



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** THE 51<sup>ST</sup> AVENUE ACADEMY  
**DBN (i.e. 01M001):** 24Q877  
**Principal:** JASON CHIN  
**Principal Email:** [JCHIN13@SCHOOLS.NYC.GOV](mailto:JCHIN13@SCHOOLS.NYC.GOV)  
**Superintendent:** MADELENE CHAN  
**Network Leader:** MARLENE WILKS

### 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
Jason Chin	*Principal or Designee	
Margaret Rodriguez	*UFT Chapter Leader or Designee	
Yuko Tanaka	*PA/PTA President or Designated Co-President	
Claudia Rendon	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Stephanie Dluhos	CBO Representative, if applicable	
Kathleen Burke	Member/ Teacher	
Christina Koenig	Member/ Teacher	
Madelene Lopez-Interrante	Member/ School Secretary	
Nipa Monalisa	Member/ PA Member	
Saima Haider	Member/ PA Member	
Sajia Choudhury	Member/ PA Member	
	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>X</b>	<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
<b>X</b>	▪ 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>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</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 of 2014, 75% of students in grades 4 and 5 will advance 2 or more DRA levels determined by Fountas and Pinnell Benchmarks.

### **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.

With the rigorous demands of the Common Core Learning Standards that expect students to read more complex challenging texts, this goal has been chosen to improve students' reading proficiency. In addition, increasing the reading levels of students will increase the scores of the New York State Math Exam due to the increased amount of reading required to answer multiple choice, short and long response questions.

### **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**

Strategy #1- Students will be provided with focused instruction, as evidenced by teacher lesson plans, student benchmarking data, and observation of whole class, small group and individual instruction

- Through regular professional development, teachers will develop their competency in designing coherent instruction as detailed in the Danielson Framework for Effective Teaching.
- Grade level teams will meet weekly to analyze data and plan common core aligned lessons that provide scaffolds for close reading of the text and text based discussions.
- Teachers will be regularly observed to see their implementation of lessons that include multiple entry points and scaffolds.
- Teachers will meet at grade inquiry meetings to look at student work and make adjustments to units, lessons and develop intervention strategies.
- Classroom teachers will implement technology based reading programs to engage student learning.

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

1. Grade Level Inquiry Teams will analyze Edperformance Assessments and baseline assessments to identify key target areas in need of focus.
2. RTI Team will provide intervention services to the population identified as the bottom third based on NYS ELA 2013 exam..

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

1. Baseline data will be collected and collated on a spreadsheet to identify student grouping and instruction. Ongoing data collection will be evident through individual student conference notes and assessments.

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

1. School-wide activity around moving students DRA levels will begin September 2013, and end June 2014

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

1. School will analyze Edperformance Assessments
2. The school will institute common planning periods that supports teacher development in the area of data analysis, curricular planning and lesson planning.

### **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 will be invited into the classrooms on a monthly basis to read with their children. Information regarding DRA assessments will be provided during Parent Association Meetings and during Parent-Teacher Conferences.

### **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	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Register Growth monies will be used to hire additional staff who will work with small groups of students to increase DRA levels.

## 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.

To improve teacher effectiveness by creating PLC's (Professional Learning Communities) to develop strong understanding of the Common Core Learning Standards and utilizing the Danielson's Framework For Teaching to foster a higher level of pedagogy .

### **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.

With the implementation of a new curriculum and Common Core Initiatives, this goal has been selected to enable teachers to collaboratively engage in Professional Learning opportunities that will enhance their knowledge and foster best educational practices. This goal was created in order to have a stronger focus on Domain 3 on the Danielson Framework that focuses primarily on instruction. Research has shown that stronger instruction will show stronger student results in all content areas.

### **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**

Strategy #1 Teachers will participate in professional development workshops to gain a deeper understanding of the Advance System and the Danielson Framework for Teaching.

- The administration will conduct Individual Planning Conferences outlining academic and instructional expectations as well as professional responsibilities that align with the school's instructional focus.
- The administration will organize the school schedule to foster professional collaboration strengthening teacher practice around the use of effective questions that promote academic conversations.
- Grade level teams will implement a coherent professional development plan aligned to the Danielson Rubric to enhance best practices.
- Frequent cycles of observation with clear expectations for teacher practice will be conducted throughout the year.
- Instructional rounds will be conducted to support teacher development; identify purposeful teacher practice; align professional goals.

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

1. Principal and Assistant Principal will provide professional resources that will support teachers implementation of *Advance*.
2. Coaches, Data specialist and the Talent Coach will provide guidance in identifying model lessons that engage all learners.

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

1. Instructional Leadership Team consisting of the Principal, Assistant Principal and coaches will establish benchmarks of instructional effectiveness required to address areas of student need and make recommendations of possible resources.

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

1. School-wide activities around Advance will commence on September 2013, and cease on June 2014.

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

1. Minutes from scheduled inquiry team meetings to reflect the analysis of data and curriculum and/or lesson refinements.
2. Teacher teams will utilize ARIS and EngageNY to identify key strategies and best practices.

### **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).

Parental workshops and informational seminars hosted by Administration, Parent Coordinator and/or teacher to inform parents on how to access ARIS Parent Link. Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade level curriculum and assessment expectations, literacy and mathematical strategies, community and support services: and technology training to build parents capacity to help their children learn.

### **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>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Tax Levy and Title III monies will be used to provide additional professional development during the school day.											

### **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, communication to and with parent will be increased as measured by a larger percentage of parents responding positively to this question in the Learning Environment Survey.

#### **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.
Based on the school report card, developing a higher degree of communication between parents and school is vital in student academic achievement. Stronger communication to parents will inform them of the changes in the school's new Common Core Curriculum and inform them of how to work with their children at home. Creating open communication between the home and the school will allow parents to understand the new methodologies of learning so that they can provide additional support if needed.

#### **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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
Strategy #1- Strengthening Communication
<ul style="list-style-type: none"><li>The school administration will organize parental activities to bridge the home to school connection; provide opportunities for parents to visit school; participate in family centered activities; sharing of student progress and achievements.</li><li>The school will conduct informational seminars for parents on new the curriculum and the Common Core Initiatives.</li><li>The school website will be updated to incorporate news, curricular expectations, assignments and school events.</li><li>The school will utilize the phone messenger system to alert guardians of events.</li></ul>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"><li>Data Specialist in collaboration with the administration will provide teacher training on how to effectively create class WebPages (E-Chalk)</li><li>Provide teachers time and resources to plan for curriculum sharing events (Family Fridays)</li></ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"><li>An increase in attendance, workshops and family events as evidence of parent participation.</li><li>The Progress Report will reflect an increase in communication by parents.</li></ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"><li>An increase of communication will begin September 2014, and last until June 2014.</li></ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"><li>E-Chalk will be procured to assist in the creation of class WebPages.</li><li>Resources from ARIS, CCLS and curricular programs will be used to engage parents on the new learning expectations.</li></ol>

#### **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).
Parent coordinator will conduct parent workshops based on family and community needs. The Parent Association will recruit parents to participate in Parent Association meetings and school fundraisers. Family Fridays will invite all parents to the classrooms on a monthly basis to open the communication between the teacher and the parents. Administration and teachers will organize school events and performances to increase parent involvement.

**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>
List any additional fund sources your school is using to support the instructional goal below.										
Funds for parent involvement will be set aside to attract more parents to the school. Translation money will be allocated so that parents can fully understand information provided during meeting and school events.										

**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.

**Comprehensive Needs Assessment**

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

**Instructional Strategies/Activities**

Describe the research-based 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.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**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).

**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>
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.

**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
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academic content and student achievement standards.

***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.

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

1.

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

1.

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

1.

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

1.

***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).

***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>	Extended Day, After School, Arts & Literacy, Wilson, Razkids, RTI, PPT	Push in and Pull Out Services Small Group Instruction One to one (SETTS) Tutoring	After School Extended Day During the School Day
<b>Mathematics</b>	Extended Day, After School, Arts & Literacy, Tenmarks, Go Math website, RTI, PPT	Push in and Pull Out Services Small Group Instruction One to one (SETTS) Tutoring	After School Extended Day During the School Day
<b>Science</b>	Extended Day, After School, Arts & Literacy, Brain Pop	Push in and Pull Out Services Small Group Instruction One to one (SETTS) Tutoring	After School Extended Day During the School Day
<b>Social Studies</b>	Extended Day, After School, Arts & Literacy, Brain Pop	Push in and Pull Out Services Small Group Instruction One to one (SETTS) Tutoring	After School Extended Day During the School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Extended Day, After School, Arts & Literacy	Push in and Pull Out Services Small Group Instruction One to one (SETTS) Tutoring	After School Extended Day During the School Day

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ul style="list-style-type: none"> <li>- A hiring committee is created to interview and review potential candidates' qualifications and experiences.</li> <li>- Demo lessons for possible candidates will be required to observe interactions with students, staff, and knowledge of content.</li> <li>- Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis.</li> <li>- All staff participates in a goal-setting program to provide a structure to discuss goals and progress aligned with Danielson's Framework and the new Teacher Rating System.</li> <li>- Provide ongoing support and coaching for non-tenured teachers and teachers who require additional support.</li> <li>- Create opportunities for teachers to be involved in leadership roles and be involved in school-wide decision making.</li> <li>- Possible teaching candidates will be given a piece of student work and be required to assess and plan the next steps for this student.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>- Principal will attend Network meetings, citywide meetings, view webinars, and participate in a professional learning committee with other administrative colleagues.</li> <li>- Principal will have a coach, provided by the NYC Leadership Academy, to create and support professional goals, and to reflect best practices on the Leadership Matrix.</li> <li>- Principal will continue and build a stronger relationship with the NYC Leadership Academy and attend PDs, view webinars, and utilize the resources available.</li> <li>- Teachers will attend PDs on the new Common Core Curriculum and turnkey new information to grade teams.</li> <li>- ESL teachers will work with the network and attend professional development to support our English Language Learners.</li> <li>- Mentorship by both the Literacy and Math coach is provided to both new and veteran teachers on a weekly basis.</li> <li>- Inquiry teams will conduct research based on their professional goals that are aligned to the rubric and turnkey information to other teams.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The 51 <sup>st</sup> Avenue Academy will have an open communication with the local shelter and coordinate with them to provide the proper education for children in their care. Money will be allocated to provide Students in Temporary Housing the necessities to experience a proper education. Necessities could consist of books, notebooks, pencils, paper, book bags, school uniforms, covering the cost of field trips, and counseling (if necessary).

**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.).
Not applicable. School only services grades 4 and 5.

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

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

A Measures of Student Learning Committee will be formed to make school-wide decisions on what assessments could be used to accurately assess students' progress and performance levels. This committee will collaborate with administration and Cabinet staff members on what assessments are available and can be used to assess students. Professional development will be conducted to accurately test students. Additional PDs will be conducted to analyze data and results to provide small group instruction within individual classrooms or determine if the school as a whole requires additional support in the classrooms. The data collected and the item analysis will inform teachers of what specific or targeted lessons that needs to be conducted in the classrooms. Additionally, assessment results will be shared with Service Providers to better meet the needs of their students. The assistant principal and the Data Specialist will attend Data PDs provided by the network which will then be communicated to the teachers and the principal.

### **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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

**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>24</b>	Borough <b>Queens</b>	School Number <b>877</b>
School Name <b>The 51<sup>st</sup> Avenue Academy</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>Mr. Jason Chin</b>	Assistant Principal <b>Mrs. Bridget Ruggiero</b>
Coach	Coach
ESL Teacher <b>Mrs. Kelley Jaime</b>	Guidance Counselor
Teacher/Subject Area <b>Mrs. Caroline Kim/ ESL</b>	Parent
Teacher/Subject Area <b>Ms. Tania Ritter/ ESL</b>	Parent Coordinator <b>Ms. Tanya Melito</b>
Related Service Provider <b>type here</b>	Other <b>Ms. Florence Chen/ ESL</b>
Network Leader(Only if working with the LAP team)	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>4</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>528</b>	Total number of ELLs	<b>184</b>	ELLs as share of total student population (%)	<b>34.85%</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> <small>(60%:40% → 50%:50% → 75%:25%)</small>					0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>					0	0								0
<b>Freestanding ESL</b>														
Push-In					6	6								12
self-contained					1									1
<b>Total</b>	0	0	0	0	7	6	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	183	Newcomers (ELLs receiving service 0-3 years)	56	ELL Students with Disabilities	40
SIFE	0	ELLs receiving service 4-6 years	122	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	61	0	5	122	0	35				183
Total	61	0	5	122	0	35	0	0	0	183

Number of ELLs who have an alternate placement paraprofessional:

### 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					39	35								74
Chinese					39	16								55
Russian					1	0								1
Bengali					16	10								26
Urdu					1	3								4
Arabic					0	1								1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					15	8								23
<b>TOTAL</b>	0	0	0	0	111	73	0	0	0	0	0	0	0	184

## 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)					10	10								20

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)					33	16								49
Advanced (A)					68	47								115
Total	0	0	0	0	111	73	0	0	0	0	0	0	0	184

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	29	29	6	1	65
5	35	23	3	1	62
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	15		36		15		5		71
5	25		27		11		3		66
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	2		24		32		6		64
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.

DRA2s and TCRWP are the assessment tools used to assess the early literacy skills of ELLs. The data shows that beginning ELLs can't always verbally retell a story but can respond to yes/no questions and point to pictures in order to answer a question. Therefore, beginning ELLs are placed in a newcomer program where students learn basic social and academic language to support language development. The data also shows specific needs for the more proficient ELLs. All ELLs are further supported by the push-in model. The ESL teacher collaborates with the classroom teacher for reading and writing instruction. For reading, the ESL teacher guides and scaffolds the content as well as builds academic Tier2 and Tier3 vocabulary. Additionally, reading strategies are implemented through the Fountas and Pinnell Guided Reading program. For writing, the ESL teacher provides support to organize their thoughts using graphic organizers and teaches element specifics for each genre. Writing conventions are explicitly taught and reinforced.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
After review of data, the following patterns across proficiency levels and grades have been observed: Many of our new admits are unable to respond on the LAB-R. For those students that are able to respond, we find the reading and writing scores on the NYSESLAT and LAB-R exams are lower than the listening and speaking scores. We find that our students perform better in listening and speaking sections because they are in the process of attaining speaking skills and acquiring everyday language. Reading and writing skills are acquired after the ELL child has reached the speech emergent stage.
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](#))

Overall NYSESLAT proficiency results indicate that many of our students tend to be more proficient or closer to proficiency in reading and listening, and are less proficient in writing and speaking. Therefore, we are making changes to our programs to place more emphasis on writing and speaking. More emphasis will be placed on the use of graphic organizers and rubrics and self-assessment sheets to help students organize their thoughts for both writing and speaking activities, and to then assess themselves.

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?

For all of our ELLs, translated versions of state tests are available. ELL students tend to do better when they have the support of a test translated in their native language if they read fluently in their native language and understand its content-specific vocabulary. Otherwise, the translated test is of no real value to them.

We use periodic assessment data to prepare all our ELL students for the NYSESLAT, which is administered in the Spring only. We use the New York State exams, NYSESLAT, and periodic assessments, along with informal assessments and student portfolios to assess individual student progress. The ESL teachers meet frequently to discuss how programs are working and to monitor student progress. They evaluate what is working and what is not working, based on students' progress, and plan accordingly with classroom teachers on a daily to weekly basis.

From periodic assessments, we are able to see patterns in students' performance, thus allowing us to utilize it towards planning of instruction.

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](#).)

Both formal and informal assessments, which include but are not limited to, Ed Performance, DRA2s, NYSESLAT, and TCRWP, allow the RTI team to determine the appropriate tier of intervention for ELLs. Students under the Tier I Intervention are those who perform with average or slightly below average success in the core instruction. During the classroom teacher's lesson, the ESL teacher scaffolds the language by rephrasing and providing prompts and visuals. Guided reading instruction is also provided to build comprehension and fluency. For writing, resources such as word banks, sentence starters and thesauruses are utilized to aid in academic language development. Small-group writing instruction also targets individual needs, based on rubrics. Students are monitored regularly and grouped according to a specific skill or strategy that needs to be targeted during small-group instruction. Students under the Tier II Intervention are those who need considerable help to succeed in the core instruction. Their reading levels

fall from one to three or more years below grade level. Progress is monitored more closely, at least bi-weekly, with research-based interventions. Our extended day, after-school and Saturday programs provide them the extra time needed for making adequate yearly progress. The RTI team meets every Wednesday to discuss academic and social concerns, interventions done in the classroom, feedback from parents and results of progress. Interventions may include Wilson, behavior charts, one-to-one support and push-in/pull-out instruction. Computer programs such as Raz-kids and Brainpop are also used for students in Tier I and Tier II, granting them reading sources. These programs not only provide feedback for teachers, but the ability for students to self-assess and the opportunity to access it in their own homes. Tier III students' reading levels are more than three years below grade level and exhibit serious problems in decoding and/or comprehension. Many of them are eligible for special education services. Reading and writing strategies are also applied to both Tier II and Tier III students.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
ESL and classroom teachers, as well as administrators, use students' information from formal assessments, data from daily class observations and professional opinions based on rappers in order to ensure that a child's second language development is within instructional decisions. ESL teachers have common planning time with classroom teachers to help classroom teachers adapt their lessons to meet the language needs of ELLs while teaching in the content areas.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The ESL teachers meet monthly to discuss how programs are working and to monitor student progress. They evaluate what is working and what is not working, based on students' progress, and plan accordingly with classroom teachers on a daily to weekly basis. During our weekly inquiry period, ESL teachers work with classroom teachers to analyze student assessments and classwork. Teachers analyze the results of benchmark assessments, end-of-module assessments from the ReadyGen program, math unit assessments. ESL teachers then work with the classroom teachers to plan lessons based on the needs of individual students..

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)  
Upon registration, the Home Language Identification Survey (HLIS) is administered to the parents/guardians of students who are first time admits to the New York City school system. An informal interview in English and in the native language is done by a certified ESL teacher and translator. We have Spanish, Chinese, and Korean translators readily available in our school who have been trained in the ELL identification process. For lower incidence languages, we use the translation unit when necessary. Using the information provided on the HLIS and the answers given to the questions asked during the informal interview, the ESL teacher who administered the HLIS and the informal interview determines whether or not to administer the Language Assessment Battery-Revised (LAB-R) to the child. If the ESL teacher determines that the child is eligible for testing, the ESL teacher invites the parents to watch the Parent Orientation Video at that time. After watching the video, the ESL teacher answers any questions the parents have regarding the program choices offered in New York City. Parents then choose the program they'd like their child to be in if they are eligible for services according to the LAB-R. The LAB-R is administered to the child within the first ten days of enrollment and proper placement is determined based on the results of the test. The Spanish LAB is also administered to Spanish-speaking new admits within the same 10 day window.

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.
- We have the following structures in place to ensure parents understand the three program choices offered in New York City public schools:
1. Entitlement letter is given to the parents in the language they read and understand, which briefly explains the three program choices.
  2. Parents watch the Parent Orientation Video in the language they understand.
  3. Parents have the opportunity to ask questions about each program after watching the video. A translator or the translation unit is utilized to translate questions and answers. The translators available in our school have been trained in understanding the three program choices offered to parents.
  4. This is all completed within the first ten days of enrollment.
3. 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 [\[see tool kit\]](#).)
- Entitlement letters are distributed the same day the child was administered the LAB-R if the results indicate the child is entitled to receive ESL services. The entitlement letter is sent home with the student in an envelope addressed to their parents. A copy of the letter is placed in the student's cum. The ESL Coordinator also keeps a copy on file. If the child is not entitled to receive services, a non-entitlement is sent home to the parents. The Parent Survey and Program Selection form is given to the parents following their viewing of the parent orientation video which is shown at registration. The parents fill out these forms after watching the video and the ESL teacher keeps them on file. A copy is also placed in the student's cum. If parents request time to make their decision, the ESL teacher follows up with the parents if the form is not brought back by the return date stated on the form. Additional letters are sent and translated phone calls are made, if necessary, to ensure that the forms are returned in a timely manner. Once returned, the original form is placed in the child's cum folder and a copy is kept in the ESL Coordinator's binder. Each September, Continued Entitlement letters are sent home with each student who is eligible to continue receiving ESL services. The letter is sent home in English and the parents' preferred language. A copy is also placed in student's cum. Each classroom teacher is given a roster to check off when a student returns the letter. The ESL Coordinator collects all the letters and keeps them on file. A second copy is sent home if the letter was not returned in a timely manner. If the second letter is not returned, the parents are contacted by phone, using the translation unit.
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.
- We use the results of the LAB-R, and then the Parent- Survey and Program Selection form to place students in the appropriate class. We have one ESL class with newcomer beginner ELLs on each grade level. If a student scores at a beginning or intermediate level on the LAB-R, they are placed in this class. The fourth grade class is taught full-time by a certified ESL teacher. The fifth grade class is serviced for the mandated minutes by a certified ESL push-in teacher. In addition, students that score at an advanced level on the LAB-R are placed in a 4th or 5th grade class that has other advanced ESL students. These classes are serviced for the mandated minutes by a certified ESL push-in teacher. The Entitlement letter indicates to parents what class their child is in. Although the LAB-R is used to make the final determination in class placement, the informal interview allows the ESL teacher to get a good sense of what class the child should be put in. Most of our new admits are placed in the appropriate class setting from day one. If parents select TBE or DL, the ESL Coordinator contacts [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov) to find placement for the student. We currently offer an ESL program only, based on parent choice.
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.
- Prior to the testing window, a testing schedule is made to ensure that all ELLs (based on the NYSESLAT eligibility report and cross-referenced with other reports) are administered each section of the NYSESLAT. During the month of April students are administered the speaking portion of the test. If a student is absent for one or more sessions of the test, the student is tested during the make-up sessions.

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. [i](#)

After reviewing the Parent Survey and Program Selection forms for the past few years, we find that a majority of parents requested that their child be placed in a Free-Standing ESL program. One parent requested a transitional bilingual program (Chinese). The parent was notified that we currently do not offer that program and that if we get 15 or more parents between two consecutive grades who request that program, we will offer that particular program. The parents are notified that their child will be placed in an ESL program in the meantime.

## 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])?
 

Instruction is delivered through the following organizational models: Push-In ESL, Pull-Out ESL and Self-Contained. Advanced ELL students are placed in heterogeneously grouped fourth and fifth grade classes. In fourth grade, intermediate and beginner ELL students are placed in a heterogeneously grouped classroom or a self-contained ESL classroom with mixed proficiency levels. In fifth grade, ELL students are placed in heterogeneously grouped classes with mixed proficiency levels. 4<sup>th</sup> grade newcomer students are placed in the self-contained ESL class and 5<sup>th</sup> grade newcomers are placed in a heterogeneously grouped class.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 

The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. All beginner and intermediate students receive at least 360 minutes of ESL services. All advanced students receive at least 180 minutes of ESL services. The fourth grade self-contained is serviced for 200 minutes a day (4 periods), five days a week, by a certified ESL teacher. All of the beginners in fourth grade are in this class. All intermediates in fourth grade not in the self-contained class are serviced 8 periods a week for a total of 400 minutes by the push-in certified ESL teacher. The advanced students are serviced four periods a week for a total of 200 minutes by a certified ESL teacher. All fifth grade beginners and intermediates are serviced by a certified ESL teacher for 8 periods a week for a total of 400 minutes. Advanced fifth grade students are serviced four periods a week for a total of 200 minutes. Service for all ELLs is provided during the literacy block.
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.
 

To make the content areas comprehensible for ELLs and meet the demands of the Common Core Learning Standards, our ESL teachers plan lessons with the classroom teachers using the SIOP model. Each lesson has a content objective, as well as a language objective. Teachers build students' background knowledge and contextualize vocabulary through use of the following instructional approaches and methods: adaptive texts, leveled study guides/ trade books, jigsaw text reading, graphic organizers, note-taking outlines, and other hands-on supplementary materials. Content instruction is delivered in English, however our bilingual (English-Chinese) ESL teacher and our bilingual para-professional are able to offer native-language support in the content areas. We also utilize the Spanish edition of our science and social studies textbooks
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

ELL students who read and write in their native language are evaluated in their native language on the New York State Mathematics and Science exams.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Throughout the year ELL students are assessed by both their classroom teacher and the ESL teacher through classroom quizzes and tests, and other informal assessments. ELLs are also evaluated formally when being administered the Ed Performance Test three times a year. In addition, ELL students are administered the ELL Periodic Assessment once a year.
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).

We differentiate instruction for ELLs in the following ways:

a) We currently do not have any SIFE students.

b) Students who have been in US schools for less than three years, and who levels of proficiency are low (beginners) will be part of our newcomers program. Newcomer students are pulled-out eight periods a week for ESL instruction. The Newcomer's program focuses on survival English language, vocabulary building, reading and writing skills. The newcomers program uses visuals, technology,

Raz-kids and phonics through various units of studies to improve language development.

c) ELLs receiving service 4 to 6 years will receive, in addition to a rigorous curriculum taught by the classroom teacher and the ESL teacher, the opportunity to attend an afterschool program and / or the Saturday school program, both of which are designed to increase reading comprehension and improve reading, writing and mathematics skills. These ELLs also use Raz-kids at least twice a week.

d) We currently have no long-term ELLs.

e) Classroom teachers and ESL teachers continue to provide language support to former ELLs. These students also have an opportunity to attend an after-school program and/or Saturday school, both of which are designed to increase strategy usage in reading and improve reading comprehension. The after-school program also provides support in writing and math.

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 51 Avenue Academy implements the following instructional strategies and grade-level materials to provide access to academic content areas and to accelerate English language development:

- a. Raz-Kids / Brainpop
- b. Guided and scaffolded instructional groups
- c. Individual conferences to support students' access to academic content and language development.
- d. Phonics through educational websites such as Starfall, Learn to Read with Phonics, and ABCya.com
- e. Social and academic vocabulary building through units of studies supported with visuals and technology.

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?

Students with IEPs receive ESL services in their ICT class or self-contained class by a push-in ESL teacher. All teachers servicing the student with an IEP work collaboratively to ensure that the student will achieve their IEP goals and language proficiency.

**Courses Taught in Languages Other than English **

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

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

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

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

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

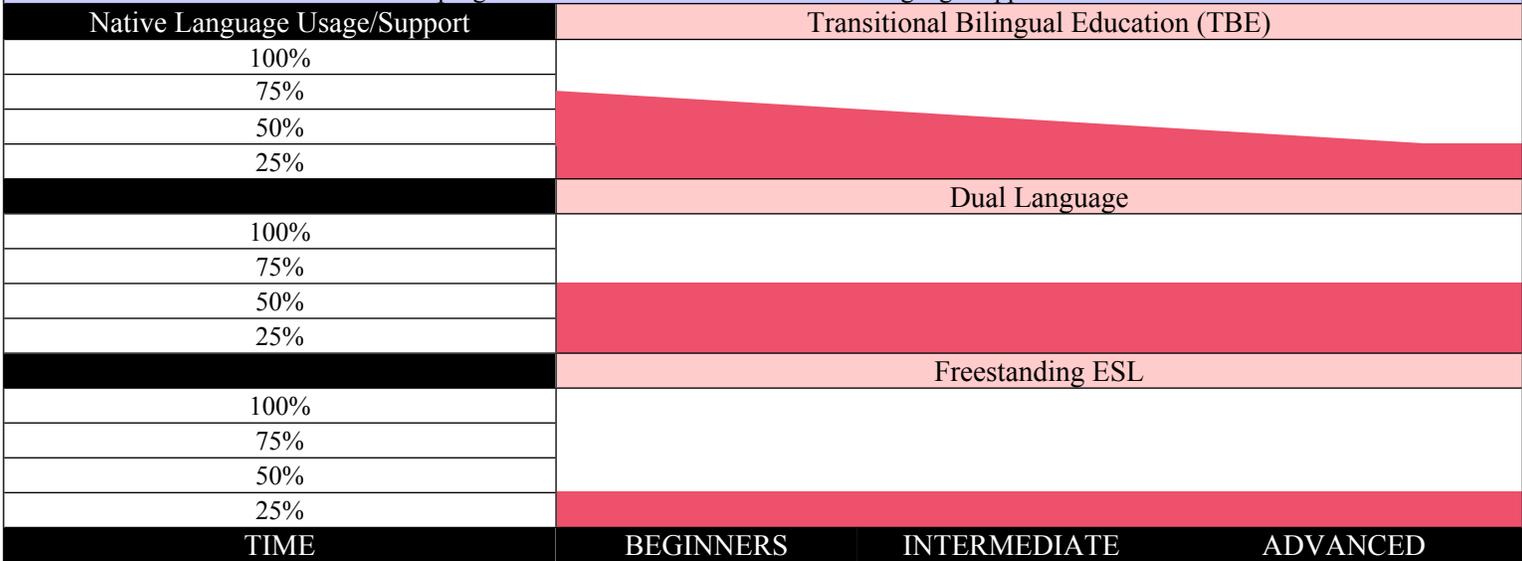
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native 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 51 Avenue Academy uses the following instruction materials and technology to support ELLS:

- Guided reading books
- Leveled libraries
- Wilson
- Raz-kids
- Brianpop
- Low-level / high interest books
- Bilingual glossaries for math, science and social studies
- Bilingual trade books
- Picture dictionaries
- Online academic websites

In math, push-in ESL teachers provide support with academic language and work on improving writing skills. In addition, ELLs and former ELLs are given the opportunity to attend the afterschool program and Saturday school. These program offer homework assistance, as well as support in writing and reading to accelerate the growth of their academic English, reading skills, and test-readiness. Former ELLs also receive the same testing accommodations as current ELL for two years after they test out of ESL.

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

The 51 Avenue Academy supports newcomers with low language proficiency through a beginners program. The newcomer program pulls-out beginners 8 periods a week to implement language building through units of study. The program teaches newcomers basic survival language skills, which allow these students to be part of the school community, as well as social and academic language.

Intermediate and advanced ELLs receive ESL services by a certified push-in ESL teacher. The ESL teacher supports ELLs across content areas by implementing language skills. The push-in teacher scaffolds, reteaches, and conducts individual conferences to meet the needs of students in both content and language development. The classroom teachers and the ESL teachers collaborate and plan lessons together to ensure ELLs' needs are being met.

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

We are considering what other materials or programs we could use to teach our beginners and low intermediates. We are also looking in programs to help intermediate and advanced ELLs develop questioning and discussion skills.

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

No programs will be discontinued at this time.

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

ELLs are afforded equal access to all school programs. Parents of ELLs and special education students are given the opportunity to enroll their children in our afterschool program and Saturday school. Depending on the enrollment and the number of teachers, these programs are then open to general education students. These programs offer homework assistance, reading and writing support to ensure academic language growth and test readiness.

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

Technology is used constantly to support ELLs' academic growth. Raz-kids, an online leveled reading program, is implemented to help students improve their reading level and reading strategies. Classroom teachers and ESL teachers utilize a smart board or an Elmo to promote visual support for ELLs and ensure access to academic content. Bilingual dictionaries and classroom books in various languages are also used for language support and development.

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

Native language support is delivered by paraprofessionals who push-in and work with beginner ELLs and students whose IEPs require a bilingual paraprofessional. The paraprofessionals help make sure students understand what is expected of them. They help them organize their writing and work on English vocabulary, as well as spelling rules. In addition, bilingual ESL teachers occasionally employ students' native languages to support and ensure content comprehension.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services support and resources correspond to ELL's ages and grade levels. Beginner and intermediate ESL students receive at least 360 minutes of ESL services. Advanced ESL students receive at least 180 minutes of ESL services.
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 ELLs are given the opportunity to attend our summer school program. This will allow them the opportunity to become acquainted with our school building, some of the students who may be in their class or grade, and the teachers and school staff. Newcomers who arrive at our school throughout the school year will be placed in the self-contained classroom for 4th grade or be included in the newcomer's program. Both of these settings will offer newly arrived students a classroom buddy to help the new student get acquainted with our school and support in adjusting to a new environment.
18. What language electives are offered to ELLs?  
We currently do not offer any language electives to our ELLs
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

### 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.

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

Scaffolding across the Disciplines: Types of Scaffolding

Quality Teaching and Best Practices to improve ELL performance

Differentiated Instruction

Strategies needed to prepare ELLs to meet the Common Core Standards.

Mathematics instructional strategies to develop and enhance students' skills and performance on Common Core assessments.

Ed Performance

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

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

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

## 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?

At the 51st Avenue Academy, we offer many opportunities for parents to become involved in their child's education. We offer workshops at the Parents Association meetings, on topics such as how to obtain affordable health insurance, how to access and understand ARIS and acuity, and outside groups such as "Dial- A -Teacher". We also facilitate workshops on how to succeed in middle school. We also organize art workshops for the parents facilitated by our art teacher and parent coordinator. We have "Family Fridays" where parents are invited into the classrooms for celebrations of student work and academic activities. We have a Student Of The Month ceremony on the second Tuesday evening of each month. Two students from each class are chosen per month to receive a certificate for their work in class.

For our parents of ELL students, we use the translation unit to translate letters sent home to parents. At Parent Teacher conferences we offer translators in three languages. We send home a newsletter called "Home School Connection" offered in English and Spanish. The Learning Environment Survey, which is distributed to parents in April, is given in the parents' preferred language.

In September, we sent out parent surveys to assess the needs of parents, inquiring as to what workshops would be of interest to them and what would be the best method for them to receive flyers and letters going home to them. We discuss the needs of parents at School Leadership Team meetings and Parents Association meetings.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: 877**

**School DBN: 24Q877**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Jason Chin	Principal		11/8/13
Mrs. Bridget Ruggiero	Assistant Principal		11/8/13
Ms. Tanya Melito	Parent Coordinator		11/8/13
Mrs. Kelley Jaime	ESL Teacher		11/8/13
	Parent		1/1/01
Mrs. Caroline Kim	Teacher/Subject Area		11/8/13
Ms. Tania Ritter	Teacher/Subject Area		11/8/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms. Florence Chen	Other		11/8/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

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

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

DBN: 24Q877 School Name: 51<sup>st</sup> Avenue Academy

Cluster: 2 Network: 209

**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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

Oral translation services will be provided by an outside contractor, or in-house by school staff or parent volunteers, depending on the situation. For parent-teacher conferences, translators are hired to translate Spanish, Chinese, and Bengali. For lower incidence languages, the translation unit is used. Oral translators are hired to provide oral word-for-word translation of the state exams for lower incidence languages. A translation service is accessible to all staff in the school, so that teachers and school staff can communicate with parents. The hours of operation are Monday through Friday, 8 a.m to 5 p.m. Our school also has a phone messenger service called "School Messenger". This system relays important messages via phone calls/ voicemail to parents such as school events, school closings, etc. You can schedule the messages to be sent to parents phone numbers at any time desired. The system then gives you a report via email so you can view how many parents received the calls.

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

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



## 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>51<sup>st</sup> Avenue Academy</u>	DBN: <u>24Q877</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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

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

3. One after school class will be held on Mondays and Tuesdays from 3:45 to 5:00 and Wednesdays from 2:30- 5:00, beginning October 15, 2012 and ending in May 2013. One of these classes is in partnership with the Arts and Literacy program. The class is co-taught by one of our certified ESL teachers and one teacher from the Arts and Literacy program. The Early Bird Morning Program is being held on Mondays and Wednesdays from 7:40 to 8:10. Another class will be held on Saturdays beginning in January 2013.

4. The language of instruction is English.

5. There are 6 certified teachers- 2 certified ESL teachers, 2 certified special education teachers, and 1 certified common branch teacher, and 1 speech teacher. The ESL teachers will provide instruction along with the support of the other non-ESL teachers. The ESL teachers will scaffold instruction by helping ELLs understand the vocabulary necessary for comprehension, providing ELLs with ways of organizing their writing, and helping them monitor their use of strategies that they can use to navigate challenging texts in English.

6. Materials- Achieve 3000 Kidbiz, Raz-kids (at no cost to Title III), Best Practices in Reading (at no cost to Title III). Money will also be spent on paper to make translated copies of flyers and letters, the school newsletter, and "Home Connection".

## Part C: Professional Development

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

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

Begin description here:

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

### Part C: Professional Development

English Learners and Text Complexity: (Turn key of ESL techniques and strategies to use in the classroom with your students, presented by Mrs. Jaime, ESL teacher, Faculty and Grade Conferences)  
Preparing teachers to help their students be successful taking the NYSESLAT and using ARIS to access ELL data: (presented by Mrs. Jaime, ESL teacher, Grade Conferences)

Mathematics instructional strategies to develop and enhance students' skills and performance on the city and state assessments. (presented by Mrs. Giannone and Mrs. Vyas, math coaches, Grade Conferences- October 10, 2012)

Achieve 3000 Kidbiz- Program Goals, results from last year, overview of new features, A five-step literacy routine to support interactive instruction, monitoring and motivation, and home edition (presented by an Achieve 3000 trainer, September 25, 2012)

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

### Part D: Parental Engagement Activities

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

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

Begin description here:

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

### Part E: Budget

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

Allocation Amount: <u>\$17348</u>		
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>	<u>\$14,945</u>	<u>Morning Program, Afterschool programs, and Saturday Program</u>
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>	<u>\$1,503</u>	<u>Paper to make copies of translated flyers and letters, the school newsletter, "Home Connection"</u>
Educational Software (Object Code 199)		
Travel		
Other	<u>\$900</u>	<u>Parental Involvement</u>
<b>TOTAL</b>	<b><u>\$17,348</u></b>	