



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PUBLIC SCHOOL 51  
**DBN (i.e. 01M001):** 27Q051  
**Principal:** MAGDALY SAINT-JUSTE  
**Principal Email:** MSAINTEJ@SCHOOLS.NYC.GOV  
**Superintendent:** MICHELE LLOYD-BEY  
**Network Leader:** JOANNE BRUCELLA

**School Leadership Team (SLT) Signature Page**

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Magdaly Saint-Juste	*Principal or Designee	
Hadassah Rosenman	*UFT Chapter Leader or Designee	
Jenny Atkinson	*PA/PTA President or Designated Co-President	
Rosanne Antz	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Roxanne Russo	Member/ Staff	
Jennifer Wolff	Member/ Staff	
Ingrid Ordonez	Member/ Parent	
Kawthar Kotob-Ibrahim	Member/ Parent	
Enesa Imran	Member/ Parent	
Justin Vizueta	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, 75% of all students continuously enrolled at P 51Q from October 1, 2013 to June 1, 2014 will have an increase of 3 reading levels as measured by the Fountas and Pinnell Benchmark Assessment System.

### **Comprehensive Needs Assessment**

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

Last year, one of our literacy goals was that 75% of students continuously enrolled from October 1, 2012 to June 1, 2013 would grow by at least two levels on the Fountas and Pinnell Benchmark Assessments (BAS) by June 2013. 214 of 241 of our non-ELL Grade K and Grade 1 students met that goal (89%). 33 of 42 of our Grade K and Grade 1 ELLs met that goal (79%) and 12 of 17 Grade K and Grade 1 Special Needs students met that goal (71%).

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Implementation of the Common Core Learning Standards and incorporation of the shifts in literacy will be addressed via the ReadyGen curriculum. In addition to address the whole class, the program also offers strategies to meet the needs of ELLs, struggling readers, and accelerated readers. Technology will be used to assist instruction.
2. Direct instruction in phonics and phonemic awareness will be given in all classrooms.
3. Small group guided reading instruction will take place in all classrooms.
4. A Response to Intervention (RtI) plan will be implemented.
5. Data collection and analysis will take place throughout the year on a regular basis.
6. Professional development will take place for groups of teachers as well as for differentiated groups of teachers on a regular basis.
7. Administration of three benchmark assessments will take place in all classrooms.

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

1. Classroom teachers, out-of-classroom teachers, literacy coach, CFN instructional personnel, DOE instructional personnel
2. Classroom teachers, paraprofessionals
3. Classroom teachers
4. Classroom teachers, out-of-classroom teachers, literacy coach, AIS teachers
5. Principal, literacy coach, CFN instructional staff, DOE staff
6. Principal, literacy coach, grade leaders, CFN instructional staff, DOE staff
7. Classroom teachers, literacy coach

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

1. Consensus maps and curriculum maps will include the CCLS and shifts via the ReadyGen curriculum. Writing will be CCLS-based and will incorporate elements of the ReadyGen writing program. Evidence of reading/writing alignment will be seen via genre writing published on a pre-determined schedule.
2. Foundations will be used in all classrooms as a Tier 1 program. Grouping will be flexible, determined after each of the three benchmark

results and in between benchmark assessments.

3. Guided reading program will take place in all classrooms based on benchmark assessment results as well as running records administered by the classroom teacher between benchmark assessment periods. Guided reading libraries from Fountas and Pinnell and from National Geographic will be used.
4. Tier 2 AIS will be given to address phonics/phonemic awareness skills, as well as other reading skills. Foundations Double-Dose and the Fountas and Pinnell Leveled Literacy Intervention (LLI) and 37 ½ minute Extended Day Program will take place three times a week Monday-Wednesday for all students identified. Tier 3 intervention will be delivered via Reading Recovery five times a week. Teachers who are using Foundations Double-Dose will administer the Probe assessments on a bi-weekly basis. Teachers who are using Fountas and Pinnell LLI will administer running records as dictated by the program.
5. Time will be scheduled to analyze the three benchmark assessment results as well as to analyze student work between the three benchmark assessment periods.
6. Principal will develop a professional development action plan which will include a schedule of professional development throughout the year, as well as differentiated needs of teachers. The main foci will be on understanding the Measures of Teacher Practice (applying Danielson's Framework for Teaching), understanding the Measures of Student Learning, understanding the new curricula, and on developing student-to-student discussions. The school's professional development program will be supplemented by the CFN's professional development plan and the DOE's plan.
7. Benchmark assessments will take place in the fall, in the winter, and in the summer. Results will be placed in STARS Classroom.

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

1. Consensus maps will be revised by the beginning of 2013 to reflect how the new literacy program is addressing the shifts. Classroom teachers will develop monthly curriculum maps from September 2013 to June 2014.
2. Foundations will be used from September 2013-June 2014.
3. Guided reading will take place from September 2013 to June 2014.
4. Rtl will take place during the day, and during the 37 ½ minute sessions. For Grade 1 students, the session will start the first day of school in September 2013. For Grade K students, the sessions will start the first week of October 2013. All sessions will end in June 2014 as per DOE regulations.
5. Data collection and analysis meetings will be scheduled by the Principal at least three times a year. Ongoing data collection and analysis will take place during common preps.
6. At the school level, professional development will take place at monthly faculty conferences and grade conferences. It will take place on the extra-prep Mondays as well as every Thursday during the 37 ½ minute extended day program. Additionally, specific teachers will be designated to attend literacy professional development sessions offered by both the CFN and the DOE. The literacy coach/math and the designated AIS teacher will both attend Reading Recovery training. Teachers will be identified for visits from the DOE's Talent Coach. Activities will take place from July 2013 to June 2014.
7. The first benchmark assessment using the BAS will take place in the fall. The second benchmark will take place in the winter, and the last benchmark will take place in the spring. The first and last benchmark assessments will be entered in STARS Classroom. Classroom teachers will administer the assessment to their own studies for the first and second benchmark assessments. However, they will not be able to assess their own students for the last benchmark assessment, as per the NYSED stipulation.

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

1. The school purchased the ReadyGen program for all teachers and students. Additionally, the SETSS teacher will also use ReadyGen materials to address the special needs of the students in her group. Teachers of ELLs will supplement the general ReadyGen material

with suggestions and activities for ELLs found in the book *Scaffolded Strategies Handbook*. All classrooms have a Smart Board, and the school purchased 39 new iMacs which will be used for instruction.

2. Teachers continue to use the Foundations resources to meet the needs of all classroom teachers. The school used funds to purchase supplemental material such as extra student notebooks.
3. Guided reading supplies are plentiful. There is a system for teachers to borrow sets of books from the guided reading libraries.
4. Teachers use the online system to enter the Foundations Double-Dose Probe assessments results. There are four teachers who are using the LLI as an intervention and two teachers who are implementing the Reading Recovery program. They will maintain their running records.
5. The Principal may schedule data collection and analysis sessions either during the day or after school. DOE Instructional funds will be used to either cover teachers (per diem funds) or to compensate teachers for staying before and after school (per session).
6. Teachers started attending DOE professional development sessions for ReadyGen in July of 2013. Professional development is continuing at the school level, as well as through the CFN and the DOE. Principal allocates funds to cover teachers so that they may attend off-site sessions. Teachers are given time to turnkey sessions to their colleagues.
7. Teachers were given one day of coverage to conduct Fountas and Pinnell Benchmark Assessments in the fall, and the principal hopes to continue that practice for the second and last benchmarks. Teachers' schedule will be changed for the last benchmark to accommodate the fact that they will be testing students other than their own.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Parents will be encouraged to volunteer in all aspects of the school day through the PS 51Q Volunteer Program.

Parents will be encouraged to attend Literacy days. This year, the teachers will use literacy days to introduce the CCLS literacy shifts to the parents. Parents will have the chance to attend their children's classrooms to see that particular shift in action.

**Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	x	Title III	x	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.									

**Goal and Action Plan #2**

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

**Annual Goal #2**

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

By June 2014, at least 50% of all Grade 1 ELL students who were continuously enrolled in PS 51Q from October 1<sup>st</sup>, 2013 to June 1<sup>st</sup>, 2014 will move up on proficiency rating on at least one of the two combined sections of the NYSESLAT.

**Comprehensive Needs Assessment**

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

For the 2013-2014 school year, in Grade K as per the LAB-R results, we have 25 beginners, and 9 advanced ELLs who qualified for and are receiving ESL services. The data of the 2013 NYSESLAT revealed that 16 of 24 kindergarten ELLs performed at the advanced level and one

was proficient and tested out of the ESL program. Five students scored at the intermediate level and two at the beginner level. In Listening & Reading, 1/3 of the 24 kindergarten ELLs received the raw score required for proficiency. In Listening, 1/2 of these students received at least the state average raw score and in Reading, just over 1/2 of these students received at least the state average raw score. In Speaking & Writing, almost 1/2 of the kindergarten ELLs received the required raw score for proficiency. In Speaking, over 3/4 of these students received at least the state average raw score and in Writing, 2/3 of the students received at least the state average raw score. Four students who were proficient in Listening, Speaking and Writing struggled in the Reading section. Three students who were proficient in Speaking, Reading, and Writing, struggled with the Listening section. Only one student missed proficiency in Writing by one point. The first grade teacher can use this data to strengthen the specific skills needed for each child accordingly in Speaking, Listening, Reading and Writing. According to the results of the 2013 NYSESLAT, 8 out of 21 Grade 1 students tested were proficient. Of the remaining 13 students, 8 scored at the Advanced level. They were proficient in the speaking, reading and writing portions of the exam; however they did not reach proficiency in the listening portion of the test. These students are currently second graders in our sister school, PS 56Q. We believe that more intensive instruction is required to help students move up the levels on the NYSESLAT and ultimately reach proficiency in all four strands of the NYSESLAT.

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Implementation of the Common Core Learning Standards and incorporation of the shifts in literacy will be addressed via the ReadyGen curriculum. Teachers of ELLs will use the Scaffolded Strategies Handbook to meet the needs of students at various levels of English Language mastery. Students will use the software program Imagine Learning to address all areas of literacy.
2. Direct instruction will be given in English as a Second Language.
3. Direct instruction will be given in oral language.
4. Direct instruction in phonics and phonemic awareness will be given to all ELLs.
5. Small group guided reading instruction will take place in all classrooms with ELLs.
6. The school's RtI plan will incorporate the needs of the ELL population.
7. Data collection and analysis will take place throughout the year on a regular basis.
8. Professional development will take place for the whole staff as well as for differentiated groups of teachers on a regular basis.
9. Administration of three benchmark assessments will take place in all classrooms.

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

1. Classroom teachers, out-of-classroom teachers, literacy coach, CFN instructional personnel, DOE instructional personnel
2. Classroom teachers, paraprofessional, Queens College ESL student teacher in Grade 1 ESL classroom
3. Classroom teachers, paraprofessionals
4. Classroom teachers, paraprofessionals
5. Classroom teachers
6. Classroom teachers, AIS teacher
7. Principal, literacy coach, grade leaders, CFN instructional staff, DOE staff
8. Principal, literacy coach, grade leaders, CFN instructional staff, DOE staff
9. Classroom teachers

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

1. Consensus maps and curriculum maps will include the CCLS and shifts via the ReadyGen curriculum. Writing will be CCLS-based and will incorporate elements of the ReadyGen writing program. Evidence of reading/writing alignment will be seen via genre writing published on a pre-determined schedule.
2. The school will have one ESL self-contained class in Grade K and one in Grade 1. Students who are not in that self-contained class will travel to it with a paraprofessional.
3. Oral language will be developed through specific oral language lessons, a storytelling residency, as well as through technology.
4. Foundations will be used in all classrooms as a Tier 1 program. Grouping will be flexible, determined after each of the three benchmark results and in between benchmark assessments.
5. Guided reading program will take place in all classrooms based on benchmark assessment results, as well as on running records administered by the classroom teacher between benchmark assessment periods. Guided reading libraries from Fountas and Pinnell and from National Geographic will be used.
6. Tier 2 AIS will be given to address phonics/phonemic awareness skills, as well as other reading skills. Foundations Double-Dose and the Fountas and Pinnell Leveled Literacy Intervention (LLI) and 37 ½ minute Extended Day Program will take place three times a week Monday-Wednesday for all students identified. Tier 3 intervention will be delivered via Reading Recovery five times a week. Teachers who are using Foundations Double-Dose will administer the Probe assessments on a bi-weekly basis. Teachers who are using Fountas and Pinnell LLI will administer running records as dictated by the program.
7. At the beginning of the year, ESL teachers with the principal and the literacy coach will analyze the NYSESLAT results from the spring of the previous school year (for instance, in September 2013, NYSESLAT results from spring 2013 were analyzed) as well as the LAB-R results administered on an ongoing basis. Time will be scheduled to analyze the three benchmark assessment results as well as to analyze student work between the three benchmark assessment periods.
8. Principal will develop a professional development action plan which will include a schedule of professional development throughout the year, as well as differentiated needs of teachers. The school's professional development program will be supplemented by the CFN's professional development plan and the DOE's plan. ESL teachers will attend workshops given by the OELL.
9. Benchmark assessments will take place in the fall, in the winter, and in the summer. Results will be placed in STARS Classroom.

**4. Timeline for implementation and completion including start and end dates**

1. Consensus maps will be revised by the beginning of 2013 to reflect how the new literacy program is addressing the shifts. Classroom teachers will develop monthly curriculum maps from September 2013 to June 2014.
2. ESL services will be given according to mandates for beginners/intermediate/ and advanced ELLs (180 minutes vs. 360 minutes).
3. Oral language program will take place from September 2013 to June 2014. Storytelling residency will take place in the fall of 2013. Teachers will then incorporate into their daily practice the strategies learned during the residency.
4. Foundations will be used from September 2013-June 2014.
5. Guided reading will take place from September 2013 to June 2014.
6. The RtI plan services will take place during the day, and during the 37 ½ minute sessions. For Grade 1 students, the session will start the first day of school in September 2013. For Grade K students, the sessions will start the first week of October 2013. All sessions will end in June 2014 as per DOE regulations.
7. Data collection and analysis meetings will be scheduled by the Principal at least three times a year. Ongoing data collection and analysis will take place during common preps.
8. At the school level, professional development will take place in monthly faculty conferences and grade conferences. The major foci will be on understanding the Measures of Teacher Practice (Danielson's Framework for teaching), developing student-to-student

discussions, understanding the Measures of Student Learning, and on effectively implementing new curricula. Professional development will take place on the extra-prep Mondays as well as every Thursday during the 37 ½ minute program. Additionally, specific teachers will be designated to attend literacy professional development sessions offered by both the CFN and the DOE. ESL teachers will be attending workshops from the OELL throughout the year. Activities will take place from July 2013 to June 2014.

9. The first benchmark assessment using the BAS will take place in the fall. The second benchmark will take place in the winter, and the last benchmark will take place in the spring. The first and last benchmark assessments will be entered in STARS Classroom. Classroom teachers will administer the assessment to their own studies for the first and second benchmark assessments. However, they will not be able to assess their own students for the last benchmark assessment, as per the NYSED stipulation.

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

1. The school purchased the ReadyGen program for all teachers and students. Additionally, the SETSS teacher will also use ReadyGen materials to address the special needs of her students. Teachers of ELLs will supplement the general ReadyGen material with suggestions and activities for ELLs found in the book Scaffolding Strategies Handbook.
2. ESL teachers will use a variety of strategies in giving services to their students. Their program cards will indicate when ESL students who are not placed in their classrooms will receive their services.
3. Teachers will use the Mondo Program “Let’s Talk About it” and/or “Let’s Sing About It!” They will use the Imagine Learning Software as well. ESL students will benefit from a storytelling residency in collaboration with CUNY-CAT program.
4. Teachers will continue to use the Foundations resources to meet the needs of all classroom teachers. The school used funds to purchase supplemental material such as extra student notebooks.
5. Guided reading supplies are plentiful. There is a system for teachers to borrow sets of books from the guided reading libraries.
6. Teachers use the online system to enter the Foundations Double-Dose Probe assessments results. There are four teachers who are using the LLI as an intervention. The Grade 1 ESL teacher has been trained to use the LLI with struggling ELLs.
7. The Principal may schedule data collection and analysis sessions either during the day or after school. DOE Instructional funds will be used to either cover teachers (per diem funds) or to compensate teachers for staying before and after school (per session).
8. Teachers started attending DOE professional development sessions for ReadyGen in July of 2013. Professional development is continuing at the school level, as well as through the CFN and the DOE. Principal allocates funds to cover teachers so that they may attend off-site sessions. Teachers are given time to turnkey sessions to their colleagues.
9. Teachers were given one day of coverage to conduct Fountas and Pinnell Benchmark Assessments in the fall, and the principal hopes to continue that practice for the second and last benchmarks. Teachers’ schedules will be changed for the last benchmark to accommodate the fact that they will be testing students other than their own.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

One of the members of the SLT is a father of an ELL student at the school. Parents of ELLs are actively encouraged to be part of any body, be it SLT or the Parent Association. Translations are provided for key meetings and workshops as well as upon request from parents.

The parent coordinator will collaborate with the literacy/math coach to conduct workshops for parents on various topics.

Parents will be encouraged to volunteer in all aspects of the school day through the PS 51Q Volunteer Program.

Parents of ELLs will be encouraged to attend the Storytelling Residency for Parents in the fall of 2013. After each of the session, they will be encouraged to go to their children’s classroom to see the storytelling strategies in practice.

Parents will be encouraged to attend Literacy days. This year, the teachers will use literacy days to introduce the CCLS literacy shifts to the

parents. Parents will have the chance to attend their children's classrooms to see that particular shift in action

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

By June 2014, 75% of students will meet the CCLS for mathematics as measured by the last benchmark assessment based on the Go-Math curriculum.

**Comprehensive Needs Assessment**

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

By the spring of 2013, 86% of Grade K students, and 76% of Grade 1 students had met the benchmark goal set for the third and last assessment of the year. During that year, the school was supplementing a non-CCLS based mathematics program with its own curriculum maps. While the special needs students did not do as well (68% in Grade K and 64% in Grade 1), they did much better than the ELLs (50% in Grade K and 38% in Grade 1). This year, the school is using a new math program which is CCLS-based. The program addresses the needs of all subgroups in our school, and addresses the CCLS mathematics shifts. We feel that the new program coupled with sustained professional development will increase our students' success rate by the end of the year.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. All consensus and curriculum maps will be revised to be aligned to the CCLS-mathematics. The program used will address the needs of on-level students, as well as those of struggling students, and of accelerated students.
2. Students will be assessed periodically in mathematics. Results will be used to form ability-level groups as well as skill level groups.
3. Teachers will meet on a regular basis to analyze math data and student work.
4. Teachers will receive professional development to ensure that instruction is delivered effectively.

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

1. Classroom teachers, literacy coach, CFN instructional personnel, DOE instructional personnel
2. Classroom teachers, paraprofessionals, literacy coach
3. Principal, literacy/math coach, CFN instructional staff, DOE staff
4. Principal, literacy/math coach, grade leaders, CFN instructional staff, DOE staff

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

1. The program will have enrichment activities for accelerated students, reteach sheets for struggling students, and different entry points for ELLs and special needs students. The program has vocabulary cards to promote academic language. Technology will be integrated into the classroom instruction.
2. Students will be evaluated twice a year for the Measures of Student Progress using the Discovery Education Mathematics Assessment.

Additionally, teachers will also assess students three times a year using the Go Math benchmark assessments. Go Math unit assessments will also provide additional data which teachers may use to inform instruction.

3. The principal will continue to schedule specific time to analyze the mathematics assessments.
4. The literacy/math coach, the CFN, and the DOE will provide professional development to teachers assigned by the principal. These teachers will turnkey the sessions to their colleagues.

**4. Timeline for implementation and completion including start and end dates**

1. The consensus maps will be revised by the beginning of November 2013. The curriculum maps will be developed on a monthly basis. Students will receive instruction using the new curriculum from September 2013 to June 2014.
2. Students will be evaluated in the fall of 2013 and in the early spring of 2014 using the Discovery Education Mathematics Assessment. Additionally, teachers will also assess students in the fall, the winter, and the spring using the Go Math benchmark assessments, Go Math unit assessments will also provide additional data which teachers may use to inform instruction.
3. The principal will continue to schedule specific time to analyze the mathematics assessments. For instance, part of the professional development day on Election Day 2013 was used to analyze the results from the first administration of the Discovery Education Mathematics Assessments.
4. Professional development started in June of 2013 for all classroom teachers in anticipation of the adoption of the new math curriculum. Some teachers were identified to attend professional development in July and August of 2013. Professional development will continue throughout the 2013-2014 school year.

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

1. Teachers will schedule math lessons for 90 minutes daily. Instruction will be delivered via the Go Math program. All classrooms have Smart Boards and they will be used for mathematics instruction.
2. Teachers will administer the Discovery Education Mathematics Assessment to students twice a year. Teachers will not administer the second assessment to their own students as per the NYSED stipulation. Funds may be used to allow teachers to have coverage during assessments (per diem).
3. The principal will use available funds to ensure that teachers have enough time to analyze data for instruction, if other time is needed in addition to faculty conference, grade meetings, and 37 ½ extended day program.
4. Principal will provide coverage so that designated teachers may attend professional development sessions.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Parent Coordinator will collaborate with the Literacy/Math coach to conduct workshops for parents on the CCLS for math. Workshops will also explain features of Go Math, the math program currently used by the school.

Parents will be encouraged to volunteer in all aspects of the school day through the PS 51Q Volunteer Program.

Parents will be encouraged to attend Math Fridays. We have scheduled five of them for this school year. The teachers will use Math Fridays to introduce the CCLS math shifts to the parents, and to make them aware of how they can incorporate math into daily. Parents will see the new math curriculum in action.

**Budget and Resource Alignment**

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

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## **Goal and Action Plan #4**

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

### **Annual Goal #4**

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

By June 2014, attendance for all students including ELLs and Special Education students will increase by 2 percentage points from the previous year's attendance as measured by ATS.

### **Comprehensive Needs Assessment**

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

Our attendance has hovered between 92% and 93%. Part of the reason is the well-documented fact that parents in early grades, particularly prekindergarten and kindergarten tend to keep their children home much more frequently than they do older children. We have implemented many initiatives to improve our attendance rate.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **8. Strategies/activities that encompass the needs of identified subgroups**

1. The school will hold monthly attendance meetings to discuss any issues related to attendance and lateness.
2. The school will create incentives to improve attendance and to reward good attendance.

#### **9. Key personnel and other resources used to implement each strategy/activity**

1. Principal, attendance committee members, CFN attendance teacher
2. Principal, literacy/math coach, classroom teachers, attendance school aide, Parent Association, SLT

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

1. The school will print attendance reports on a regular basis and will disseminate to teachers, to attendance teachers, to members of the attendance committee. Students with parents of poor attendance and lateness.
2. We celebrate the class with the highest attendance each month with a reward and by posting the photos of the students with 100% attendance. Ms. Saint-Juste announces the winner of best class attendance over the PA system monthly. The SLT created a "Student of the Month" program where each teacher selects a student to be honored at the PA meeting. One of the requirements is at least 94% attendance and minimal lateness. "Students of the Month" are photographed, and rewarded with a special button, an attendance certificate, and a gift certificate (Panera's Bread and/or Marino Ices).

#### **11. Timeline for implementation and completion including start and end dates**

1. Data will be analyzed from September 2013 to June 2014.
2. Incentive programs will run from September 2013 to June 2014.

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

1. ATS reports to be printed and disseminated.
2. PA will supply certificates to be presented to students at monthly PA meetings. Buttons will be distributed to students by the literacy/math coach during the day. The literacy/math coach will also assemble students to photograph all those with perfect attendance. The literacy/math coach will update the Attendance Bulletin Board on a monthly basis.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

1. Attendance school aide calls parents, and sends letters home to alert parents that attendance and lateness issues are monitored. The parent coordinator will ask to meet with parents if issues continue. Finally, the CFN's attendance teacher will be asked to conduct home visits.
2. Attendance Letters are sent home to parents informing them of the fact that their child has been selected as "Student of the Month" and will be honored at the monthly PA meeting. Parent Workshops are held to encourage parents to send their children to school regularly. Translators are present at these meetings.

***Budget and Resource Alignment***

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

<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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

***Annual Goal #5***

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

N/A

***Comprehensive Needs Assessment***

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

N/A

***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**5. Strategies/activities that encompass the needs of identified subgroups**

1. N/A

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

1. N/A

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

1. N/A

**8. Timeline for implementation and completion including start and end dates**

6. N/A

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

1. N/A

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

***Budget and Resource Alignment***

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

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.



### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Kindergarten Tier 2 students receive <u>Foundations</u> Double Dose. Kindergarten Tier 3 students receive Fountas and Pinnell Leveled Literacy Intervention. Grade 1 Tier 2 students receive <u>Foundations</u> Double Dose or Fountas and Pinnell Leveled Literacy Intervention. Grade 1 Tier 3 students receive Reading Recovery.	Delivery is in small groups for Foundations Double-Dose and for Fountas and Pinnell Leveled Literacy Intervention.  Delivery is 1:1 for Reading Recovery students.	All programs are delivered during the school day.
<b>Mathematics</b>	Go Math	Delivery is in small groups.	All programs are delivered during the school day.
<b>Science</b>	Content Areas	Delivery is in small groups	All programs are delivered during the school day.
<b>Social Studies</b>	Content Areas	Delivery is in small groups	All programs are delivered during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling	Delivery is in small group or is individualized	All programs are delivered during the school day.

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

3. All elements of the *All Title I Schools* section must be completed\*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

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.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

The professional development plan for PS 51Q this year will focus on these major areas in particular: understanding and implementing the new teacher evaluation and development system, continuing our ongoing work on aligning our curriculum to the Common Core Learning Standards, expanding on our work with the Framework for Teaching to improve teacher effectiveness, and fostering student to student discussions. By the end of each school month, teachers will have acquired the mandated three hours of professional development delivered during the extended day sessions, the faculty conferences, the extra prep periods on Mondays, and/or monthly grade meetings. Teachers will engage in lesson study practice, attend workshops given by the CFN and/or the Central staff at the DOE, visit each other's classrooms, and analyze data, including student work. Next steps after informal and/or formal observations will also give teachers an opportunity to improve their teaching practices. Special Initiatives this year will include: 1) Reading Recovery- PS 51Q applied for and was accepted into the Reading Recovery program. The two teachers selected by the principal will undergo the NYU Reading Recovery course once a week while doing 1:1 intervention for a maximum of eight students each over the course of the year. 2) Mentoring- We have an out-of-classroom ESL teacher who is moving into the classroom. She will need special mentoring. The principal is also mentoring one teacher who is starting her administration and supervision certification coursework this school year. 3) Cahn Fellowship at Teachers' College-The principal will participate in a yearlong fellowship (from July 2013 to June 2014) for principals at Teachers' College. She has selected the literacy/math coach as an "ally". Their project will focus on the needs of ELLs.

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

One of our three school aides has been assigned the status of attendance school aide. The parent coordinator is the designated liaison for Students in Temporary housing. The school has set aside \$900.00 to meet the needs of the STH population, and collaborates with organizations such as Holy Child Jesus and St Benedict Joseph Labre food pantries, and the River Fund to support our parents in need. Money is also set aside for translation and interpretation services for our parents who are more comfortable in their native language than they are in English.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The school plans to have kindergarten open house and kindergarten orientation during the spring of 2014. Additionally, just as in previous years, the daycares and preschools in the area will bring their students on visits to the school. CBOs send records to our school in June and we send out records for any PreK students who are list noticed to schools other than ours. The Turning Five referral process starts in the winter of the school year, and it enables the school to prepare for the various needs of the incoming kindergarten students. Our PreK classroom teacher is using the CCLS to inform instruction in the classroom.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school periodically reviews our assessments to ensure that the data they give us are actionable data. In the past, we have discarded assessments tools that have not made a significant difference in informing instruction. This year, since we are using new programs in literacy and math, we have used teacher-team meetings and other team-meetings to decide which assessments summative and formative assessments we would be using uniformly at the grade level. The school also formed a Measure of Student Learning (MOSL) committee at the end of the school year which met to discuss which assessment the school would use for rating teachers at the end of the school year.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**PUBLIC SCHOOL 51Q**  
**Parent Involvement Policy (PIP)**

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

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

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

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

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

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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;

**PUBLIC SCHOOL 51Q**  
**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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 1<sup>st</sup> 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>27</b>	Borough <b>Queens</b>	School Number <b>051</b>
School Name <b>Public School 51Q</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Magdaly Saint-Juste</b>	Assistant Principal <b>N/A</b>
Coach <b>Cynthia Lascano</b>	Coach <b>N/A</b>
ESL Teacher <b>Chari Meisel</b>	Guidance Counselor <b>N/A</b>
Teacher/Subject Area <b>Melanie Aviles/Common Branch</b>	Parent <b>Ingrid Ordonez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Andrea Kelly</b>
Related Service Provider <b>Laurie Siegel</b>	Other <b>Nesrin Balkaya-ESL Teacher</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>233</b>	Total number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>23.18%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained	1	1												2
Pull-out	2	1												3
<b>Total</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>5</b>										

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	54	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	0	0	0	48	0	6	0	0	0	48
Total	0	0	0	48	0	6	0	0	0	48

Number of ELLs who have an alternate placement paraprofessional: 6

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	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	15	10												25
Chinese	1	0												1
Russian	0	1												1
Bengali	2	1												3
Urdu	2	1												3
Arabic	4	4												8
Haitian	0	0												0
French	0	0												0
Korean	0	0												0
Punjabi	7	4												11
Polish	0													0
Albanian	0													0
Other	0													0
<b>TOTAL</b>	31	21	0	0	0	0	0	0	0	0	0	0	0	52

## Part III: Assessment Analysis

**Assessment Breakdown**

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	23	2												25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		6												6
Advanced (A)	8	13												21
Total	31	21	0	0	0	0	0	0	0	0	0	0	0	52

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

## After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We administer the Fountas and Pinnell Benchmark Assessment System (BAS) to all students at the beginning of the year. We use the results to determine how to group students during the day, and to determine which students may need additional services outside of the classroom setting. In comparing the past data of students' reading levels using Fountas and Pinnell BAS, traditionally, ELLs perform at the Pre A reading level on the first benchmark assessment. By the second benchmark assessment, we expect them to move to at least level A, where they can be administered a running record. ELLs are also assessed with Foundations Probes for phonics and phonemic awareness skills. We use that information to deliver instruction through adjusted time on task for work assigned, repetition of directions, modeling of skills, reteaching of concepts that are not clear to the students, and use of hands-on and visual materials.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the data we have been examining, our Kindergarten ELLs show significant progress from September to June. That is supported by the fact that we see growth in proficiency levels, even if the LAB-R and the NYSESLAT are different assessments. We see the same positive results in Grade 1. However, while many of our Grade 1 students do reach proficiency levels at the end of the year, and therefore no longer need services in Grade 2, in Kindergarten we rarely have more than one student able to achieve proficiency level. ELL-SWD students also do not have the same success rate of passing the NYSESLAT at the end of Grade 1. For the 2013 NYSESLAT, we did have one Kindergarten student who reached proficiency level, and one Grade 1 ELL-SWD who reached proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The patterns across modalities have a significant impact on how we support our ELLs. Thus, when we noticed a deficiency in oral language, we invested in oral language programs such as "Let's Talk About It!" designed to promote conversations in the classroom (speaking and listening skills). We also acquired a software program, Imagine Learning, designed to develop vocabulary, comprehension, oral language, and correct syntax, (speaking and listening, reading and writing skills) and in Grade 1, added a grammar and usage program (reading and writing skills). In Kindergarten and Grade 1 classrooms with ELLs, classroom teachers use the Imagine Learning software, and in both Grade K and Grade 1 ESL classrooms, the ESL teachers use the software as a supplemental resource. The Grade 1 ESL teacher uses the Grammar book as an additional resource. ELLs have also been participating in a Storytelling residency to address speaking and listening skills.

4. For each program, answer the following:
  - a. 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?

The data of the 2013 NYSESLAT revealed that 16 of 24 kindergarten ELLs performed at the advanced level and one was proficient and tested out of the ESL program. Five students scored at the intermediate level and two at the beginner level. In Listening & Reading, 1/3 of the 24 kindergarten ELLs received the raw score required for proficiency. In Listening, 1/2 of these students received at least the state average raw score and in Reading, just over 1/2 of these students received at least the state average raw score. In Speaking & Writing, almost 1/2 of the kindergarten ELLs received the required raw score for proficiency. In Speaking, over 3/4 of these students received at least the state average raw score and in Writing, 2/3 of the students received at least the state average raw score. Four students who were proficient in Listening, Speaking and Writing struggled in the Reading section. Three students who were proficient in Speaking, Reading, and Writing, struggled with the Listening section. Only one student missed proficiency in Writing by one point. The first grade teacher can use this data to strengthen the specific skills needed for each child accordingly in Speaking, Listening, Reading and Writing. According to the results of the 2013 NYSESLAT, 8 out of 21 Grade 1 students tested were proficient. Of the remaining 13 students, 8 scored at the Advanced level. They were proficient in the speaking, reading and writing portions of the exam, however they did not reach proficiency in the listening portion of the test. Thus more intensive instruction is required in improving listening skills to help students reach proficiency in all four strands of the NYSESLAT.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-

5). (see [RtI Guide for Teachers of ELLs.](#))

Our Response to Intervention program has a specific structure. Students in Kindergarten, including ELLs, are administered the Fountas and Pinnell Assessment in September. By the end of that month, students who show signs of struggling beyond what is common, are identified for Academic Intervention Services. In Grade 1, students, including ELLs, are identified based on their performance on the last Fountas and Pinnell benchmark in June of the previous school year. Of course, new data from the September Fountas and Pinnell is also considered, especially, for ELLs who are newcomers. Tier 1 instruction includes Foundations and ReadyGen as well as ReadyGen Strategies Handbook. Tier 2 instruction includes Foundations Double-Dose, and/or Fountas and Pinnell Leveled Literacy Intervention. This September 2013, the school initiated the Reading Recovery Program in Grade 1 as part of a grant for which it applied. That has become our Tier 3 resource. All Grade 1 students, including ELLs, were ranked in terms of reading proficiency, and if they fell within the bottom third for the grade, they were identified to receive Tier 3 services at our school.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Levels of proficiency drive how students are scheduled for ESL services. They also are instrumental in planning units of study and lessons that are appropriate for them. A focus on developing vocabulary, on using the correct syntax, and on building comprehension skills through different approaches characterize our decision-making approach. Moreover, special outreach is made to help the parents of ELLs help their children, whether it is by inviting them to participate in the storytelling workshops and other CCLS-based workshops, and in ensuring that translators are available to parents.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our programs for ELLs on a continuous basis. All interim assessment results in reading, writing, math, social studies, and science are disaggregated for that population of students. On a short term basis, the data indicates whether or not individual students need additional assistance, inform the type of materials and resources that are needed for ELL students, and the type of professional development needed for all teachers, not just ESL teachers. We want to see an increase in the number of ELLs who are meeting the CCLS standards or approaching the CCLS standards from one benchmark assessment to the next. In the same way, when we examine the NYSESLAT results, we want to see that if our students are not yet proficient, at least they are moving from one level to the next (from beginner to advanced for instance), and that their scale scores are showing significant growth from one year to the next. Our data analysis has a direct correlation to the type of instructional decisions made by teachers and by the administration.

## Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Parents whose children are registering for our Kindergarten program are given an informal interview. They are assisted in completing their Home Language Surveys by either the testing coordinator, Cynthia Lascano, the AIS teacher, Hadassah Rosenman, the SETSS teacher, Katherine McAvinue, a classroom teacher, Melanie Aviles, or one of the ESL teachers, Chari

Meisel and Nesrin Balkaya. Since they come in for registration with their children, at that time, we take general note of students who will possibly need to be administered the LAB-R in September. Parents are invited in May for Kindergarten orientation and the ELL program options for P.S. 51 are explained at that time. Notices are translated into Spanish, Punjabi, Urdu, Russian, Arabic, and Bengali. After the ESL teachers review the responses on the Home Language Survey, it is determined if students speak another language at home and the OTELE code is entered into ATS. The staff mentioned above review all data, such as surveys and interviews, and the RLER to decide if the students will be given the LAB-R during the allotted 10 day period. Spanish-speaking students who do not pass the LAB-R are administered the the Spanish LAB to determine their fluency in Spanish. Once students are tested, the LAB-R is hand-scored and the results recorded and used to invite parents to a parent orientation meeting via an "entitlement letter" generated from the DOE website. This meeting will take place in the 10 day time frame so that parents can choose what program they want their child placed in for the school year. Students who are eligible for ESL will then be administered the NYSESLAT in the Spring of that school year to determine their eligibility for the ESL program for the following school year.

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.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year the NYSESLAT is administered in the spring. The RLER report from ATS is used to determine NYSESLAT eligibility and is examined to identify those students who are eligible for testing in a particular year. The procedure for testing is based on the dates given and set by the state. There are four components of the test. The first, speaking, is done on an individual basis for

the entire testing window with only the ESL teachers. The listening, reading and writing components are done during the testing window in a group setting with the ESL teachers, and any of the other pedagogues listed above. When the NYSESLAT materials arrive at the school, we inventory them to establish that all materials are in the boxes. We then secure them in the Principal's closet which is where all types of testing materials are kept. Before the test is administered, we prepare answer sheets for all subtests--speaking, listening, reading and writing for each student taking the test. We decide, with administration, where all parts of the test will be administered. The first test administered is the speaking subtest. This subtest is administered on an individual basis in a separate location from all other students. This test is scored at the time of administration. We test all students during the allotted time for the speaking subtest. Next, we test students in listening, reading and writing. Students are tested in groups using the level provided for them. We make sure that students with disabilities are provided with the testing conditions authorized by their IEP. Students mark their answers in the test booklets, and these answers are later transcribed by teachers, including ESL teachers, on students' machine-scannable answer sheets. We assign proctors when necessary, and make common rooms such as the library and the multipurpose room available for testing. Any student absent for any part of the test is tested during the make-up testing period, which is any time within the designated testing period.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  As in the past several years, we are noticing that parents are still requesting the free-standing English as a Second Language (ESL) program as their first choice. Parents who wish to enroll their children in a self-contained bilingual class are given the option to transfer their child to a school with a bilingual program or advised that when there are 15 or more students on two continuous grades with a bilingual program as their first choice, a bilingual class will be offered at this school. All Parent Survey responses are entered into the ELPC screen through ATS.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. We have a push-in/pull out model in our school for Kindergarten and Grade 1. On each of those grades, there is a self contained free-standing ESL class headed by a certified ESL teacher. Students from other classes travel to the self-contained class for scheduled periods of ESL.
    - b. Grouping is heterogeneous.
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)?
 

Scheduling is key to ensuring that all students receive the mandated minutes of services required. The ESL teachers are supported by paraprofessionals when students push into their classrooms for services. We provide 360 minutes of services to Beginner ELLs and Intermediate ELLs and 180 minutes of service to Advanced ELLs. To make the program successful, classroom teachers, including ESL teachers, have common preps to plan and align lessons. Weekly grade meetings help provide continuity of instruction across grades and inform us of what students will be doing so we can align our strategies to the lessons in ReadyGen.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

We follow the NYS mandates for social studies and science. These content area lessons are delivered in English. Programs such as Foss Science and Houghton Mifflin Social Studies and Core Knowledge social studies offer hands-on and/or multimedia opportunities. Essentially, ELL students follow the same curriculum as students whose first language is English. However, the delivery of the lessons is modified to better address their needs. We ensure that we are also addressing the CCLS shifts in literacy even within content area studies.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We administer the Spanish Lab for native speakers to assess students' proficiency in Spanish. In addition, students can use their native language in settings where an adult such as a paraprofessional has expertise in both the native language and English. The paraprofessionals at our school include native speakers of Spanish, Punjabi, and Urdu. We also use the Imagine Learning program which does have most of the languages spoken by our ELLs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

We have a variety of materials which allow us to adequately address all four modalities of English acquisition. Speaking and listening modalities are assessed throughout the year using the Imagine Learning Software as well as the "Let's Talk About It!" program.

Reading is assessed via the Fountas and Pinnell Benchmark Assessment System administered three times a year, and running records administered regularly. Reading is also assessed via Foundations Unit Tests, and Foundations Probes on a regular basis (Probes are usually administered every two weeks).

Writing-There are three writing benchmarks administered throughout the year. Students are also required to produce writing portfolio pieces which are rubric-based. In Grade 1, students have a grammar and usage assessment every week from Simple Solutions. A beginning of the year assessment and an end-of-the-year assessment also provide data about how students have grown in that area.

Also, note that the Imagine Learning Software assesses students across all modalities.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. We are an early childhood school, grades PreK to 1. We do not have SIFE.

b. Our plan for newcomers (newly enrolled ELL students) is to immerse them in day-to-day activities in their classes using ESL methodologies. A major focus is placed on phonics-based language development through the Foundations program, as well as assignment for the software programs Raz Kids and Imagine Learning.

c. We do not have ELLs receiving 4 to 6 years of service.

d. We do not have ELLs completing 6+ years of service.

e. We monitor the progress of the former ELLs in their first year of proficiency through ongoing assessments and additional supports as needed.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The plan devised for our ELL students with special needs is to service them in small groups in and/or out of the classroom setting as appropriate. We use visuals, manipulatives, and other ESL techniques with an emphasis on comprehension and academic vocabulary development which are acquired through both fiction and nonfiction texts. We scaffold lessons for the ELLs, and consult with mandated service providers to ensure that their best strategies are successfully integrated in the classroom. We ensure that their IEP goals are forefront in the ELLs' daily instructional activities.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ESL teachers have access to SESIS which allows them to review the IEPs of the ELL-SWD students in their classrooms. We address IEP goals through ESL methodologies. The new reading program, ReadyGen and the mathematics program, GO Math have been put in place since September 2013. All ESL teachers receive ongoing training both in and outside of school, and receive guidance on how to properly use these programs for ELLs, especially for newcomers. ReadyGen and Go Math both address the needs of subgroups, and ESL teachers are advised to use the Scaffolding Strategies Handbook from ReadyGen to ensure that the lessons will reach the students. Our ELL-SWDs are placed in least restrictive environments such as Integrated Co Teaching classrooms or they receive SETSS, or Related Services only. Visual arts classes and music and movement classes include all students. The ELL-SWDs also participate in all school activities such as instructional field trips, arts projects, etc. as do their non-disabled peers.

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

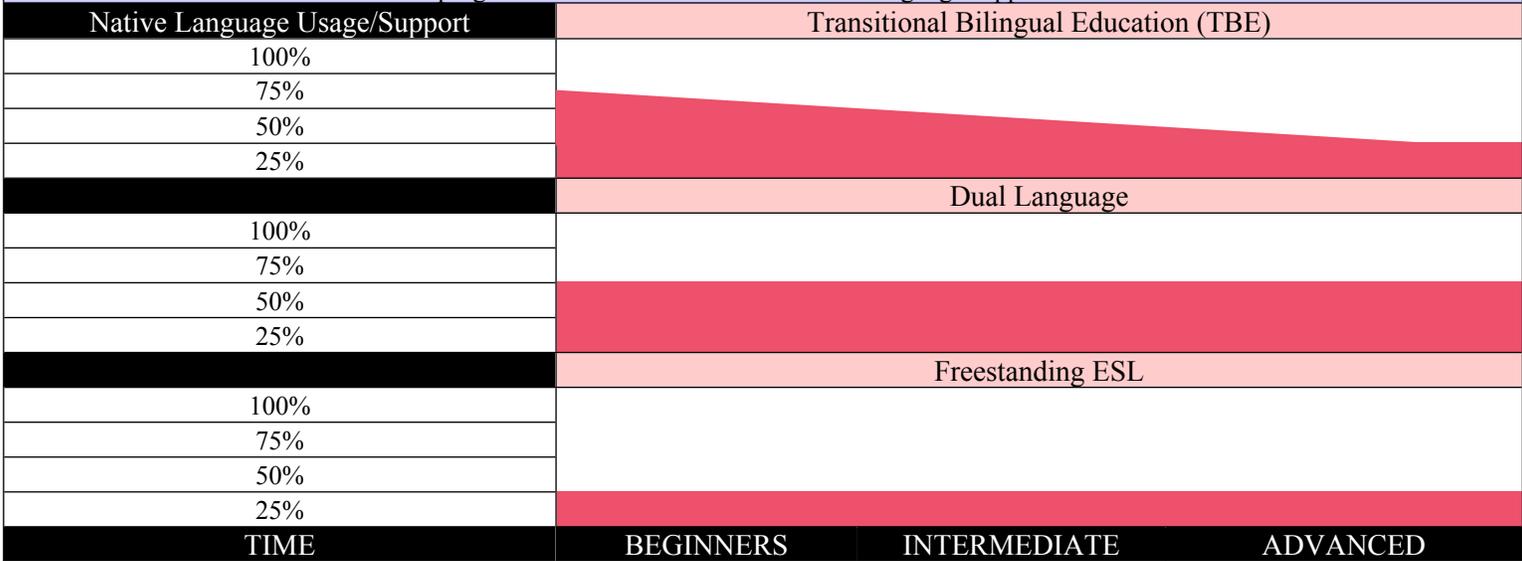
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

The targeted intervention in ELA for ELLs in the classroom is through the ReadyGen Scaffolded Strategies Handbook. It addresses the needs of all ELL subgroups in the classroom setting. ELLs also receive guided reading, which addresses their reading needs at the level at which they function. During the extended day program, identified ELLs in all subgroups receive Foundations Double-Dose, and their progress is monitored every 3 weeks through Foundations Probes. Some Grade 1 students receive the Fountas and Pinnell Leveled Literacy Intervention System instead. Thus far, in Kindergarten, there are 10 students staying for the extended day program. Most are making adequate progress on the Probes assessments. Both in Grades K and Grade 1, we have a few students who are not making any significant progress; a couple of them are new admits to the country, while the others either ELL-SWDs or have been referred for further evaluation. For mathematics, we use GO Math ongoing assessments to monitor the students' progress and to form flexible math groups based on the needs of the students. The ELLs who receive math in extended day are also making adequate progress except for those students mentioned above. For Science and Social Studies, the ESL teachers use the materials and resources available to the general education population and provide differentiated instruction using ESL methodologies. As a rule, ELLs are not struggling in science and social studies but may have difficulty with certain concepts based on language needs. Those are addressed on a 1:1 basis or in small groups in the classroom.

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

As per the results of the 2012-2013 NYSESLAT, we believe that our programming for ELLs has been effective. Since we are using new curricula in math and in reading, we are closely monitoring ongoing assessments to ensure that students are indeed making the progress toward proficiency that we expect from them. We use the Fountas and Pinnell Benchmark Assessments three times a year, the Go Math benchmark assessments three times a year, social studies and science benchmark assessments, each three times a year to gather data about our students. The data is reviewed after each benchmark assessment and disaggregated at the school level, and at the grade level. The benchmark data is also disaggregated by ESL status and by special needs status, as well as by language. We are noticing that across board, the majority of ELLs and ELL-SWDs perform poorly on the first benchmark assessment, particularly in reading in Kindergarten. However, by the second benchmark assessment, we start seeing movement upward and at that time can more clearly determine whether or not students who are not making progress have issues other than language that may be holding them back. We also use the Imagine Learning data, the Foundations data, and the math chapter/unit tests data, as well as performance tasks data to give us immediate feedback about the students since they are administered on an ongoing basis.

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

The new programs we are using are ReadyGen, ReadyGen Sleuth, Scaffolding Strategies Handbook for ELA and GO Math, for mathematics instruction. For all programs used, ESL strategies will be applied.

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

We started using the ReadyGen phonics this year but discontinued it after realizing that our students, and ELLs in particular, were not benefiting from it. There were too many letters introduced at once. We reverted to the use of Foundations which has been proven to help our ELLs acquire phonics and phonemic awareness skills. We are no longer using Everyday Mathematics as it did not align to the Common Core.

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

ELLs have equal access to all school programs. They participate in all school-based activities, including instructional trips. We do not have an afterschool program this year for any of our students due to the lack of funding. If we do secure funding at any point of this school year, ELLs will be invited to participate as they have done in previous years. We are using Imagine Learning as a supplemental program for ELLs.

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

We use the following instructional materials to support the instruction of ELLs: classroom materials, i.e. leveled and other reading books in English, manipulatives, supplemental materials—i.e. ESL software (Imagine Learning English and Raz Kids, Pebble Go for science in Grade 1), wall charts, word walls, pictures and other visuals, grammar student books and workbooks in Grade 1, Ready Gen, Go Math, Foss Science, Houghton Mifflin Social Studies, and Core Knowledge social studies.

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

Some of our materials, including the ESL software Imagine Learning English, have native language support. Additionally, paraprofessionals in the building may provide additional language support to ELLs, and ELLs may have access to native language books in the library.

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

Required services support and resources are provided according to students' grade and age levels. All programs used in the school have been determined to be appropriate for ELLs' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled students are generally screened before the beginning of the school year, usually during registration time. At that point, we are able to assess their general grasp of the English Language, and their general readiness for kindergarten. We share the results of the screening verbally with parents, and may make some recommendations (i.e., work with him on colors over the summer). Throughout the year, when new ELLs enroll in our school, in addition to the parent interviews, and any other mandated assessments, such as the LAB-R, we also do a quick screening again to gauge the general level of readiness.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The professional development plan for PS 51Q this year focuses on these major areas in particular: understanding and implementing the new teacher evaluation and development system, continuing our ongoing work on aligning our curriculum to the Common Core Learning Standards, expanding on our work with the Framework for Teaching, and fostering student to student discussions. By the end of each school month, teachers will have acquired the mandated three hours of professional development delivered during the extended day sessions, the extra prep periods on Mondays, and/or monthly grade meetings. ESL teachers participate in all these meetings. Professional development occurs regularly at the monthly faculty conferences, during the grade conferences which are held on a monthly basis, during the Thursday extended day program, and during Chancellor's Professional Development Days. Moreover, teachers of ELLs, including ESL teachers also receive coverage to attend CFN professional development as well as those offered by the OELL. The school secretary and the parent coordinator also attend professional development offered by the DOE either off-site or through webinars. The school secretary is a member of the SLT where instructional topics are presented.

2. In addition to the meetings mentioned above, ESL teachers are also given classroom coverage for either the whole day or part of the day to attend professional development sessions offered by the CFN and by OELL. Some of the topics we have addressed are curriculum mapping, Understanding Measures of Teacher Practice, Understanding Measures of Student Learning, Using Data from Discovery Education Math to Inform Instruction, Looking for Academic Rigor. Over the summer, ESL teachers attended training on Charlotte Danielson's Framework for Teaching. They also attended training on the new curricula, Go Math and ReadyGen, and this training is continuing over the course of the year. ESL teachers have also met in teams to devise lessons, and units of study, to analyze school work, and to use data to improve instruction. All professional development is geared towards delivering Common Core-aligned instruction by focusing on the development of lessons, assessments, and units that address the standards.

3. Our ELLs transition from Grade 1 to Grade 2 at a neighboring school, PS 56Q. At the end of the school year, all ELLs receive a workbook for the summer that helps parents review some of the skills their children have learned in Grade 1. We hope that such sustained review will help to limit loss of skills over the summer. Additionally, all ELLs visit PS 56Q which most of them attend starting in Grade 2. The principals of PS 51Q and of PS 56Q also share NYSESLAT data, as well as math benchmark data as they become available, making it easier for PS 56Q to adequately plan for their incoming Grade 2 ELLs.

4. We plan to offer the minimum 7.5 hours of ELL training and/or 10 hours of ELL training for special education teachers through a combination of workshops held at the school during prep time and teacher-team meeting time, as well as workshops held off-site. The majority of the teachers at PS 51Q have completed the requisite hours of ELL training. Their certificates are in their files.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. At PS 51, the Parent Coordinator provides ongoing workshops to enhance parenting skills and to inform parents of services available to them. We have made a concerted effort to include parents in our school, such as reaching out to them as Parent Volunteers or as School Leadership Team members. We were very happy this year to have one father of an ELL student who volunteered to join our SLT, while another father of an ELL student volunteered to join the Parent Association. Both were voted into the respective body. In general, parents volunteer to help classroom teachers, to accompany classes on trip, to help run the Scholastic Book Fair and Picture Day. Parents also sign up to help specifically during lunch time in the cafeteria. If translators are needed for any of these activities, the Parent Coordinator may seek out translators from the Big Word, the Translation and Interpretation Unit, parents who have agreed to serve as translators through our volunteer program, and/or school staff who are fluent in languages other than English.
  2. Over the past couple of years, we have had a partnership with CAT for a Storytelling initiative with teachers, parents, and students. The goal is to help parents develop oral language skills with their children even if it is in their native language. This year, the storytelling program is being offered to parents of ELLs who meet in the school's library. Once their session is over, they are encouraged to visit their children's classrooms to see how the storytelling program is applied in that setting. We also have a working relationship with Queens College CUNY, which placed a student teacher in the Grade 1 ESL class. The parent coordinator has referred parents to many outside agencies, including the Arab American Family Support Center (Domestic Violence), Queens Public Library (ESL classes), Sanctuary for Families (Domestic Violence), The River Fund (food, HRA benefits, clothing, shoes, etc.), Catholic Charities of Brooklyn and Queens (rent assistance). The Parent Coordinator may seek out translators from the Big Word, the Translation and Interpretation Unit, parents who have agreed to serve as translators through our volunteer program, and/or school staff who are fluent in languages other than English.
  3. The needs of the parents are evaluated based on conversations between parents and parent coordinator, parents and classroom teachers, including ESL teachers, and parents and the principal. The Parent Coordinator may also survey the parents for a more formal needs assessment approach. The Parent Coordinator surveys the parents to find out if they would be interested in English Language classes at DOE-approved sites or at the Queens Library, and provides the information to the parents. The Parent Coordinator uses the Preferred Language Report (RAPL) to determine the need for a translator. If a translator is indeed needed, she may contact the Big Word company, or use on-site interpretation services from other parents or staff members. She also uses the Translation and Interpretation Unit for over the phone translations. Parents are surveyed after workshops to ensure that they found the workshops valuable and to determine their need for more information on the topics.
  4. The needs of the parents are evaluated based on conversations between parents and parent coordinator, parents and classroom teachers, including ESL teachers, and parents and the principal. The Parent Coordinator may also survey the parents for a more formal needs assessment approach. Therefore, the Parent Coordinator has scheduled workshops on the following topics: PreK Curriculum Workshops with the PreK Teacher and the PreK Social Worker, Parent Volunteer Guidelines, Dads Take Your Child To School Day, Dads and the Arts, Using ARIS Parent Link, Preparing for Parent Teacher Conferences. Preventing Child Abuse and Neglect. A combination of staff members, other parents, and/or Big Word translators were used for these workshops..

## **E. Additional Information**

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

N/A

## Part VI: LAP Assurances

School Name: <b>PS 51</b>		School DBN: <b>27Q051</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Magdaly Saint-Juste	Principal		
N/A	Assistant Principal		
Andrea Kelly	Parent Coordinator		
Chari Meisel	ESL Teacher		
Ingrid Ordonez	Parent		
Melanie Aviles	Teacher/Subject Area		
N/A	Teacher/Subject Area		
Cynthia Lascano	Coach		
N/A	Coach		
N/A	Guidance Counselor		
	Network Leader		
Nesrin Balkaya	Other <u>ESL Teacher</u>		
Laurie Siegel	Other <u>Speech Teacher</u>		
N/A	Other		
N/A	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 27Q051 School Name: PS 51

Cluster: 2 Network: 210

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

### **Part A: Needs Assessment Findings**

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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 Home Language Surveys dictate the data entered into ATS for our families. We review these reports to assess our language needs and get a clear picture of our population. The RPOB tells us the place of birth and home language of our families, the RHLA tells us the disaggregated breakdown of languages by grade level, and the RAPL tells us the adult preferred written and spoken language. The school aide who is mainly responsible for translations receives a copy of the RAPL which is updated on a regular basis. Our parent coordinator further compiles information on our families by grade, class, and language.

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.

This year, seventeen languages other than English are spoken by our families. A large number of our families are non-English speaking and need support in their home languages, particularly Spanish, Punjabi, Arabic, and Urdu. This year, at least 20% of our parents have requested translators for meetings and workshops. These needs have been discussed at our SLT meetings, our PA meetings, and our faculty conferences.

## Part B: Strategies and Activities

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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.

Whenever the DOE puts out a notice or document which can be found in languages other than English, that notice or document is also automatically sent to parents in English as well as in the native language of their choice, if available. The school maintains a current list of the primary language of every parent. That list is shared with the school aide who is primarily responsible for copies at the school. The notice for the Annual Title I Principal's Meeting is also sent home in the various languages. When there are documents which need to be translated, such as notices for kindergarten orientation at the school, the request for translation is submitted in a timely manner to the DOE's Translation Unit. In an emergency situation, staff or parents are used to translate documents.

- b. A sign is posted outside the main office in each of the nine most common primary languages including English, indicating the availability of interpretation services.
- c. A translated Bill of Rights and Responsibilities is available in both the principal's and parent coordinator's offices.

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

2.a. Oral interpretation services are provided to parents at ELL parent meetings, PA meetings, parent workshops, twice yearly Parent-Teacher conferences, and informal Parent-Teacher meetings. We have been using The Big Word, Inc. for our paid translation services.

b. Live translations are also provided over the phone by the Translation Unit in all nine most common primary languages as determined by the DOE.

c. Oral translation services are provided by outside contractors, in-house school staff, and parent volunteers.

d. Oral translations are provided in person in the following languages: Spanish, Punjabi, Hindi, Urdu and Arabic.

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

- a. A sign is posted in front of the main office in all nine most common primary languages as determined by the DOE.
- b. Parents are notified of their rights regarding translation and interpretation services at the start of the school year in their Guide to NYC Public Schools. These guides are written in all nine most common languages as determined by the DOE.
- c. Parents are assisted to ensure access to the school's administrative offices. The safety agent is a bilingual speaker (Spanish). Other staff and parent volunteers speak Urdu, Punjabi, Hindi, and Arabic.
- d. The Translation Unit is used to ensure that non-English speaking parents receive important information from the school.
- e. Parents are informed about the DOE's website by the parent coordinator.
- f. The parent coordinator has created a school handbook and it is translated into the nine most common primary languages and given out to all new parents.
- g. Parents are told how to access their child's information on the ARIS Parent Link. This is done through the use of translated letters and oral translators provided by the DOE and/or school staff.

## 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: <u>Public School 51</u>	DBN: <u>27Q051</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>43</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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>10</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers: <u>8</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:

PS 51Q is an early childhood school that serves students in Grades PK to One (1). Therefore, PS 51Q does not have any testing grades to support with Title III funds. The supplemental program at PS 51Q is rigorously designed to meet the needs of our English Language Learner (ELL) population. Title III funds as well as other funds are used for the program. The program addresses oral language development, reading and math skills, professional development, as well as parent involvement. The direct instruction program is comprised of a software program, an afterschool program which we call Project Read/Math for ELLs, and a storytelling residency.

I- Imagine Learning Software Program- Title III funds are used.

We are using Title III funds to purchase licenses for this program. The software program is supplemental. In kindergarten, the ESL teacher does not use the Imagine Learning Software. Instead, the software is used in the classroom by classroom teachers during regular instruction. In the Grade 1 non-self-contained ESL class, the software is also used in the classroom setting and not by the ESL teacher. In the grade 1 self-contained class, the software is not used during the literacy block or oral language block. The software program is also used at times in the Project Read/Math afterschool program which some of the ELLs attend.

Rationale:

It is used as a supplemental program in both kindergarten and grade 1. The ESL teachers are not using this program in lieu of ESL instruction. Instruction is direct and scaffolded. It covers the five essential elements of literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Speaking and listening skills are also addressed.

Subgroups and Grade Levels:

The program supports 14 languages, and reflects our student population. Parent reports are available in those languages as well. All kindergarten ELLs are currently using the program in their classrooms, in addition to the mandated services which they receive from the ESL teacher. Grade 1 students who are not in a self-contained ESL class also use Imagine Learning English with their classroom teachers. Grade 1 students in a self-contained ESL setting use Imagine Learning English as supplemental services during their regular school day and/or during the afterschool program. Although the program is used during the day, it is not used for ESL instruction.

## Part B: Direct Instruction Supplemental Program Information

### Schedule and Duration:

Teachers may structure learning sessions into units of at least 15-minutes. Imagine Learning software will be used from September to June.

### Language of Instruction:

English and the native languages are used for instruction.

### # and Type of Certified Teachers:

Since this is a supplemental program, Imagine Learning is the responsibility of the teachers in the classrooms with ELLs (certified in early childhood education, N-6, or special education). In the grade 1 ESL self-contained class, Imagine Learning is the responsibility of the classroom teacher who is an ESL certified teacher. In that setting, the program is used outside of the mandated literacy bloc. The program may also be used in the afterschool program.

### Materials:

Individual student licenses are issued for this computer program.

II- Afterschool Program- We have an afterschool program Project REad/Math to which all first grade English Language Learners are invited. This program uses funds other than Title III funds. We found that we would better serve the needs of our students by using other funds for this program and freeing Title III funds for other types of supplemental services.

### Rationale:

It is our belief that our first graders need as much help as possible to ensure that they make adequate gains before moving on to our sister school, PS 56Q. PS 56Q is the school that our students attend from Grade 2 to Grade 5. Such additional services include Academic Intervention Services and an afterschool program.

### Subgroups and Grades:

We have an afterschool program that targets a maximum of thirty first grade students who are struggling in both ELA and Math. All struggling ELLs were identified by their classroom teachers, and invited to the program. Presently, the program has eleven English Language Learners. There are two groups of students placed in two separate classrooms.

### Schedule and Duration:

The program is held from October to May, twice a week on Tuesdays and Wednesdays, for one hour each day.

### Language of Instruction:

## Part B: Direct Instruction Supplemental Program Information

The language of instruction is English.

# and types of certified teachers:

The two teachers who applied and were accepted to teach the program are certified in reading/special education and visual arts/common branches. The posting for the afterschool program is widely circulated throughout the school. Unfortunately, the ESL teaches are not able to work the program.

Materials:

For the ELA portion, the teacher uses a strategic reading intervention program, Reaching All Readers, to boost the students' literacy skills. Imagine Learning software is also used for individual needs. For the math portion, the teacher uses Harcourt Brace Math Advantage program to reinforce math skills taught during the school day. The teacher may also use the Getting Ready for the NYSESLAT books as well.

III- Storytelling Residency- Title III funds are used. The residency is being paid for the Grade 1 self-contained class. It is a supplemental program. The storytelling program will not supplant regular ESL instruction in literacy and oral language. Rather, it will take place during the content area lessons.

Rationale:

We would like to engage Creative Arts Team (CAT) at CUNY for an interactive storytelling consultancy. Through the residency, ELLs will be able to learn basic literacy skills and life skills; understand an increasingly complex and varied vocabulary; increase the ability to understand and use language to communicate information; improve listening and comprehension skills in English.

Subgroups and Grades:

The consultancy will include ELLs in grade K and grade 1.

Schedule and Duration:

The consultancy is usually held once a week for a five-week period.

# and types of certified teachers:

The grade 1 coverage teacher will work with the consultant from CAT during the prep coverage period. The program extends over five Wednesdays in January and February 2013.

Materials:

We do not anticipate needing to purchase additional materials for this program. If needed, we will use Title III funds scheduled for supplies.

IV-Other Information

Title III funds will also be used to purchase additional instructional supplies, including books such as Getting Ready for the NYSESLAT.

## Part B: Direct Instruction Supplemental Program Information

## 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:

Rationale:

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

Teachers to receive training:

All teachers of ELLs, including the two certified ESL teachers, receive training on an ongoing basis, on-site and off-site, during the school day, and after school. AIS teachers who work with ELLs receive training on a consistent basis as well.

Schedule and duration:

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

Topics to be covered will include:

1-Understanding and using the Common Core Learning Standards 2) Understanding the Charlotte Danielson's Framework for Teaching 3) Co-Teaching for K-5 English Language Learners 4) Short, frequent cycles of observation (SFO) and feedback (SFOs) 5) Data analysis 6) Examining Student Work 6) Developing Language Skills Through Storytelling

Name of Provider:

Professional Development will be given by the principal, M. Saint-Juste, the literacy/math coach, J.

### Part C: Professional Development

Luxenberg, Margie Crombie, the AUSSIE consultant, the CFN 210 staff, the OELLs staff, as well as the Creative Arts Team-CUNY. All professional development activities are documented.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale:

We believe that parents are important as partners. Therefore, we encourage them to attend our school for workshops, to visit their children's classroom for Math Friday, held every other month, or Read Aloud Monday held twice a year. In addition, the parent coordinator provides "Mommy/Daddy & Me" classes. These classes are open to all, including the parents and younger siblings of our ELL students.

Schedule and Duration:

Our parent coordinator, Andrea Kelly, provides and/or schedules two to three parent workshops for parents each month. Workshops are held from September to June during the day and evening in order to accommodate the needs of all parents. They may last one-to-two hours.

Topics to be Covered:

The workshops include Foundations, Strategies for Helping Your Child at Home, Everyday Math, Preventing Child Abuse & Neglect, Family Fitness and ARIS. We are also going to use Title III funds for a storytelling consultancy for parents of ELLs with Creative Arts Team (CAT) of CUNY.

Name of Provider:

The following staff will provide workshops: Judith Luxenberg, literacy/math coach, Andrea Kelly, Parent Coordinator. The storytelling residency funded by Title III will be provided by CAT from CUNY.

How Parents will be Notified:

Parents of ELLs receive invitations in their home language. Workshop flyers are also posted outside the school and on the bulletin board in our lobby. In addition, workshops are noted on the school calendar and website.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		