



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE ELIAS HOWE SCHOOL

DBN: 02M051

PRINCIPAL: NANCY SING-BOCK

EMAIL: NBOCK@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Nancy Sing-Bock	*Principal or Designee	
Shani Perez	*UFT Chapter Leader/teacher	
Jillian Grano	*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>	
Lauren Miller	Member/Teacher (Chairperson)	
Dana Goldberg	Member/Teacher	
Milagros Madera	Member/Teacher	
Jil Novenski	Member/Parent	
Nancy Diaz	Member/Parent	
Jessica Rodriguez	Member/Parent	
Pura Fernandez	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

- By June 2013, all returning students in 4th and 5th grade with individualized education plans (IEP's) will make progress above the citywide median. Collectively, they will average an adjusted growth percentile in ELA of the 59th percentile or better.

Comprehensive needs assessment

- ***Based on an analysis of the NYS ELA 2012 scores, it was determined that of the 19.2% of students with IEPs received a score of a level 2 or below and had an average adjusted growth percentile of less than 59%***

Instructional strategies/activities

In order to achieve our goal of

- We will be doing targeted guided reading groups. Progress and effectiveness will be monitored by an increase in student reading levels. In addition, we have inquiry groups in which we create and administer pre and post assessments aligned with the Common Core Standards for each math and writing unit. Progress will be determined based on the results of the post assessments following each unit. In extended time, teachers monitor student work that is then discussed and reviewed during our quarterly student progress meetings. Whole class conversations will be monitored by using feedback from the Danielson's Framework rubric for questioning and discussion. Conferring will be assessed through the use of teacher conference notes.
- Mandated providers, cluster teachers, literacy coach will support these students by using the strategies stated above. They will do so by pushing-in to the classrooms or pulling-out those specific students.
- Grade meetings will be held monthly to discuss student progress. Academic Intervention Team (AIT) will meet monthly to plan for students in need. School Leadership Team (SLT) will meet monthly to discuss school wide needs.
- Students will meet with providers according to their IEP mandates, Inquiry teams will meet weekly and guided reading groups will take place weekly.

Strategies to increase parental involvement

- 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;
- School website contains educational resources

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Small group services – A drug- and alcohol-prevention specialist (SAPIS) meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.
- Whole class lessons – The SAPIS specialist conducts class lessons throughout the school year to address such topics as drug and alcohol prevention, self-confidence, healthy choices, and peer relationships.
- Peer Mediation Program – SAPIS specialist trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.

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

- By June of 2013, Returning 5th grade students who performed in the lowest third percentile school wide on the 2012 NYS Math test will show progress above the citywide median, as measured by the 2013 NYS Math Test. Collectively, they will average an adjusted growth percentile in Math of the 63rd percentile as measured by the NYC progress report?

Comprehensive needs assessment

- Based on an analysis of the 2011-2012 school's progress report, it was determined that students in the lowest third at our school did not show improvement on the 2012 NYS math test.

Instructional strategies/activities

- Teachers will develop Common Core aligned tasks that provide opportunities for students to write about their mathematical thinking.
- Teachers will meet regularly to design lessons that incorporate written skills needed to explain their mathematical thinking.
- Teachers will create rubrics to assess students' mathematical thinking, as evidenced in their written work.
- Teachers will meet to assess students work and to create differentiated lessons that support students' development.
- An inquiry team has been created with a focus on helping targeted students express their mathematical.
- Math coach is working with teachers in cycles to devise strategies to support students with their mathematical thinking.
- Mandated providers, cluster teachers support the work done in the classroom.
- Teachers and administration communicate through grade meetings, progress meetings, Academic Intervention Team (AIT), School Leadership Team (SLT)
- Students will meet with providers according to their IEP mandates, Inquiry teams will meet weekly.

In grades K-5, students will experience a minimum of two Common Core-aligned units of study in mathematics. At least one of the Common Core-aligned units will focus on Mathematical Practices 3 and/or 4, as well the domain of focus specified for each grade through the Citywide Instructional Expectations for 2012-2013.

Teachers will work towards achieving the goal of aligning their mathematics instruction to the Common Core Standards through a variety of methods. They will modify their existing math curriculum (Investigations in Number, Data and Space) by eliminating/adapting certain units in order to focus upon the major work of the grade. This planning will occur in conjunction with the math coach and designated instructional lead teacher during grade meetings/inquiry team meetings. Additionally, teacher teams will work together to plan Common Core-aligned units in order to increase their familiarity with key instructional practices.

Teachers will periodically administer Common Core-aligned math performance tasks in order to monitor student progress and understanding. These performance tasks will require students to take multiple steps in order to solve them and focus upon Mathematical Practices 3 and/or 4.

Strategies to increase parental involvement

- 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;
- School website contains educational resources

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Small group services – A drug- and alcohol-prevention specialist (SAPIS) meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.
- Whole class lessons – The SAPIS specialist conducts class lessons throughout the school year to address such topics as drug and alcohol prevention, self-confidence, healthy choices, and peer relationships.
- Peer Mediation Program – SAPIS specialist trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.

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

- By June 2013, English Language Learners in grades 3-5 will make progress above the citywide growth median. Collectively, they will average an adjusted growth percentile in English Language Arts (ELA) of the 55th percentile as measured by the NYC progress report

Comprehensive needs assessment

- Based on an analysis of the 2011-2012 school's progress report, it was determined that students in the lowest third did not show improvement on the 2012 NYS English Language Arts (ELA) test.

Instructional strategies/activities

In order to achieve our goal of

- We will be doing targeted guided reading groups, inquiry groups, extended time, whole class conversations, reading leveled multi-genre texts across content areas, conferring, modeling,
- Mandated providers, cluster teachers, literacy coach will support these students.
- Grade meetings, progress meetings, Academic Intervention Team (AIT), School Leadership Team (SLT)
- Students will meet with providers according to their IEP mandates, Inquiry teams will meet weekly and guided reading groups will take place weekly.
- Students will participate in Imagine Learning for up to 90 minutes/week.
- Students will attend Saturday Enrichment. During this time students and their families will visit museums with teachers to provide real life enriched education through the arts. Students will discuss, read, and write about their experiences.

Strategies to increase parental involvement

- 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;
- School website contains educational resources
- parents accompany their children during our Saturday Enrichment activities.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Small group services – A drug- and alcohol-prevention specialist (SAPIS) meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.
- Whole class lessons – The SAPIS specialist conducts class lessons throughout the school year to address such topics as drug and alcohol prevention, self-confidence, healthy choices, and peer relationships.
- Peer Mediation Program – SAPIS specialist trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Extended Time –	Teachers work with small groups of at-risk students, including ELLs and students with IEPs, 2x a week for 50 minutes after the regular school day. They provide additional help in reading and writing.	After-School
	Reading Recovery –	This teacher works daily with individual at-risk Grade 1 students for a cycle of 20 weeks. She also pushes in 4x a week to a Grade 1 and a Grade 2 class to give literacy support to at-risk students.	During the school day
	Small group push-in –	Literacy coach works 2x a week with small groups of struggling 4th and 5th graders, including ELLs and students with IEPs, in their classrooms, to provide targeted literacy intervention.	During the school day

	<p>Student teachers and America Reads tutors –</p> <p>Para-Professionals</p>	<p>These people support the classroom teachers in their work with at-risk students in literacy, throughout the school year.</p> <p>Paraprofessionals work with small groups of students to support literacy using the Great Leaps Fluency Intervention Program.</p>	<p>During the school day</p> <p>During the school day</p>
Mathematics	<p>Extended Time –</p> <p>Small group pull-out and push-in –</p> <p>Student teachers and America Reads tutors –</p>	<p>Teachers work with small groups of at-risk students, including ELLs and students with IEPs, 2x a week for 50 minutes after the regular school day. They provide additional help in mathematic skills.</p> <p>Math coach works 2x a week with small groups of struggling 4th and 5th graders, including ELLs and students with IEPs, to provide targeted math intervention.</p> <p>These people support the classroom teachers in their work with at-risk students in math, throughout the school year.</p>	<p>After-School</p> <p>During the school day</p> <p>During the school day</p>
Science	<p>Push in –</p>	<p>3rd to 5th grade classroom teachers push in to the science cluster program for one period per week to assist the</p>	<p>During the school day</p>

	Student teachers and America Reads tutors –	<p>struggling students. They provide small group support and guidance with science content and lab work.</p> <p>These people support the science and classroom teachers in their work with at-risk students in science, throughout the school year.</p>	During the school day
Social Studies	Small group targeted instruction –	Classroom teachers work with small groups of students to integrate social studies and non-fiction guided reading using appropriate texts aligned with the NYS Standards.	During the school day
At-risk services (e.g. provided by the Guidance Counselor, Individual services and Peer Mediation)	Individual and small group services –	Guidance Counselor meets with students who are mandated to receive counseling services. She also meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.	During the school day
	Whole class lessons –	Guidance Counselor conducts class lessons on topics such as bullying and conflict resolution.	During the school day
	Peer Mediation Program –	Guidance Counselor coordinates, trains, and supervises the Peer Mediators who are older students helping younger students resolve	During the school day

<p>At-risk Services provided by the School Psychologist: Individual services and Peer Mediation</p>	<p>Individual at-risk services –</p>	<p>conflicts. Meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</p>	<p>During the school day</p>
<p>At-risk Services provided by the Social Worker: Individual and small group services and Peer Mediation</p>	<p>Peer Mediation Program –</p>	<p>School Psychologist trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.</p>	<p>During the school day</p>
<p>At-risk Services provided by the Social Worker: Individual and small group services and Peer Mediation</p>	<p>Individual and small group at-risk services –</p>	<p>Meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</p>	<p>During the school day</p>
<p>At-risk Health-related Services: SAPIS specialist's small group and whole class lessons and Peer Mediation</p>	<p>Peer Mediation Program –</p>	<p>Social Worker trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.</p>	<p>During the school day</p>
	<p>Small group services</p>	<p>A drug- and alcohol-prevention specialist (SAPIS) meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</p>	<p>During the school day</p>

	Whole class lessons –	The SAPIS specialist conducts class lessons throughout the school year to address such topics as drug and alcohol prevention, self-confidence, healthy choices, and peer relationships.	During the school day
	Peer Mediation Program –	SAPIS specialist trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.	During the school day
	Schoolwide Character Education Program-	Teachers conduct monthly read alouds that focus on various character values. After the read alouds there are follow-up discussions and activities to further support the character value of the month.	

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Interviews are conducted and teacher candidates implement demonstration lessons.
- Many teacher candidates have done their student teaching fieldwork in our school or have been referred or recommended by current or former teachers and staff in the school.
- A thorough review of credentials is done prior to hiring.
- Teachers work with highly trained staff developers ten times throughout the year to plan lessons and units to meet the learning needs of students as well as the Common Core Learning Standards.
- Teachers attend workshops outside of school including, but not limited to, New Teacher Workshops, RAMAPO training, TRIBES workshops
- Teachers work with Network Support staff in areas of ESL, Math, and Special Education
- Teachers participate in professional development conducted by network content specialists in science, math, literacy, special education and English as a Second Language.
- According to the BEDS survey...100 % of our teachers are certified /highly qualified and in the right position. Each new teacher is mentored 2 periods a week. 1 period is push-in and the other is a meeting in which the teacher and mentor reflect on classroom observations/work as well as plan for upcoming units and lessons.
- Non-tenured teachers are formally observed 3 times a year and provided with written feedback and professional support to improve their teacher effectiveness.
- All teachers meet to choose a domain based on the Citywide Expectations of the Danielson's Teacher Effectiveness Framework. Teachers receive 3-5 snapshot visits per cycle, 2 cycles/year, to observe their progress. Teachers will receive feedback using the Danielson's rubric and meet with the administration bi-annually to discuss progress.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Charles Amundsen/Dan Fiegelson	District 2	Borough Manhattan	School Number 51
School Name The Elias Howe School			

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

Principal Nancy Sing-Bock	Assistant Principal Cathleen Myers-Jusko
Coach Shelley Grant	Coach Holly Babij
Teacher/Subject Area Jenny Chapman/ESL	Guidance Counselor Diana Hernandez
Teacher/Subject Area Dana Goldberg/General Ed.	Parent Lynn Fernandez
Teacher/Subject Area Lauren Miller/General Ed.	Parent Coordinator Giselle Leon
Related Service Provider Patricia Sklenarik	Other type here
Network Leader Dan Fiegelson	Other type here

C. Teacher Qualifications [?](#)

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

Number of Certified ESL Teachers	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 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	293	Total Number of ELLs	41	ELLs as Share of Total Student Population (%)	13.99%
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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. 

1. The identification process of ELL's at P.S. 51 begins with a screening of students at the time of enrollment when parents complete the HLIS (Home Language Identification Survey) with a trained pedagogue. Parents of incoming students upon registration are given the HLIS survey to complete and an informal oral interview is conducted in English and their native language by a certified pedagogue. The HLIS is always provided to the parents in their Native Language, as provided by the Department of Education if that language is available. When that language is not available we use the translation unit or staff member who speaks that language. All certified ESL teachers speak English and Spanish. The HLIS survey is reviewed by the ESL coordinator who determines if the student is eligible to receive the LAB-R. The LAB-R is then administered to students who are eligible by the ESL coordinator or ESL teacher. The Spanish LAB-R is administered to students entitled for services based on LAB-R. Completion of LAB-R is always done within the 10 day period allotted. Parents are advised of their child's performance on the LAB-R and are informed of their choices for services at parent orientation. Students who test as ELLs will receive entitlement letters in their native language, as provided by the DOE. Students who are tested and are not entitled to ESL services will receive the non-entitlement letter in their native language as provided by the DOE. Students who continue in the program using the NYSESLAT scores, will receive the continuation letter in their native language indicating their proficiency level. Students who score proficient on the NYSESLAT, receive a discontinuation letter and remain in the general education program but continue to receive testing modifications for the following two years and continue to be monitored for progress (transitional services). Please note all students also receive the English translations of letters along with the native language translations for parents records.

Annually, ELL students are administered the NYSESLAT (New York State as a Second Language Achievement Test). Prior to the exam, the ESL coordinator facilitates an informational parent meeting to discuss the NYSESLAT, translations are provided using staff, parents, and community members for oral translations. All ELLs receive the proper testing modifications and a schedule is set for testing each of the four modalities. Students are tested by grade bands by the ESL teacher and ESL coordinator. When the NYSESLAT scores are received by the school, the ESL coordinator analyzes them. Each modality is examined carefully and an easy to read spreadsheet is created by the ESL coordinator and distributed to the teachers. The scores are used to determine the next year's ESL mandated services, placement into any intervention programs offered at the school, used to set goals for this population of students and are used by teachers to plan instruction to meet the needs of the ELLS.

2. For all students who are entitled to ESL services, parents receive a letter in their native language regarding a parent orientation meeting that is held within 10 days of enrollment at the school. Two meetings are held one in the morning and another in the evening. For parents who cannot attend the scheduled meeting, one-on-one meetings are provided on a different date.

During the parent orientation meeting, parents are provided with an overview of the identification process, a description of the ESL program at P.S. 51, a showing of the video produced by the DOE that outlines all three programs available in NYC public schools, and assistance is provided for completing the Parent Option forms and Parent Survey and Program Selection forms. Parents also are given the opportunity to voice questions or concerns. Translations are provided by staff, parents and/or community members. The video is

presented in all languages that are applicable to our parents. Following the orientation, parents are given time to complete the Parent Selection Form and Parent Survey, which are provided in their native language as provided by the DOE. Assistance is offered for parents who may need help completing the forms. Parents are provided with the brochure in their native language.

The fall parent orientation was held on Monday, September 26, 2011 at 8:30am. The spring parent orientation will be held on Monday April 11, 2011 at 8:30am. If a parent does not attend the meeting and/or return the forms, the ESL coordinator calls the home, sends an email, if available, and back-packs a letter to the parent in an attempt to make a one-on-one appointment. If the parent doesn't respond within a week, the Parent Coordinator will reach out to the parents as well. For new enrollments, the parent orientation is on-going and always held during the 10 day period. If their chosen program is not available at the school, the parent is informed of their option to transfer their child to another school that has that particular program. The parent is provided with a list of schools that do offer that particular program. If parents do not return their Parent Program Selection form their child will be placed in the ESL program even though the default program is a transitional bilingual education program.

3. As part of our procedure, parents are given the opportunity to complete the Parent survey and Option form at the orientation meeting. Assistance is provided for parents who may need it. As previously stated, if a parent does not return the forms, within a week the ESL coordinator calls home, sends an email if available, and back-packs a letter in an attempt to make an appointment with the parent to complete the forms. If the parent doesn't respond within another week, the parent coordinator will reach out to the parents as well. With this procedure in place, we have 100% success in obtaining the completed parent survey and selection forms. The originals are kept in the student's cumulative folder and copies are kept by the ESL coordinator.

4. Upon receiving the NYSESLAT scores and calculating the LAB-R scores for new admits, students are placed into the freestanding ESL program. Placement occurs after the parent orientation. The parent orientation is also held immediately after testing of the LAB-R is complete so that parents are informed and students can begin participating in the ESL program. Parents are provided all the information needed at the parent orientation meeting, which as stated previously translations are offered. The parents then chose which program they prefer their child to be placed in. Once the student is placed into the program, the placement letter will be sent to the parent. If there are 15 or more same language parents in 1 grade or 2 contiguous grades requesting TBE, the program will be implemented.

5. After reviewing the Parent Selection and Parent Survey forms for the past few years, the trend in our school indicates that 100% of parents select ESL as their first option for their children. This year, all eight parents who returned the forms indicated ESL as their first choice, therefore parent choice is being met.

6. The program model offered at P.S. 51 is freestanding ESL which meets parents requests because all parents have chosen the freestanding ESL model as per their parent choice survey and selection form. If 15 or more same-language parents in 1 or 2 contiguous grades request the bilingual program, it will be implemented.

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	35	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	6	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
Dual Language										0
ESL	35			6						41
Total	35	0	0	6	0	0	0	0	0	41

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														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
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 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
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: _____

Hispanic/Latino: _____

Native American: _____ White (Non-Hispanic/Latino): _____ Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	5	3	8	9									27
Chinese	1	4			2									7
Russian	1	1												2
Bengali														0
Urdu														0
Arabic					1									1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			3		1									4
TOTAL	4	10	6	8	13	0	41							

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?

A. Programming and Scheduling Information

1a. Instruction at P.S. 51 is delivered using both a push-in model and a pull-out model, instruction focuses on guiding reading, guiding writing, vocabulary building activities, and scaffolded approaches to content area subjects.

1.b. Students are grouped homogeneously. In the lower grades (k- 2nd grade), students are grouped homogeneously (similar proficiency levels). In the upper grades, 3-5th grade, students are grouped homogeneously (similar proficiency levels) and ungraded (students from various proficiency levels) into one pull-out ESL class.

2. The ESL coordinator ensures that all mandated time is being met when schedules are made each semester. Each ESL teacher prepares a schedule for the students that they will service. The schedule indicates the periods that students are being serviced in a week that includes 360 minutes of instruction for beginner and intermediate ELLs and 180 minutes for advanced students.

2.a. The mandated number of units for ESL are covered by the ESL teacher. Advanced ELLs receive 180 minutes of ELA in addition to 180 minutes of ESL as part of the CR-Part 154 mandate.

3. The ESL program has two models; push-in and pull-out. During push-in periods, ELL students are learning the content being taught in their mainstream classroom and the ESL teacher is co-teaching with the classroom teacher or providing small group instruction based on the classroom curriculum. In the mainstream classroom, students are using the Teacher's College Reading and Writing curriculum; in science they are using the FOSS kits; in social studies, they have text books; in math, they are using the TERC curriculum. The ESL teacher pushes-in during any of these subject areas and supports the ELL students in their classroom. The ESL teacher supports classroom lessons by using scaffolding such as modeling, bridging connections between new concepts and prior knowledge, contextualizing by using realia or graphic representations and schema building by previewing texts or using organizers to prepare for reading a text. Differentiation includes use of graphic organizers, leveled texts, teacher made templates for writing units, personal word walls for students, and vocabulary development in order to make content comprehensible to all ELLs. The ESL teacher provides support to classroom teachers by making themselves available during common preps and copies of the pacing calendar with teaching points is provided to the ESL teacher for planning.

During the pull-out periods, all ELL students are learning thematically based units in the ESL program. Thematic units are aligned with the NYC scope and sequence and Common Core Learning standards. Content areas are embedded in the thematic units and taught simultaneously through the curriculum. Grade appropriate content is taught using these thematic units. Instruction in the ESL program is taught in English through the use of scaffolding strategies. This includes use of scaffolding strategies that include modeling, bridging, contextualization, schema building, and text re-presentation. Also collaborative learning activities are used, hands-on activities are planned, technology is infused into the curriculum and various materials are utilized, such as authentic texts, books on tape (The New Heights Program published by Pacific Learning), books in the students native language, and the internet for support. The ESL classroom has a Smartboard and ELMO, which is used to deliver instruction in different modalities by using videos, visuals, audio, and interactive writing.

The ESL classroom is a student centered classroom where the ELL community is developed and students are provided with a risk-free environment. ESL methodologies are used by the ESL teachers to make content comprehensible to all students and meet their needs. ELL approaches include, but are not limited to, the Language Experience Approach, where students share an experience and then produce language in response to their first-hand, multi-sensory experience, and the Whole Language Approach, where students develop their language skills in all four modalities; listening, speaking, reading, and writing. ESL instruction incorporates the components of Balanced Literacy, such as read alouds, shared readings, interactive writings, guided reading and independent reading & writing. Differentiation of process, product, or content is done through the use of small group instruction, use of graphic organizers, and supplemental materials.

ELLs are given opportunities to develop their language skills in all four modalities through their reading experiences, writing activities, listening activities and opportunity to speak on a daily basis by sharing their work, having discussions with their peers, making presentation and actively participating in class.

Assessments are also an important part of the ESL curriculum. Both informal and formal assessments are utilized. These assessments will drive instruction as teachers plan using the information gathered to meet the needs of the students. This year our school, has an inquiry team focusing on the development of writing and further developing academic language in our students. Both ESL teachers will participate in this critical work. Teacher teams will meet regularly to plan, discuss, research, analyze and evaluate their findings. Last year's ESL inquiry team was very successful; 28% of our ELLs exited the program this September as a result of their May 2011 NYSESLAT scores.

A. Programming and Scheduling Information

4. Upon entering our school, all English Language Learners are given the opportunity to produce work in their native language, as an assessment of their academic ability to analyze when possible by a staff member who is literate in that language. Students with a home language of Spanish are tested with the Spanish LAB-R. When students first enroll in the school they are provided with the opportunity to write in their native language so their teachers may assess their literacy skills and language proficiency.

5a. Currently, there are no SIFE students in our school, but in the event that we do get a SIFE student, our plan includes using small group instruction to address student needs, pairing them up with a buddy in their classroom who can help the student transition, providing books in the native language, giving access to books on tape, creating an account in Imagine Learning, which is a computer based ESL program that address the four areas of language. SIFE are invited to participate in extended time and in Title III programs offered at the school.

b. For all newcomers, there will be hands-on activities and collaborative learning activities used to develop their Basic Interpersonal Communication Skills as part of the ESL curriculum. Chants, songs, and poems will be used to practice oral language. Newcomers will develop language through the content areas, which will be modified so that the information is accessible to the student. Newcomers will have access to bilingual glossaries and dictionaries in their native language. Parents will also be sent a copy of the bilingual glossaries to be used for homework. Newcomers will also preview exams in order to familiarize themselves with the format of the exam, and testing modifications will be provided. Test taking skills are infused into daily lessons, giving students practice in an authentic environment not through test-prep curriculums. Newcomers will also be conferenced with more regularly in order to continuously assess their progress.

c. We have found that ELLs who are receiving 4-6 years of ESL services are usually the students who stall in the same proficiency level for two years or more. These students are being closely monitored and will be part of the ELL inquiry team for the second year. The ESL teachers will participate in an inquiry team focusing on developing academic language in writing. This will be a year long study. Teachers will research and learn about the development of academic language. The work will center around this population of ELLs and the goal will be to develop their academic language through exposure to various genres in reading and writing, multiple opportunities to practice and assess student progress throughout the year.

d. This year we had 2 students who qualified as long term ELLs. However, these students will receive instruction and support as per their IEPs.

6. The instructional strategies teachers use to provide access to content areas to ELL-SWD include pairing students for reading support, templates/prompts for writing activities, visuals, bilingual glossaries in content areas subjects, and the opportunity to use math and science texts in some native languages. The ESL teachers, reading specialists, math coach, SETTS teacher, and classroom teachers collaborate to make goals for students based on their IEPs. The Academic Intervention Team tracks students and their progress based on running records, progress reports, and reading levels. The ESL teacher pushing-in provides additional support during content area instruction in the classroom.

7. Our school uses extended time to address some of the needs of ELLs in a small group setting. Teachers communicate with the ESL teachers and grade partners to ensure students are not missing materials covered while they may be pulled out for ESL instruction.

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:

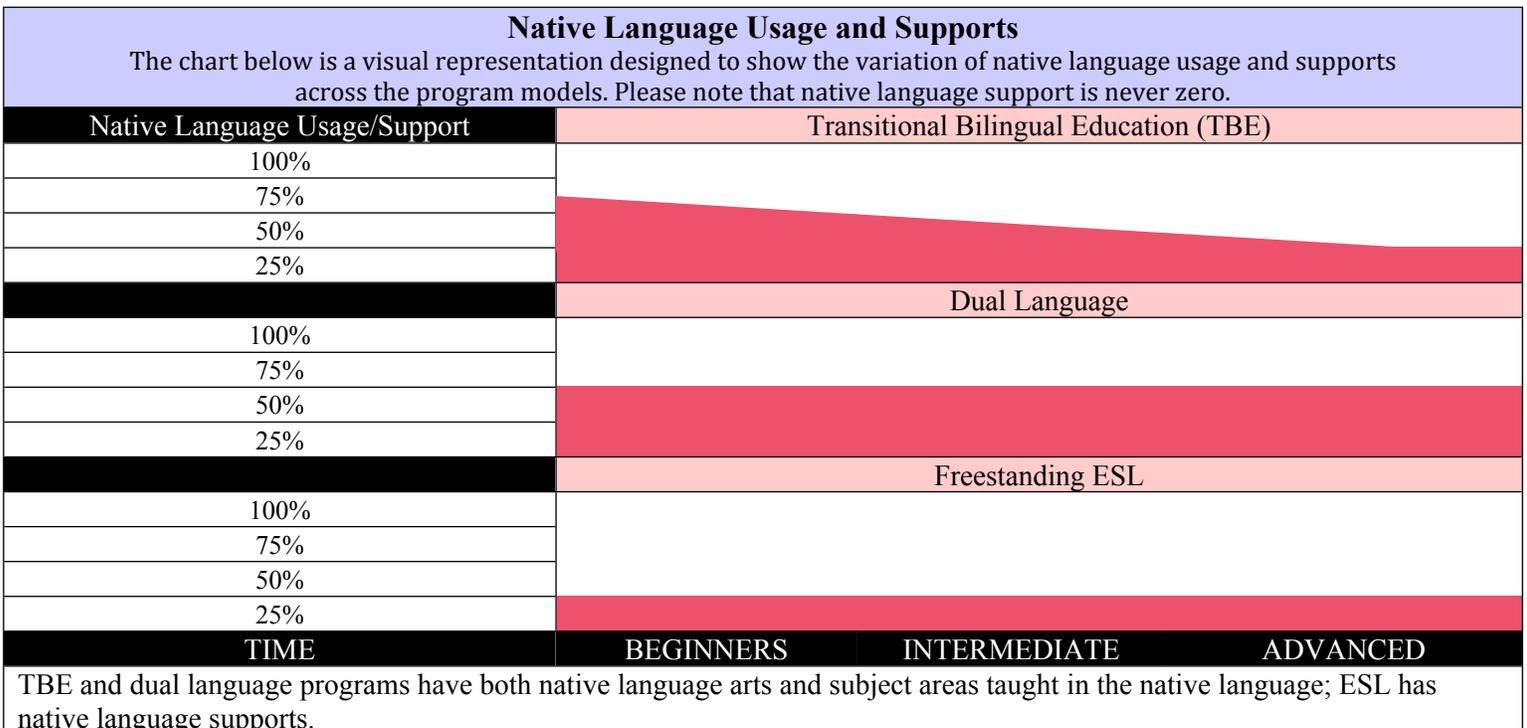
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction				
Native Language Arts	0				
Social Studies:	0				

Math:	0
Science:	0

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



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?

8. Our school offers various intervention programs for ELLs:

Intervention for ELLs in ELA - Our school offers a tier II intervention program to ELLs in the upper grades during extended time. Both ESL teachers work with a small group of students to provide targeted intervention in literacy. Student work is periodically assessed and used to plan future instruction. The focus for this year has been to write pieces that are argumentative and opinion pieces. Instruction focuses on academic language that can be used to express one's opinion in an educated manner. There will be an emphasis on the reading of information texts that will include argumentative and/or opinion pieces, which can be used as mentor texts. Teacher-made rubrics are used to assess students' final pieces.

Other interventions: Our school also offers literacy intervention provided by the literacy coach during the school day, if one of our ELL students need further support, they will be invited to participate. Our math coach also provides interventions in small groups during the day. ELLs who need further support in math will participate in this program. All intervention instruction is given in English.

* All 3rd graders receive an additional 20 minutes of targeted instruction in literacy by the ESL teacher. The work targets the students' individual needs. For example, the teacher conducts guided reading groups where students are homogeneously grouped based on their reading levels and skills are taught & practiced so that students can move up in reading levels. Other areas that are targeted in literacy are word study and development of academic language.

* Many of our ELLs also receive one-on-one support with student teachers or America Reads Tutors that are assigned to the classes. * Some of the ELLs also participate in a tutoring program at the school called Power Lunch, where the student is assigned a one-on-one tutor in reading that meets once a week during lunch.

* Our inquiry team will also be working with a small group of ELLs in developing their writing opinion pieces. These students will participate in extended time and meet twice a week. Specific skills that are being targeted are point of view, elaboration, organization, and evidence.

9. The ESL teacher will keep an on-going dialogue with students and teachers who have scored proficient on the NYSESLAT in order to monitor their progress. As part of a November ELL parent meeting to help parents support their child's English language learning process, parents of students who scored proficient on the NYSESLAT will be informed of the testing modification that their children will continue to receive and any support services that will be available. Based on their needs, these students may participate in small group instruction during push-in periods and may ask the ESL teacher for any additional materials they might need, i.e; glossaries, dictionaries, graphic organizers, etc.

*Our inquiry work the last two years proved to be quite successful. We had 12 students exit the program by scoring proficient on the NYSESLAT last year and 14 the previous year, which was a huge increase from the 4 students a year we typically had exit the program. This work will continue with a new group of ELL students. We will be focusing on improving opinion based writing according to the common core learning standards. This group of students have been chosen by examining their NYSESLAT test scores and determining which students have had difficulty making a transition from advanced to proficient on the writing portion of the exam. We also plan to facilitate a teacher study group comprised of classroom teachers and an ESL teacher. This group will focus on showing classroom teachers how they can implement lessons into their curriculum that better address the needs of ELLs. They will examine student work to discover learning trends and patterns among ELLs across various grades.

10. All programs will remain in place due to their success from the following years. Additionally, we are trying to improve our programs by increasing co-teaching during push-in periods.
11. No programs will be discontinued.
12. All ELLs in grades K-5 have equal access to school programs throughout the year. Kindergarten and first grade students have access to Reading Recovery, small group push-in instruction, Everybody Wins Power Lunch volunteers, an America Reads tutor, Foundations (a word study program) and extended time. Students in grades 2-5 have access to most of the programs listed above and in addition can receive support through the Title III afterschool program. ELLs have access to our guidance counselor when necessary. They are invited to participate in all afterschool activities, as well as, student council.
13. We offer bilingual glossaries for content areas, as well as native language rich texts. There is an extensive library of books on tape called The New Heights Program published by Pacific Learning that is used with the ELLs. This program has leveled texts that students read with the audio assistance and then complete activities to further develop vocabulary, practice sequencing, literary responses, and even syntax of sentences and paragraphs. ELLs are also provided with leveled libraries so that students can read appropriate texts for their ability. All classrooms have Smartboards and computers, which are made accessible to the ELLs for further support. Our school also purchased an ESL computer-based program called Imagine Learning for the ELLs. This program is specifically designed to develop literacy skills for ELLs. The program is self navigating and operates on a continuum based on the child's individual progress. Students further develop skills in all four modalities when using the program, by reading books, working on grammar, listening to songs and even recording themselves speaking. The program addresses a range of levels from beginners to advanced students in kindergarten through middle school grades. We also use a wide variety of graphic organizers and vocabulary lists for ELLs to support them in content based instruction.
14. While instruction is conducted in English, we are fortunate enough to be able to give support in Spanish since our ESL teachers, paraprofessionals and several classroom teachers are bilingual or proficient in Spanish and English to assist when necessary. For other native language support, we use parents and students to provide translations when possible, as well as the translation unit. Native language is also supported by providing texts in the students' native language and providing access to the internet for translations. ELLs also have access to bilingual glossaries, dictionaries, and a variety of books in their native language.
15. Yes, all ELL subgroups are created by grade and level. ESL instruction follows a model based on content area and covers lessons/topics at the pace of their mainstream classrooms covering grade level specific content and on students' reading levels.
16. Newly enrolled ELL students are given a tour of the school. We do not have programs in place for students prior to the school year, but offer a parent orientation in the first month of school. We offer parent workshops throughout the year to educate parents about how they can become more involved in their child's English language learning process. Newcomers in 3rd grade also receive an additional 20 minutes of instruction in literacy.
17. none

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)?

Paste response to questions 1-5 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.

1. Professional development for personnel that work with ELLs at this school include TC workshops, BETAC workshops, and PDs by the Children's First Network. Professional development is greatly supported and encouraged by administration. Teachers are able to share what they have learned from attending various PD workshops so other teachers may implement some of those strategies into their own lesson planning. PD Dates are usually the second Friday of every month through our ELL network specialist.

2. Support is provided to staff through suggestions/insights from the ESL teachers based on their knowledge of other programs or schools with optimal opportunities for ELLs. Teachers support students by providing middle school guidance, meetings with the parents, and facilitating processes of applying to schools.

3. The Jose P. mandated PD of 7.5 hours is provided to the staff by incorporating our ELL Network Specialist in discussions/trainings for both ESL and classroom teachers at the school. Teachers participate in TC and OELL workshops. Our focus continues to be the development of academic language. Training for all staff is accomplished by sharing resources, materials, and insights from professional development workshops in which ESL teachers participate. Parts of school professional development days are used as an opportunity for educators and staff to share teaching practices and insights. Records are maintained by having sign-in sheets to all PD's. The ESL department also holds a study group that classroom teachers can participate in, which will focus on the instruction of academic language in the classroom. We will meet once a week, in the Spring semester, for a period, to discuss ways that classroom teachers can explicitly teach academic language in their daily lessons. These lessons are copied and a record is kept so that other teachers can reference it. Teachers will use professional text called Building Academic Language by Jeff Zwiers, to create lesson plans that incorporate explicit teaching of academic language. Our work will be shared with the staff during faculty conferences or professional development days.

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. Parent involvement is greatly encouraged at PS 51. The school PTA is very active in creating fund raising events which help support our art and music programs. Parents of ELLs have volunteered their time to help build our library. Many parents will be volunteering throughout the year as librarians so students may check-out books. Parents attend teacher conferences and maintain communication with teachers.

2. There are a variety of programs/workshops that all parents, including the ELL parents, can participate in such as, EPIC (Every Person Influences Children) workshops for parents of young children, Parent Health Chats run by the School-Based Health Clinic, Meet the Teacher meetings, Parents as Learning Partners held once a month to educate parents of the core curriculum, ESL parent workshops to help parents with literacy activities and strategies to use at home, Respect For All workshop addressing bullying and cyber bullying, RAMAPO For Children workshop to inform parents of techniques for behavioral modifications, and Character Education workshop to review the disciplinary code with parents and to communicate the values that the school will be addressing with the students such as respect, honesty, kindness etc...Parents maintain communication with the school through corresponding with teachers via homework packets, letters, conferences, e-mails, phone calls, and in person discussions. All parents of ELLs are invited to participate in workshops to facilitate their efforts in helping to educate their children in the English language learning process. The ESL department will be holding a number of workshops throughout the year that will focus on specific activities and strategies that parents of ELLs may implement at home. Some examples of these workshops include: Preparing Your Child for the NYSESLAT, Using the Internet to Support Your Child's English Skills, and Helping Your Child with Reading. Snacks will be provided and materials will be distributed to parents at every workshop. Parents also participate in school committees such as PTA, SLT, fundraising, library committee, etc... Translations are always provided for any workshop held at the school. Spanish translations are provided by staff, other languages such as Chinese, Arabic, etc... are provided by other parents, or community members when available. PS 51 provides parents with a list of organizations parents can go to learn English or receive homework help. Hartley House offers once a week English class.

3. The needs of the parents are evaluated through surveys, forms completed during registration, PTA feedback, and workshops the parent coordinator holds. Even more specifically, the needs of parents are heard first hand by the ESL teachers during our ESL parent workshops. At the end of each ESL parent workshop, parents are encouraged to voice any questions, comments, or concerns they may have. This has been quite beneficial to the ESL department in determining which topics are most relevant for our workshops, and how we can address the difficulty that some of our ELLs face. The Parent coordinator also hosts workshops for parents and keeps the ESL teachers involved with the topics covered and requests that parents may have.

4. The needs are determined through the surveys completed by the parents and therefore the needs of the parents are met. Title III celebrations provide an opportunity for parents of ELLs to socialize and discuss the common needs of their children, which helps provide more detailed feedback.

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
Beginner(B)	3	3	1	1	5									13
Intermediate(I)		5	2	2	1									10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	1	2	3	5	7									18
Total	4	10	6	8	13	0	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	6	3		10
4			1		1
5		1			1
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	1		6		3		3		13
4			1						1
5			1						1
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	

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

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.

1. The assessment tools our school uses to assess the early literacy skills of the ELLs are Fountas and Pinnell levels and TCRWP (Teachers College Reading and Writing assessments). We also use running records to examine previous history and make comparisons of how much progress has been made over any given period of time. This provides us information about students phonemic awareness, lexical ability, reading comprehension, and fluency. This information helps inform our school's instructional plan by providing the reading levels of ELLs, from which we are able to form appropriate guided reading groups. Additionally, the TCRWP provides a benchmark of the students' vocabulary and spelling development, which we use as a guide to differentiate students' learning activities.

2. The data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades indicate that students have the greatest difficulty making the transition from the advanced level to the proficient level on the reading/writing section of exams. Students seem to be mastering listening/speaking skills at a rapid pace and tend to plateau in reading/writing upon reaching the upper grades. The common trend across all grades is difficulty in developing academic language and literacy skills. Over 20% of our students scored proficient in listening and speaking; however, only a small number have scored proficiency in reading and writing.

3. Patterns across NYSESLAT modalities will affect instructional decisions by shifting the focus of our ESL program to reading and writing skills to build academic language ability. Our third grade program is primarily push-in. This allows students to remain in their classrooms during writing/literacy instruction so they may complete their work with the support of an ESL instructor.

4. a. Most students are scoring between beginner and intermediate on the reading/writing section of the NYSESLAT among the lower grades and tend to make the transition to intermediate and advanced by about 3rd grade. Although some students may achieve a proficient score on the reading/writing section of the NYSESLAT, they are not scoring above grade level on the ELA (3's or 4's). However, the trend among ELLs who have received proficiency scores on the reading/writing sections of the NYSESLAT have fared very well on the assessments that are less language based, such as math and science, where most of the ELLs score 3's and 4's. Although native language translations are provided for all state exams, we see that the student's native language development has a great impact on how they do. The less developed their skills are the less helpful a translated exam is.

b. Our school does not use the ELL Periodic Assessments, however we do use other assessment measures. These periodic assessments are for the ELA and math, they are administered three times a year to all students in 3-5th grade. The assessments also come in Spanish. These assessments are used by the school leadership and teachers to pinpoint specific skills ELLs need additional support in developing.

c. We are learning that ELLs tend to have common trends in how quickly their literacy skills progress. We have learned that ELLs first master BICS in speaking or listening skills and develop their writing/reading skills at a slower pace. We have also determined that ELLs need to receive explicit instruction (vs simply eliciting) academic language in order to advance their language skills.

6. We use the NYSESLAT to determine success rate, along with the ELA. We examine data and personal records kept by both the ESL teacher and classroom teachers. We also use increase in students reading levels throughout the year and in class assessments to determine students success rate.

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: <u>The Elias Howe School</u>		School DBN: <u>02M051</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Sing-Bock	Principal		11/30/11
Cathy Myers-Jusko	Assistant Principal		11/30/11
Giselle Leon	Parent Coordinator		11/30/11
Jenny Chapman	ESL Teacher		11/30/11
Lynn Fernandez	Parent		11/30/01
Dana Goldberg/3 rd grade	Teacher/Subject Area		11/30/11
Lauren Miller/3 rd grade	Teacher/Subject Area		11/30/11
Holly Babij	Coach		11/30/11
Shelley Grant	Coach		11/30/11
DIana Hernandez	Guidance Counselor		11/30/11
Daniel Fiegelson	Network Leader		11/30/11
Patricia Quaranta	Other <u>related service prov</u>		11/30/11
	Other		1/1/01
	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: 02m051 School Name: The Elias Howe School

Cluster: 02 Network: 203

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.

The school's written and translation and oral interpretation needs are assessed based on the information parents include on their home language survey and in the interview process at the time their child is registered. The ESL coordinator conducts the interview with the parent and determines if an interpreter will be needed for communication with teachers, and if materials sent home will need to be translated.

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.

At PS 51 we find parents our parents need written translation for materials sent home in Spanish and at times in Arabic, Chinese, and Russian. At registration parents are asked if they prefer materials sent home in English or in their native language, and this information is communicated throughout the school by the ESL teacher. On occasion (a few times a year) we need oral interpretation for parent/teacher conferences and parent meetings. The findings were reported to the school community by the classroom teacher expressing the need for interpretation.

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.

The written translation services the school provides is made possible by the use of bilingual staff within the school and a translation service provided by the DOE. Teachers are asked to provide three weeks time for materials they need translated, at which time the ESL coordinator submits their documents to the DOE translation service.

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 interpretation at PS 51 is provided in-house by school staff. At this time we have staff who speaks the language of all students and parents who may require interpretation. The interpretation is always scheduled ahead of time at the request of the student, teacher, or parent.

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>.

PS 51 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by ensuring all documents that require translation will be submitted to the DOE translation service in a timely manner, and identifying interpreters for any potential students or parents who may require interpretation.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The Elias Howe School	DBN: 02m051
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 51 will hold a Saturday academy for 5 weeks throughout the school year. This program will include visiting museums in New York City to view artwork related to the content they are studying in their classrooms. The ESL teacher and a classroom teacher will determine which works are relevant based on the science and social studies Scope and Sequence and Common Core Curriculum. Students will then have the opportunity to write about their experiences in writing workshops held by both teachers participating in the Saturday academy.

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: P.S. 51 will hold a series of two study groups with teachers that will focus on the development of academic language. The ESL teacher will meet with 4 classroom teachers, once week for 5 weeks during each series. The purpose of the study groups is to examine research, techniques, materials, and instruction approaches of academic language in the classroom. The groups will use the following text; Building Academic Language: Essential Practices for Content Classrooms by Jeff Zweirs. All teachers will be provided with the text and assigned reading chapters from the text.

The sessions will focus on training teachers to identify academic language in forms of words and phrases. Teachers will analyze student work across content areas to determine areas of need in building academic language among the ELLs in their classrooms.

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

Part D: Parental Engagement Activities

Begin description here: We will host workshops for parents of ELLs in the program to discuss pertinent topics. The workshops will be held every other month and we will cover topic such as; Helping your Child with Reading, Helping your Child with Writing, Using the Internet to Help with English development, etc... After every workshop parents complete a brief survey that is used to plan future workshops based on the parents requests. Breakfast will be served at these workshops and relevant materials handed out. Jenny Chapman, the ESL Coordinator, will facilitate all workshops. Parents will be notified through flyers sent home with their child.

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		

