent coordinator, Andrea Kelly, arranges parent workshops once a month for our ELL parents. The topics are requested by the parents either by using a survey or by word of mouth. Some of the topics have been "Helping your child at home with his/her homework", "Understanding the new CCLS", "Using technology at home". These workshops take place either during the day or in the evening on a rotating basis to accommodate all parents' needs. They are done by either the coach, Judith Luxenberg, or an

Part D: Parental Engagement Activities

outside source when necessary. The Parent Coordinator has also provided English classes for parents who have requested them. Parents are notified by flyers and notices hung outside the school. Last year, along with the Pre-K social worker, she provided a "Mommy and Me" class. Translators are provided in most of the languages spoken, such as Spanish, Russian, Urdu, Bengali, Arabic and Punjabi. Please note that Title III funds are not used for these activities.

Part E: Budget

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

Allocation Amount: \$????

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