



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE 51ST AVE. ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q877

PRINCIPAL: DR. DINA ERSTEJN **EMAIL:** DERSTEJ@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. MADELENE TAUB-CHAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
DR. DINA ERSTEJN	*Principal or Designee	
MS. KATHLEEN BURKE	*UFT Chapter Leader or Designee	
MS. MONA RIZAL	*PA/PTA President or Designated Co-President	
MS. CLAUDIA RENDON	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MS. VICTORIA SPINELLI	Member/teacher	
MR. DONALD DOYLE	Member/teacher	
MR. HIRAM AVILES	Member/parent	
MR. AZHAR ABDAD	Member/parent	
MS. YUKO TANAKA	Member/parent	
MS. ARIFA ACKTER	Member/parent	
	Member/	

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.

Improve teacher effectiveness by having a shared understanding of Common Core State Standards, city initiatives, and school based best practices that will lead to instructional excellence.

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.

Improving teacher effectiveness in their use of questions during ELA lessons to develop deeper understanding of non-fiction texts in our students.

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.

On a regular basis, teachers will self assess selected components of the research based rubric. Teachers will be involved in instructional rounds. Teachers will align units with Common Core State Standards. During common planning, teachers will implement a coherent professional development plan to work on selected components of the research based rubric. The Principal will follow up on walkthroughs utilizing the specific component of the research based rubric that the teachers are implementing.

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.

We informed the parents of our units of study connected to The Common Core State Standards in the Parent Calendar/Handbook. We will provide workshops for the parents to facilitate their understanding of the Common Core State Standards.

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.
- N/A at this time as all our teachers are highly qualified.

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.

N/A

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.

Tax Levy Title I (Schoolwide Programs), and Contract for Excellence funds are earmarked for professional development.

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.

Our students will show progress in ELA.

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.

According to our DRAs, EdPerformance, and Acuity, and teacher assessments, we have many students who are at the Kindergarten level. Many of these students are English as a Second Language learners, former ELLs, recently identified Special Education students, and Special Education students coming from other schools. Out of 140 English as a Second Language learners, 50% are children with IEPs who are reading below the second or first grade level.

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.

Teachers will create collaborative lessons that incorporate oral and written skills needed for the development of the Literacy and Math tasks. Teachers meet weekly in department teams to plan and assess student work, utilizing a rubric in order to make sure students are progressing in their ELA skills. Fourth grade teachers will implement a new grammar program and examine its effectiveness through the analysis of student work during teacher meetings.

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.

We will invite parents to our school for Publishing Parties.

We will establish everyday communication with parents via Sourcebooks, agendas, and letters.

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.

To maintain their high quality status, teachers attend professional development that meets their needs.

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.

The Guidance Counselor, Parent Coordinator and Teacher Leaders attend professional development that raise their conscious awareness of possible housing or family issues that might interfere with our students' learning performance.

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, Title III, Tax Levy, Fair Student Funding, and Contract for Excellence will support professional development attendance.

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

To improve reading and comprehension levels of our 4th grade Special Education students.

Comprehensive needs assessment

Analysis of our Diagnostic Reading Assessments shows that many of our 4th grade Special Education students are reading at the Kindergarten and first grade level (AA and B level).

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.

Teachers will plan lessons with three different follow-up activities designed to meet the individual learning needs of his/her students, following the IEP. Students will be exposed to several intervention programs, including Great Leaps, Wilson, Wordly Wise, Grammar, and Kid Biz. Students will follow an occasional plan of inclusion, de[pend]ing on funding availability and following the mainstreaming experience in a GE classroom. Students will work on their own goals, be aware of reading levels, and be able to choose their instructional application from a variety of sources

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.

We will provide parent workshops.

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.

N/A at this time

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.

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.
- Tax Levy , Title I and Title III funds, and Contract for Excellence.

ANNUAL GOAL #4 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 #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Develop a higher degree of communication between school and the parents.

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.
Improving parental involvement

Instructional strategies/activities

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

The Parent Coordinator will send home a newsletter, Home & School Connections. This newsletter contains instructional tips for parents on how to help their children reach academic success. In addition, the Parent Coordinator will continue to conduct weekly ESL classes for parents.

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.

Educators will engage in study groups with the purpose of building awareness of cultural differences. Staff members will organize school-wide assemblies that will build mutual support across the cultures. Teachers will send frequent feedback to parents regarding what their child is studying in school. We will ensure that our website is current so that parents will have up to date information. We also send home a calendar and handbook in September that includes the curriculum and the alignment to the Common Core State Standards, it also includes the code of conduct for our school. We also organize trips to engage parents throughout the year. Some examples would be the New York City ballet, shows at Madison Square Garden, museums, etc.

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.

N/A at this time

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.

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.

Tax Levy Title I funds and Parental Involvement Funds, Parents Association (donated money)

ANNUAL GOAL #5 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 #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based 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.

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.

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.

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.

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.

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4	67	67	67	67	20			
5	63	63	63	63	19		2	
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>Wilson is delivered via small group instruction during the school day and during Extended Day. Great Leaps is also provided one-to-one during the school day. In addition, Achieve 3000 is used in order to provide individualized instruction. It is used before, during, and after school to develop the students' progress in non-fiction reading. Small group guided reading and strategy lessons are provided during and after the school day on a daily basis. Individual conferences also take place on a daily basis. Progress of at risk students is documented and reviewed at monthly academic Intervention Meetings and instruction is reviewed at Instructional Design Team meeting. Acuity and EdPerformance are used to target specific reading strategies during the school day and during after school programs.</p>
Mathematics	<p>AIS services are provided to at risk students via small group instruction and one-to-one tutoring. Acuity and EdPerformance are used to target specific mathematical concepts during the school day and during after school programs.</p>
Science	<p>AIS services include small group guided reading and strategy lessons in the content areas. We will continue to offer a Science program during Spring Break and integrate Science into our Literacy classes.</p>
Social Studies	<p>AIS services include small group guided reading and strategy lessons in the content areas.</p>
At-risk Services provided by the Guidance Counselor	<p>Small group counseling with an emphasis on common concerns such as conflict management, self-esteem, family changes, friendship, and academic support. Individual counseling to students needing assistance with academic, personal, educational, and/or social problems. In addition, the guidance counselor serves as a resource and provides information to teachers and parents to help students succeed.</p>

At-risk Services provided by the School Psychologist	A two day School Psychologist provides individual and group counseling to students.
At-risk Services provided by the Social Worker	A two day Social Worker provides individual and group counseling.
At-risk Health-related Services	OT,PT,APE

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

Our school'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. At The Fifty-first Avenue Academy our goal is to continuously increase parental involvement. Our school will support parents and families of Title I students by: To increase and improve parent involvement and school quality, our school will:

- Invite parents to attend workshops. We will offer ESL workshops so that parents can learn basic English skills. Art workshops will be provided by our Art teacher. We will also facilitate Dial-a-teacher workshops. We will also conduct Student of the Month Award ceremonies.
- We will encourage parents to become Learning Leaders and come into the classrooms and help children with reading.
- We will provide help to parents in understanding City, State, and federal Standards, and Assessments.
- We will inform parents of monthly meetings.
- We will send home newsletters, and monthly calendars that include the Common Core State Standards.

- We will provide professional development for school staff to improve outreach and communication skills.
- We will involve parents in the planning of the school's Title I programs and the implementation of the school's Parental Involvement Policy and School Parent Compact.
- We will review and explain the Quality review, Learning Environment Survey, and progress report with parents.
- We will translate important school documents and provide interpreters during Parent Teacher Conferences and events.
- We will 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;
- We will 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;
- We will translate all critical school documents and provide interpretation during meetings and events as needed;

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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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**

CEP Appendix 6

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 Lucias Young	District 24	Borough Queens	School Number 877
School Name 51st Avenue Academy			

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

Principal Dr. Dina Erstejn	Assistant Principal NA
Coach Mrs. Bridget Ruggiero	Coach Mrs. Melissa Giannone
Teacher/Subject Area Mrs. Kelley Jaime	Guidance Counselor Ms. Tamara Brody
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Ms. Tanya Melito
Related Service Provider	Other
Network Leader	Other

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	3	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 Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

D. School Demographics

Total Number of Students in School	462	Total Number of ELLs	140	ELLs as Share of Total Student Population (%)	30.30%
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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. [i](#)

1. Upon registration, the Home Language Identification Survey (HLIS) is administered to the parents/guardians of students who are first time admits to the New York City school system. An informal interview in English and in the native language is done by a certified ESL teacher and translator. We have Spanish, Chinese, and Korean translators readily available in our school who have been trained in the ELL identification process. For lower incidence languages, we use the translation unit when necessary.) Using the information provided on the HLIS and the answers given to the questions asked during the informal interview, the ESL teacher who administered the HLIS and the informal interview determines whether or not to administer the Language Assessment Battery-Revised (LAB-R) to the child. If the ESL teacher determines that the child is eligible for testing, the ESL teacher invites the parents to watch the Parent Orientation Video at that time. After watching the video, the ESL teacher answers any questions the parents have regarding the program choices offered in New York City. Parents then choose the program they'd like their child to be in if they are eligible for services according to the LAB-R. The LAB-R is administered to the child within the first ten days of enrollment and proper placement is determined based on the results of the test. All students who are entitled to receive ESL services are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). These students are administered all four parts of the exam- speaking, listening, reading, and writing.

2. We have the following structures in place to ensure parents understand the three program choices offered in New York City public schools:

1. Entitlement letter is given to the parents in the language they read and understand, which briefly explains the three program choices.
2. Parents watch the Parent Orientation Video in the language they understand.
3. Parents have the opportunity to ask questions about each program after watching the video. A translator or the translation is utilized to translate questions and answers. The translators available in our school have been trained in understanding the three program choices offered to parents.
4. This is all completed within the first ten days of enrollment.

3. Entitlement letters are distributed the same day the child was administered the LAB-R if the results indicate the child is entitled to receive ESL services. If the child is not entitled to receive services, a non-entitlement is sent home to the parents. The Parent Survey and Program Selection form is given to the parents following their viewing of the parent orientation video which is shown at registration. The parents fill out these forms after watching the video and the ESL teacher keeps them on file. If parents request time to make their decision, the ESL teacher follows up with the parents if they form is not brought back by the return date stated on the form. Additional letters are sent and translated phone calls are made, if necessary, to the parents of the child who does not return forms.

4. We use the results of the LAB-R to place students in the appropriate class. We have one beginner/intermediate ESL class on each grade level. If a student scores at a beginning or intermediate level on the LAB-R, they are placed in this class. The fourth grade

beginner/intermediate class is taught full-time by a certified ESL teacher. The fifth grade beginner/intermediate class is serviced for the mandated minutes by a certified ESL push-in teacher. In addition, students that score at an advanced level on the LAB-R are placed in a 4th or 5th grade class that has other advanced ESL students. These classes are serviced for the mandated minutes by a certified ESL push-in teacher. The Entitlement letter indicates to parents what class their child is in. Although the LAB-R is used to make the final determination in class placement, the informal interview allows the ESL to get a good sense of what class the child should be put in. Most of our new admits are placed in the appropriate class setting for day one. Very rarely is a child switched to another class after being administered the LAB-R due to an inappropriate class placement.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, we find that 99% of parents requested that their child be placed in a Free-Standing ESL program. One parent requested that her child be placed in an Indonesian-English Transitional Bilingual Education class.

6. The program model offered at our school is aligned with parent requests, as 99% of our parents have requested their child be placed in a Free-Standing ESL program as their first choice of programs.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained					22									22
Push-In					62	56								118
Total	0	0	0	0	84	56	0	0	0	0	0	0	0	140

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	140	Newcomers (ELLs)	57
Special Education	49		

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	0	ELLs receiving service 4-6 years	83	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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	57	0	10	83		38	0	0	0	140
Total	57	0	10	83	0	38	0	0	0	140

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

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
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					41	27								68
Chinese					17	14								31
Russian					0	0								0
Bengali					8	6								14
Urdu					2	2								4
Arabic					0	0								0
Haitian					0	0								0
French					0	0								0
Korean					0	0								0
Punjabi					1	1								2
Polish					0	0								0

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
Albanian					0	0								0
Other					15	6								21
TOTAL	0	0	0	0	84	56	0	140						

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?

Instruction is delivered through the following organizational models: Push-In ESL and Self-Contained ESL. The fourth grade self-contained class is grouped heterogeneously with beginners and intermediates. Advanced students are placed in other heterogeneously grouped fourth grade classes. All fifth grade ESL students are placed in heterogeneously grouped classes with mixed proficiency levels. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. The fourth grade self-contained class is serviced for 200 minutes a day (4 periods), five days a week, by a certified ESL teacher. All of the beginners and intermediates in the fourth grade are in this class. The advanced students in the fourth are placed in six fourth grade classes and are serviced four periods a week for a total of 200 minutes. All fifth grade beginners and intermediates are serviced by a certified ESL teacher 8 periods a week, for a total of 400 minutes. Advanced students are serviced 4 periods a week, for a total of 200 minutes. ELLs that read and write in their native language are evaluated in their native language on the New York State Mathematics and Science exams. We differentiate instruction for ELL subgroups in the following ways:

- a. We currently do not have any SIFE.
- b. Newcomers- In addition to a rigorous curriculum taught by the classroom teacher and ESL teaches, newcomers are given the opportunity to attend an afterschool program and/or Saturday school program, both of which are designed to increase strategy usage in reading and improve reading comprehension skills. The program also prepares ELLs for the NYSESLAT and ELA.
- c. ELLs receiving service 4-6 years- In addition to a rigorous curriculum taught by the classroom and ESL teachers, these ELLs are given the opportunity to attend an afterschool program and/or the Saturday school program, both of which are designed to increase reading comprehension and improve reading and mathematics skills. These ELLs also use KidBiz Achieve 3000 at least twice a week.

A. Programming and Scheduling Information

- d. We currently do not have any long-term ELLs.
 The 51st Avenue Academy implements the following instructional strategies and grade-level materials to provide access to academic content areas and to accelerate English language development:
- a. Raz-kids
 - b. KidBiz 3000
 - c. Wordly Wise 3000

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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Targeted intervention programs for ELLs in:

ELA: Great Leaps, Voyager, and Wilson

Math:

To support students who have recently tested out of ESL (2 years): Push-in teachers work with students who have recently tested out of ESL. They provide support with academic language and work on improving writing skills. These students are also given the opportunity to attend the afterschool program, Saturday school, and winter and spring vacation programs. Former ELLs also receive the same testing accommodations as current ELLs for two years after they test out of ESL. These accommodations include separate location, extended time, a third reading of the listening passage on the ELA, and the use of bilingual word-for-word dictionaries.

ELLs are afforded equal access to all school programs. Parents of ELLs and special education students are given the opportunity to enroll their children in our morning, afterschool, Saturday school, and vacation programs. Depending on the enrollment and the number teachers, these programs are then open to general education students. These programs offer homework assistance, in addition to using Achieve 3000 Kidbiz, and Preparing for Excellence to accelerate the growth of their academic English, reading skills, and test-readiness. ELLs, former ELLs, and special education students are a majority of our population. Therefore, academic decisions are made with them in mind first and foremost.

The 51st Avenue Academy uses the following instruction materials and technology to support ELLs:

- Guided reading books (fiction and content areas)
- Achieve 3000 (nonfiction, current events)
- Leveled libraries
- Leap Frog
- Wilson
- Great Leaps
- Diagnostic Reading Assessment
- Reading A-Z books (fiction and content areas)
- Raz-kids
- Low-level/ High-interest books
- Trade books (content areas)
- Social studies and science textbooks
- Bilingual glossaries for math, science, and social studies
- Bilingual trade books (for newcomer students)

Native language support is delivered by paraprofessionals who push in and work with newcomer students and students whose IEPs require a bilingual paraprofessional. The paraprofessionals help make sure students understand what is expected of them. They help them organize their writing. They work on English vocabulary and spelling rules.

Required services and support and resources correspond to ELLs' ages and grade levels.

Newly enrolled ELLs are given the opportunity to attend our summer school program so that they can become acquainted with our school building, some of the students who may be in their class or grade, and the teachers and school staff. An ESL teacher provides support in basic English vocabulary.

We currently do not offer any language electives to our 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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We currently do not offer any language electives to our ELLs.

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We currently do not offer any language electives to our ELLs.

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.

Our professional development plan supports the Title III instructional program. All teachers are trained in Achieve 3000. In addition, all faculty and staff (including paraprofessionals, guidance counselors, psychologists, speech therapists, secretaries, and the parent coordinator) have the opportunity to participate in professional development workshops and study groups formed by the principal, coaches, network support specialist, OTL, and teachers. Teachers will be exposed to recent research on ELLs through professional, scientifically-based books and materials, such as

The 51st Avenue Academy Professional Development Program will focus on providing all teachers and staff with scaffolding and differentiated instruction strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet the new Common Core Standards. Topics that will be addressed during these professional development sessions are as follows:

Scaffolding across the Disciplines: Types of Scaffolding

Quality Teaching and Best Practices to improve ELL performance

Differentiated Instruction

Strategies needed to prepare ELLs to meet the city and state standards and to begin a clear understanding of the NYSESLAT, ELA, Math, and Science test readiness.

Mathematics instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

Ed Performance

Acuity

Achieve 3000

Professional development takes place during faculty conferences, grade conferences, and in-service (Election Day, Brooklyn Queens Day, and the days teachers report back to work in September.) These professional development opportunities count towards the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL licenses). Records of these professional development opportunities are maintained by our literacy coach.

In addition, we will seek professional development opportunities to support moving our level 3 students to level 4. Teachers will continue to be involved in curriculum planning and create lessons which take into account the Common Core Standards and the strategies they learned to meet the academic needs of ELLs and level 3 and 4 students. Additionally, the Office of English Language Learners offers professional development days during the year for administrative staff and teachers. Staff members attend professional development provided by OTI and other organizations.

To assist ELLs as they transition from elementary to middle school, teachers and students are given opportunities to meet with middle school teachers from the school across the street, where the majority of our students will attend. Teachers and students are invited to tour the school and learn more about the programs offered at the school. We also host the same in our school for parents and our incoming fourth grade students being that our school is a four-five school only.

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)?

NA

parent coordinator. Each class performs a class play. Parents are always invited to attend. In addition, parents are always invited to attend class trips. Our parent coordinator also organizes parent involvement trips and cultural activities that are held on Saturdays. Some of these trips include a trip to the ballet and shows at Madison Square Garden and Lincoln Center. Parents of ELLs are invited to attend Learn English workshops which are held Wednesdays mornings from 9:00 to 10:00. Basic English and communication vocabulary are taught by our parent coordinator. Topics include: filling out forms, finding a job, ordering food, calling on the phone, shopping for clothes, visiting

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?

1. At the 51st Avenue Academy, we offer many opportunities for parents to become involved in their child's education. We offer workshops at the Parents Association (PA) meetings, on topics such as how to go access and understand ARIS and Acuity and transitioning to middle school. We have guest speakers that speak to parents about useful topics, such as health insurance, computer safety for kids, etc. This year, we offered an art workshop to parents and their children. This workshop was organized by our art teacher and parent coordinator. Each class performs a class play. Parents are always invited to attend. In addition, parents are always invited to attend class trips. Our parent coordinator also organizes parent involvement trips and cultural activities that are held on Saturdays. Some of these trips include a trip to the ballet and shows at Madison Square Garden and Lincoln Center. Parents of ELLs are invited to attend Learn English workshops which are held Wednesdays mornings from 9:00 to 10:00. Basic English and communication vocabulary are taught by our parent coordinator. Topics include: filling out forms, finding a job, ordering food, calling on the phone, shopping for clothes, visiting the doctor, etc. We also have translators available to assist during parent-teacher conferences and we use the translation unit to translate documents that are distributed to the parents.

2. We have a partnership with Learning Leaders, an outside organization that trains parents to be volunteers in the classroom.

3. We evaluate the needs of parents by sending our surveys to assess the needs of parents. In the beginning of the school year we send home the Parents Preferred Home Language survey so that future materials sent home to parents are in the language they prefer. We also have open discussions on the needs of our parents at our PA meetings.

4. Our parental involvement activities address the needs of parents because we host workshops that are of interest to our parents. We use parent surveys to find out what is of interest them. We also offer courses during the winter and spring breaks to help children with upcoming state tests. We also offer translations in many languages. ste response to questions 1-4 here

D. Professional Development and Support for School Staff

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

Our professional development plan supports the Title III instructional program. All teachers are trained in Achieve 3000. In addition, all faculty and staff (including paraprofessionals, guidance counselors, psychologists, speech therapists, secretaries, and the parent coordinator) have the opportunity to participate in professional development workshops and study groups formed by the principal, coaches, network support specialist, OTL, and teachers. Teachers will be exposed to recent research on ELLs through professional, scientifically-based books and materials, such as

The 51st Avenue Academy Professional Development Program will focus on providing all teachers and staff with scaffolding and differentiated instruction strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet the new Common Core Standards. Topics that will be addressed during these professional development sessions are as follows:

Scaffolding across the Disciplines: Types of Scaffolding

Quality Teaching and Best Practices to improve ELL performance

Differentiated Instruction

Strategies needed to prepare ELLs to meet the city and state standards and to begin a clear understanding of the NYSESLAT, ELA, Math, and Science test readiness.

Mathematics instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

Ed Performance

Acuity

Achieve 3000

Professional development takes place during faculty conferences, grade conferences, and in-service (Election Day, Brooklyn Queens Day, and the days teachers report back to work in September.) These professional development opportunities count towards the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ESL licenses). Records of these professional development opportunities are maintained by our literacy coach.

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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.

DRA and TCRWP are the assessments tools used to assess the early literacy skills of ELLs. The data shows that beginning ELLs can't always verbally retell a story but can respond to yes/no questions and point to pictures in order to answer a question. Therefore, beginning ELLs are placed in a class where they are taught by a certified ESL teacher for all subjects expect math.

A few examples of data, the following patterns in data across proficiency levels and grades have been observed. Many of our new admits are

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B					5	0							
	I					7	9							
	A					24	23							
	P					42	18							
READING/ WRITING	B					11	5							
	I					19	12							
	A					47	28							
	P					1	5							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	33	31	10	0	74
5	10	27	7	0	44
6					0
7					0
8					0
NYSAA Bilingual Spe Ed			1		1

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	11		28		26		1		66
5	1		19		24		9		53
6									0
7									0
8									0
NYSAA Bilingual Spe Ed					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		15		31		4		53
8									0
NYSAA Bilingual Spe Ed							1		1

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dr. Erstejn	Principal		11/30/11
	Assistant Principal		
Tanya Melito	Parent Coordinator		11/30/11
Kelley Jaime	ESL Teacher		11/30/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Bridget Ruggiero	Coach		11/30/11
Melissa Giannone	Coach		11/30/11
Tamara Brody	Guidance Counselor		11/30/11
Lucias Young	Network Leader		11/30/11
	Other		
	Other		
	Other		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q877** School Name: **51st Avenue Academy**

Cluster: **4** Network: **Lucias Young**

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.

To assess our school's written translation and oral interpretation needs, we sent home a parents' preferred language questionnaire. The questionnaire asked parents to indicate in what language they would like to receive written information from the school and in what language they would prefer to communicate orally with school staff. Our goal is to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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.

Here are our major findings: A majority of our parents prefer written and oral communication in English. Following closely behind English is Spanish. The next major language is Chinese Mandarin. The fourth major language indicated by parents is Bengali. Lower incidence languages reported include Korean, Urdu, Indonesian, Nepali, Vietnamese, and Burmese. These findings are reported to parents at PA meetings, Student of the Month assemblies, and in the future we will be reporting these findings on our school website. These findings are reported to teachers and staff on class rosters.

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.

Written translation services will be provided by NYCDOE translation unit, school staff, outside vendors and/or parent volunteers depending on the topic. We are also currently considering subscribing to eChalk. eChalk is a software platform that schools use to manage communication and instruction. eChalk can translate information in many languages.

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.

Oral translation services will be provided by an outside contractor, or in-house by school staff or parent volunteers. Oral translation services will be provided by an outside contractor who can be reached by telephone. The translation service is accessible to all staff in the school, and the hours of operation are Monday through Friday, 8 a.m. to 5 p.m.

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

The 51st Avenue Academy has distributed Family Guides in all languages to parents. Our Parents Association meetings are translated in the languages that the parents attending speak. The NYS Discipline Code book was distributed in all languages. We have a visible flyer located near the main desk that states that we will provide all needed translation services. During parent teacher conferences we provide translators in Chinese, Spanish, and Bengali. For lower-incidence languages we use the translation unit to communicate with parents at parent teacher conferences, as well as any other time that translation is needed. All flyers and forms (medical, etc.) are always available in the students' home language. Next year we will also be giving out blue cards in languages other than English.

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: 51st Avenue Academy	DBN: 24Q877
Cluster Leader:	Network Leader: Lucias Young
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

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

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: 1. The new Common Core Standards place a greater emphasis on nonfiction reading and writing skills compared to the previous New York State Standards. The goal of our extended day programs is to increase our ELLs' comprehension of nonfiction texts and increase their ability to organize and develop responses to nonfiction texts and essays. Our extended day programs will offer ELLs and former ELLs extra support in meeting the Common Core Standards.

2. ELLs that will be taking the ELA and former ELLs will be served in either the morning program, the afterschool program, or the Saturday program, depending on what is more convenient for their parents.

3. One after school class will held on Mondays and Tuesdays from 3:45 to 5:00, beginning December 5, 2011 and ending on May 15, 2012. Another class will be held on Wednesdays from 2:30 to 5:00, beginning November 30, 2011 and ending on May 23, 2012. Another class will be held on Saturdays beginning in January 2012.

4. The language of instruction is English.

5. There are 4 certified teachers- 1 certified ESL teacher, 2 certified special education teachers, and 1 certified common branch teacher.

6. Materials- Achieve 3000 Kidbiz, Raz-kids (at no cost to Title III), Best Practices in Reading (at no cost to Title III)

Part C: Professional Development

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

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

Begin description here: The 51st Avenue Academy Professional Development Program will focus on providing all teachers and staff with scaffolding and differentiated instruction strategies for teaching ELLs. It will also focus on how to prepare ELLs to meet the new Common Core Standards. Topics that will be addressed during these professional development sessions are as follows:

Scaffolding across the Disciplines: Types of Scaffolding

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Part C: Professional Development

Mathematics instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

Ed Performance

Acuity

Achieve 3000

Please note that the above professional development is at no cost to Title III.

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: At the 51st Avenue Academy, we offer many opportunities for parents to become involved in their child's education. We offer workshops at the Parents Association (PA) meetings, on topics such as how to go access and understand ARIS and Acuity and transitioning to middle school. We have guest speakers that speak to parents about useful topics, such as health insurance, computer safety for kids, etc. This year, we offered an art workshop to parents and their children. This workshop was organized by our art teacher and parent coordinator. Each class performs a class play. Parents are always invited to attend. In addition, parents are always invited to attend class trips. Our parent coordinator also organizes parent involvement trips and cultural activities that are held on Saturdays. Some of these trips include a trip to the ballet and shows at Madison Square Garden and Lincoln Center. Parents of ELLs are invited to attend Learn English workshops which are held Wednesdays mornings from 9:00 to 10:00. Basic English and communication vocabulary are taught by our parent coordinator. Topics include: filling out forms, personal information, finding a job, ordering food, shopping for clothes, visiting the doctor, asking for directions, shopping for groceries, personal problems, situational dialogues, and idioms. We also have translators available to assist during parent-teacher conferences and we use the translation unit to translate documents that are distributed to the parents. We have a partnership with Learning Leaders, an outside organization that trains parents to be volunteers in the classroom.

Parents are notified of these activities and opportunities via translated letters/flyers sent home.

Part E: Budget

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

Allocation Amount: \$16536		
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 	15,403	Morning Program, Afterschool programs, and Saturday School Program
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. 	\$998	Paper to make copies of translated flyers and letters, the school newsletter, "Home Connection"
Educational Software (Object Code 199)	\$135	
Travel		
Other		
TOTAL		