

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** ELIAS HOWE SCHOOL  
**DBN (i.e. 01M001):** 02M051  
**Principal:** NANCY SING-BOCK  
**Principal Email:** [NBOCK@SCHOOLS.NYC.GOV](mailto:NBOCK@SCHOOLS.NYC.GOV)  
**Superintendent:** BONNIE LABOY  
**Network Leader:** GABRIEL FELDBERG

**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
Nancy Sing-Bock	*Principal or Designee	
Shani Perez	*UFT Chapter Leader or Designee	
Roz Williams	*PA/PTA President or Designated Co-President and Parent	
Not Applicable/None	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable/None	CBO Representative, if applicable	
Dana Goldberg	Chairperson/Teacher	
Deanna Lindner	Member/ Teacher	
Katie Traxler	Member/ Teacher	
Chrissy Collins	Member/ Parent	
Jessica Rodriguez	Member/ Parent	
Sharon Levy	Member/ Parent	
Marni Corrigan	Member/ Parent	
	Member/	

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

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

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

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

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

## **Guidance for Developing 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 2014-14 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

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

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2015, students in the lowest third of each class as well as English Language Learners will show improvement in their ability to engage in high-quality math discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking, as measured by a teacher created rubric.

### 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 an analysis of the 2014 NY State Math Exam, the work of teacher teams, and classroom teacher observations, it was determined that students across the grades were struggling with asking and answering questions about math problems. According to the 2013-2014 Elementary School Quality Snapshot- Closing the Achievement Gap Data, English Language Learners scored fair compared to other students who scored at the same level last year. In addition, students in grades 3, 4, and 5, struggled with questions on the state exam that focused on how they understood and used various strategies to solve a problem. Oral comprehension and high quality discussion have a direct impact on student achievement in the areas of written expression and overall comprehension.

### 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. There is a school-wide focus on increasing discussion techniques.
2. Teacher teams will select target students from the lowest third within each class, English Language Learners and Special Education students who have shown the greatest need in this area, to monitor and provide intervention in order to raise their level of understanding and discussion.
3. Teachers will examine curriculum across the content areas to determine effective techniques for increasing and improving discussion techniques and opportunities.

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

1. Teacher teams are upper and lower grade focused and are comprised of representatives from across grade levels.
2. Teacher teams are supported by Instructional liaisons, who are also members of the Academic Intervention team.
3. Instructional Lead teachers will support classroom teachers with examining the curriculum to find ways of integrating discussion techniques.

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

1. Teacher teams will create rubrics to evaluate student discussion skills.
2. Teachers will record student discussions to analyze areas of need based on the rubric in order to design targeted instruction.
3. Teacher teams will continuously monitor whole class, small group, and individual questioning techniques and discussion outcomes within their own classes.

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

1. Teacher teams will meet bi-monthly, during Professional Development on Monday afternoons, beginning in October and continuing throughout the school year.
2. Instructional Lead teachers will meet bi-monthly with grade levels during Professional Development on Monday afternoons.
3. Administration will meet with grade levels monthly during common grade level planning time.

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

1. Teacher teams will use *Classroom Discussions-Using Math Talk to Help Student Learning* by Suzanne Chapin, Catherine O'Connor and Nancy Canavan Anderson as a mentor text to promote more meaningful classroom discussions.

### 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).

- The school will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.
- Parents will be invited into the classrooms once a month to observe a lesson targeting discussion techniques in various curriculum areas during Tuesdays Parental Engagement Time- Parents will be provided with materials and resources in order to build discussion techniques at home.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. In addition, the school will provide a fostering, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their

child's progress. Assistance will be provided to parents in understanding City, State and Federal standards and assessments.

***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>X</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 #2

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

### **Annual Goal #2**

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

By June 2015, we will strengthen the parent/school partnership by 10% as measured by an increase in attendance and involvement in school wide curriculum and activities.

### **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.

Now that the school has permanently settled into its zoned neighborhood, we plan to improve our involvement by providing ongoing opportunities for parent and family education. An improved home/school connection will have a positive impact on overall student achievement.

### **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. Grades Pre-K through 5 teachers as well as service providers will hold monthly workshops for parents on Tuesday afternoons during Parental Engagement time.
2. Common Core workshops- Instructional Lead Teachers provide an in-depth breakdown of Common Core Learning Standards to upper and lower grade families. These workshops are a continuation of introductory Common Core workshops given last year.
3. Title 1 parent workshops- Focused workshops based on interest expressed by parents- strengthening home/school connection
4. Health chats- School Based Health Clinic provides monthly workshops for parents focusing on a variety of health topics
5. Family Fridays in each content area- Parents are invited into classrooms one Friday each month to observe lessons and strategies being taught in the classroom
6. Class parent meetings- class parents meet to talk about how to mobilize parental involvement in the classroom
7. PTA/SLT
8. Library Training- parents volunteers are trained on how to support students in the library
9. Committees- Library, Gardening. Parents are encouraged to participate in committees based on personal interests and expertise
10. Pre-K, K welcome breakfast- provides an opportunity for new families to familiarize themselves with school and other parents
11. School Website- provides an up to date communication system for parents to access school wide information
12. Parental Involvement on Tuesdays- teachers will hold workshops and meet with individual parents to discuss strategies that can be used at home  
Publishing Parties as well as Interdisciplinary Learning Fairs- parents are invited to come in to share and celebrate student work

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

1. Parent Coordinator- acts as a liaison between the parents and the school community to ascertain ongoing needs
2. Instructional Lead Teachers- provide workshops and over-arching support in the understanding of the Common Core Learning Standards and curriculum
3. Administration- facilitates and encourages parent education and workshops
4. Classroom Teachers- provide guided instruction and support during parent education workshops
5. School-Based Health Clinic- hold monthly Health Chats through Bellevue Hospital

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

1. Parent sign-in sheets and feedback forms will provide data on workshop effectiveness in order to plan for and better support parents' needs in order to impact student achievement.

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

1. Monthly activities include: Parent Health Chats (September- June), Family Fridays (December- June), SLT/PTA meetings (September-June), school committee meetings (October-June)

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

Workshops will demonstrate the usage of Common Core Standards and our school curriculum. Handouts will be provided for all families with content specific materials.

### **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).**

The school will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.-----  
Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. In addition, the school will provide a fostering, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Assistance will be provided to parents in understanding City, State and Federal standards and assessments.

**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>X</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.

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### 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 2015, all students in grades 1-3 who are reading more than 2 F&P reading levels below grade level in September 2014, will increase by at least 2 F&P reading levels as measured by Fountas and Pinnell reading level assessments.

#### 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 Fountas and Pinnell beginning of year reading assessment data, there were a large number of students reading 2 or more levels below the grade level benchmark for September. Improving student reading levels in the early grades will have an impact on students' continued success.

#### 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. In order to achieve our goal of improving reading levels by 2 levels we will be doing Tier 1 Response to Intervention using targeted guided reading groups with leveled texts, inquiry groups, whole class conversations, reading leveled multi-genre texts across content areas, conferring, modeling,
2. Mandated providers, cluster teachers, literacy instructional lead will support these students through a combination of push-in and pull-out services during the school day.
3. Grade meetings, progress meetings, Academic Intervention Team (AIT) will focus on reviewing student progress to determine next steps.
4. Students will meet with providers according to their IEP mandates, Inquiry teams will meet weekly and guided reading groups will take place weekly

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

1. Classroom Teachers will provide targeted guided reading instruction using leveled texts to support students' individualized needs.
2. Reading Recovery Teacher will work with high need 1<sup>st</sup> graders and provide continued support to at risk 2<sup>nd</sup> graders.
3. Instructional lead teachers- Support classroom teachers with reading instruction.
4. Support staff- SETSS, ESL, speech teachers will provide mandated services as designated on students' IEP or LAB-R.
5. Intervention Teacher will provide targeted Tier 2 literacy intervention to 3<sup>rd</sup> graders identified by their classroom teachers as being in the bottom third of the class.

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

1. Baseline and ongoing Fountas and Pinnell reading assessments will be administered 4 times throughout the school year.
2. Teachers will monitor student progress based on individualized goals set by classroom teachers

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

1. Students will be reassessed 5 times/year. (September, November, January, March)
2. Reading Recovery will occur 5 times/week.
3. Guided Reading takes place at least 3 times/ week in all classrooms

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

1. Wilson Reading System- Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to students who have struggled to learn with other teaching strategies, or who may require multisensory language instruction.
2. Foundations- K-3 phonological/phonemic awareness, phonics and spelling program for the general education classroom.
3. Reading Recovery- Reading Recovery is a short-term intervention for first graders having extreme difficulty with early reading and writing. Specially trained teachers work individually with students in daily 30-minute lessons lasting 12 to 20 weeks. After a full series of lessons, about 75% of these formerly lowest students reach grade-level standard.
4. Expeditionary Learning- emphasizes student inquiry, critical thinking, and craftsmanship. Students engage in original research and create high- quality academic products to share with outside audiences.
5. Fountas and Pinnell intervention kit- The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and

original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading.

***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).

The school will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. Parents will be invited into the classrooms once a month to observe a lesson targeting discussion techniques in various curriculum areas. Parents will be provided with materials and resources in order to build discussion techniques at home. Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children. In addition, the school will provide a fostering, caring, and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Assistance will be provided to parents in understanding City, State and Federal standards and assessments.

***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>X</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.

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## 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.

#### **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.

	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.

## 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 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.

	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.

### 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>
<p><b>ELA</b></p>	<ol style="list-style-type: none"> <li>1. Reading Recovery (Tier 3)</li> <li>2. Small group RTI (Tier 2)</li> <li>3. Student Teachers and America Reads Tutors –</li> <li>4. Para-Professionals</li> <li>5. Power Lunch</li> </ol>	<ol style="list-style-type: none"> <li>1. This teacher works daily with individual at-risk Grade 1 students for a cycle of 20 weeks. She also pushes in 4x a week to a Grade 1 and a Grade 2 class to give literacy support to at-risk students.</li> <li>2. Lead Teacher works 2x a week with small groups of struggling 3<sup>rd</sup> and 4th graders</li> <li>3. These people support the classroom teachers in their work with at-risk students in literacy, throughout the school year.</li> <li>4. Paraprofessionals work with small groups of students to support literacy using the Great Leaps Fluency Intervention Program.</li> <li>5. Power Lunch volunteers read with at risk students</li> </ol>	<p>These services are provided during the school day</p>

<b>Mathematics</b>	1. Student teachers and America Reads tutors –	1. These people support the classroom teachers in their work with at-risk students in math, throughout the school year.	These services are provided during the school day
<b>Science</b>	1. Student teachers and America Reads tutors	1. Classroom teachers work with small groups of students to integrate social studies and non-fiction guided reading using appropriate texts aligned with the NYS Standards.	These services are provided during the school day
<b>Social Studies</b>	1. Small group targeted instruction	1. Classroom teachers work with small groups of students to integrate social studies and non-fiction guided reading using appropriate texts aligned with the NYS Standards	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	1. Individual and small group services 2. Whole class lessons 3. Peer Mediation Program	<ul style="list-style-type: none"> <li>- Guidance Counselor meets with students who are mandated to receive counseling services. She also meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</li> <li>- Guidance Counselor conducts class lessons on topics such as bullying and conflict resolution.</li> <li>- Guidance Counselor coordinates, trains, and supervises the Peer Mediators who are older students helping younger students resolve conflicts.</li> <li>- Meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</li> <li>- School Psychologist trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.</li> <li>- Meets with students who have</li> </ul>	

		<p>been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</p> <ul style="list-style-type: none"><li>- Social Worker trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.</li><li>- A drug- and alcohol-prevention specialist (SAPIS) meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</li></ul>	
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**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.
<ol style="list-style-type: none"> <li>1. Interviews are conducted and teacher candidates implement demonstration lessons.</li> <li>2. Many teacher candidates have done their student teaching fieldwork in our school or have been referred or recommended by current or former teachers and staff in the school.</li> <li>3. A thorough review of credentials is done prior to hiring.</li> </ol>

**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).
<ol style="list-style-type: none"> <li>1. Teachers attend workshops outside of school including, but not limited to, New Teacher Workshops, RAMAPO training, TRIBES workshops</li> <li>2. Teachers work with Network Support staff in areas of ESL, Math, and Special Education</li> <li>3. Teachers participate in professional development conducted by network content specialists in science, math, literacy, special education and English as a Second Language.</li> <li>4. According to the BEDS survey...100 % of our teachers are certified /highly qualified and in the right position. Each new teacher is mentored 2 periods a week. 1 period is push-in and the other is a meeting in which the teacher and mentor reflect on classroom observations/work as well as plan for upcoming units and lessons.</li> </ol>

**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.).
<ol style="list-style-type: none"> <li>1. SAPIS worker meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</li> <li>2. Social Worker trains and supervises the Peer Mediators who are older students helping younger students resolve conflicts.</li> <li>3. A drug- and alcohol-prevention specialist (SAPIS) meets with students who have been identified by the Pupil Personnel Team as needing services related to social/emotional and/or behavioral issues.</li> </ol>

**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.).
<ol style="list-style-type: none"> <li>1. Outreach is done to community preschools.</li> <li>2. Monthly tours and open houses provide families an opportunity to tour the school and hear about the programs and curriculum.</li> </ol>

**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.

1. The Academic intervention teams meets to discuss student needs and curricula and materials to support them.
2. The Instructional Leads meet with teachers to ascertain classroom needs based on observations and assessments.
3. The Teacher Team facilitators meet with teachers to evaluate school wide needs in order to create an action plan.

**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)**

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;  
ending library; instructional materials for parents;

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

## SCHOOL-PARENT COMPACT

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

### I. School Responsibilities

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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. **DBN: 02M051**

### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$139,021.74	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$31,167.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,866,445.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### Part B: Direct Instruction Supplemental Program Information

Total # of teachers in this program: 2

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 1

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: ELLs and their families will be invited to participate in a Saturday Academy in which we will visit five different museums throughout New York City. The content area teacher and ESL teacher will choose the museums based on the curriculums across all grades. The group will tour exhibits that support the content being learned in social studies and science in their classrooms. After each tour, the students will return to the school to work on a writing unit created by the ESL teacher and content area teacher which supports the writing skills learned across the grades. The instruction will be in English. The program will take place over five Saturdays for five hours a day. There will be two teachers leading the program, the ESL teacher and a content area teacher. The materials needed are basic school supplies, clipboards, and museum tickets for those which admission fees are not waived.

### Part C: Professional Development

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

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

Begin description here: P.S. 51 holds professional development every Monday for Title III Program teachers and staff responsible for delivery of instruction and services to ELLs. The network ELL liason also provides professional development for Title III Program teachers and other staff by supporting our teacher team meetings and holding meetings for ESL teachers. The ESL teacher participates in an intervisitation program where ESL teachers observe each other in practice and provide feedback. The professional development provided within the school covers topics such as differentiation for ELLs, supporting ELLs in writing, and fostering academic language for ELLs. The ESL teacher will aslo provide a five week workshop for classroom teachers on building the academic language of ELLs.

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: The ESL teacher will hold monthly workshops for parents of ELLs. The objective of these monthly meetings is to support parents of ELLs and educate them on strategies they can use with their children. These workshops will take place the first Tuesday of every month from 2:45 to 3:45. The topics to be covered are supporting your child in reading, understanding reading behaviors of the F&P levels, how to support writing for ELLs, questioning and discussion for ELLs, and how to help ELLs analyze math words problems. Jenny Chapman, the ESL teacher will be leading these workshops. Parents will be notified by invitation to be sent home with their children one week prior to the workshop.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>051</b>
School Name <b>The Elias Howe School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Nancy Sing-Bock</b>	Assistant Principal <b>Cathleen Myers-Jusko</b>
Coach <b>Shelley Grant</b>	Coach <b>Dana Goldberg</b>
ESL Teacher <b>Jenny Chapman</b>	Guidance Counselor <b>Denise Capasso</b>
Teacher/Subject Area <b>Lauren Miller/General Ed.</b>	Parent <b>Lynn Fernandez</b>
Teacher/Subject Area <b>Dorothy O'Brien</b>	Parent Coordinator <b>Giselle Leon</b>
Related Service Provider <b>Patricia Quaranta</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>306</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>11.76%</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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In				1										1
Pull-out	2	2	1		1	1								7
<b>Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>8</b>						

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	27	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	9	Long-Term (completed 6+ years)	

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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	27		3	9		4				36

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	27	0	3	9	0	4	0	0	0	36
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	
	ELL	EP	ELL	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	
<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	2	3	4	1	4	3								17
Chinese	4	1	1	2										8
Russian			1											1
Bengali		1	2											3
Urdu														0
Arabic		1	1		1									3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1	2									4
<b>TOTAL</b>	<b>6</b>	<b>7</b>	<b>9</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>36</b>						

## 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)	3	2	2											7
Intermediate(I)			3		3									6
Advanced (A)	3	5	4	4	4	3								23
Total	<b>6</b>	<b>7</b>	<b>9</b>	<b>4</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>36</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:**

- 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.  
The assessment tool our school uses to assess the early literacy skills of the ELLs are Fountas and Pinnell levels and Expeditionary Learning assessments. We also use running records to examine previous history and make comparisons of how much progress has been made over any given period of time. This provides us information about students' phonemic awareness, lexical ability, reading

comprehension, and fluency. This information helps inform our school's instructional plan by providing the reading levels of ELLs, from which we are able to form appropriate guided reading groups. Additionally, the benchmarks these assessments provide for student vocabulary and spelling development, can be used as a guide for the differentiation of students' learning activities.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades indicate that students have the greatest difficulty making the transition from the advanced level to the proficient level on the reading/writing section of exams. Students seem to be mastering listening/speaking skills at a rapid pace and tend to plateau in reading/writing upon reaching the upper grades. The common trend across all grades is difficulty in developing academic language and literacy skills. Over twenty percent of our students scored proficient in listening and speaking; however, only a small number have scored proficiency in reading and writing.
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](#))  
Patterns across NYSESLAT modalities will affect instructional decisions by shifting the focus of our ESL program to reading and writing with a strong emphasis on building academic language. Our third grade program is primarily push-in. This allows these students, who are at the advanced level, to remain in their classrooms during writing/literacy instruction so they may complete their work with the support of an ESL instructor.
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?
    - 4.a. Most students are scoring between beginner and intermediate on the reading/writing section of the NYSESLAT among the lower grades and tend to make the transition to intermediate and advanced by about third grade. Although some of the students may achieve a proficient score on the reading/writing section of the NYSESLAT, they are not scoring above grade level on the ELA (3's or 4's). However, the trend among ELLs who have received proficiency scores on the reading/writing section of the NYSESLAT, have fared very well on the assessments that are less language based, such as math and science, where many of the ELLs score 3's and 4's. Although native language translations are provided for all state exams, we see that the student's native language development has a great impact on how successful they are on the exam. The less developed their skills are, the less helpful a translated exam is.
    - 4.b. Our school does not use the ELL Periodic Assessments; however, we do use other assessment measures. These periodic assessments are for ELA and math exams, they are administered three times a year to all students in grades 3-5. The assessments can also be administered in Spanish. These assessments are used by the school leadership team and teachers to pinpoint specific skills ELLs need additional support in developing.
    - 4.c. We are learning that ELLs tend to have common trends in how quickly their literacy skills progress. We have learned that ELLs first master BICS in speaking or listening skills and develop their writing/reading skills at a slower pace. We have also determined that ELLs need to receive explicit instruction (vs. simply eliciting) academic language in order to advance their language skills.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))  
Our school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) by analyzing the results from Fountas and Pinnell assessments and scores as well as end of unit and baseline assessments. This information is shared between teacher teams, at grade meetings, and Academic Intervention Team meetings to determine the appropriate instructional modifications for ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We make sure that a child's second language development is considered in instructional decisions by using resources in a content that are grade appropriate for each student.
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?We do not have a dual language program at PS 51.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We use the NYSESLAT to determine success rate, along with the ELA. We examine data and personal records kept by both the ESL teacher and classroom teachers. We also use the increase in students' reading levels throughout the year and in class assessments to determine students' success rates and the efficiency of our programs. An additional tool we use to determine success rate of our ELLs is AMAO. P.S. 51 is monitoring the progress of discussions and questioning of ELLs by using teacher made rubrics according the common

## 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](#).)

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

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

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.

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

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

their native language as provided by the DOE. Assistance is offered for parents who may need help completing the forms. Parents are provided with the brochure in their native language. Add a Q& A portion.

If a parent does not attend the meeting and/or return the forms, the ESL coordinator calls the home, sends an email, if available, and back-packs a letter to the parent in an attempt to make a one-on-one appointment. If the parent doesn't respond within a week, the Parent Coordinator will reach out to the parents as well. For new enrollments, the parent orientation is on-going and always held during the 10 day period. If their chosen program is not available at the school, the parent is informed of their option to transfer their child to another school that has that particular program. The parent is provided with a list of schools that do offer that particular program. If parents do not return their Parent Program Selection forms their child will be placed in the ESL program even though the default program is a transitional bilingual education program. We currently do not have enough students speaking the same language on one or two contiguous grades to form either a Transitional Bilingual Education or Dual Language program. In the event that enough parents choose one particular program and there are enough students speaking one language, then our school will open such program.

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 [\[see tool kit\]](#).)

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

4. 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.

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

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.

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

6. 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. 

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

## 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])?
    - 1a. Instruction at P.S. 51 is delivered using both a push-in model and a pull-out model, focusing on guiding reading, guiding writing, vocabulary building activities, and scaffolded approaches to content area subjects.
    - 1b. Students are grouped homogeneously. In the lower grades (k- 2nd grade), students are grouped homogeneously (similar proficiency levels). In the upper grades, 3-5th grade, students are grouped homogeneously (similar proficiency levels) and ungraded (students from various proficiency levels) into one pull-out ESL class.
2. 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 ESL coordinator ensures that all mandated time is being met when schedules are made each semester. The ESL teacher prepares a schedule for the students that they will service. The schedule indicates the periods that students are being serviced in a week that includes 360 minutes of instruction for beginner and intermediate ELLs and 180 minutes for advanced students.

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

3. 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.

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

During the pull-out periods, all ELL students are learning thematically based units in the ESL program. Thematic units are aligned with the NYC scope and sequence and Common Core Learning standards. Content areas are embedded in the thematic units and taught simultaneously through the curriculum. Grade appropriate content is taught using these thematic units. Instruction in the ESL program is taught in English through the use of scaffolding strategies (modeling, bridging, contextualization, schema building, and text re-presentation). In addition to these strategies, collaborative learning activities are used, hands-on activities are planned,

technology is infused into the curriculum and various materials are utilized, such as authentic texts, books on tape (The New Heights Program published by Pacific Learning), books in the students native language, and the internet for support. The ESL classroom has a Smartboard and ELMO, which is used to deliver instruction in different modalities by using videos, visuals, audio, and interactive writing.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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).

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

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

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

6.d. This year we have two students who qualified as long term ELLs with special needs. However, these students will receive instruction and support as per their IEPs.

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 instructional strategies teachers use to provide access to content areas for ELL-SWD include pairing students for reading support, templates/prompts for writing activities, visuals, bilingual glossaries in content areas subjects, and the opportunity to use

math and science texts in some native languages. The ESL teacher, reading specialists, math coach, SETSS teacher, and classroom teachers collaborate to create goals for students based on their IEPs. The Academic Intervention Team tracks students and their progress based on running records, progress reports, and reading levels. The ESL teacher pushing-in provides additional support during content area instruction in the classroom. The strategies teachers use to address the needs of these students include balanced literacy, small group instruction, guided reading, and content area based resources that are reading level appropriate for the students.

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?

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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

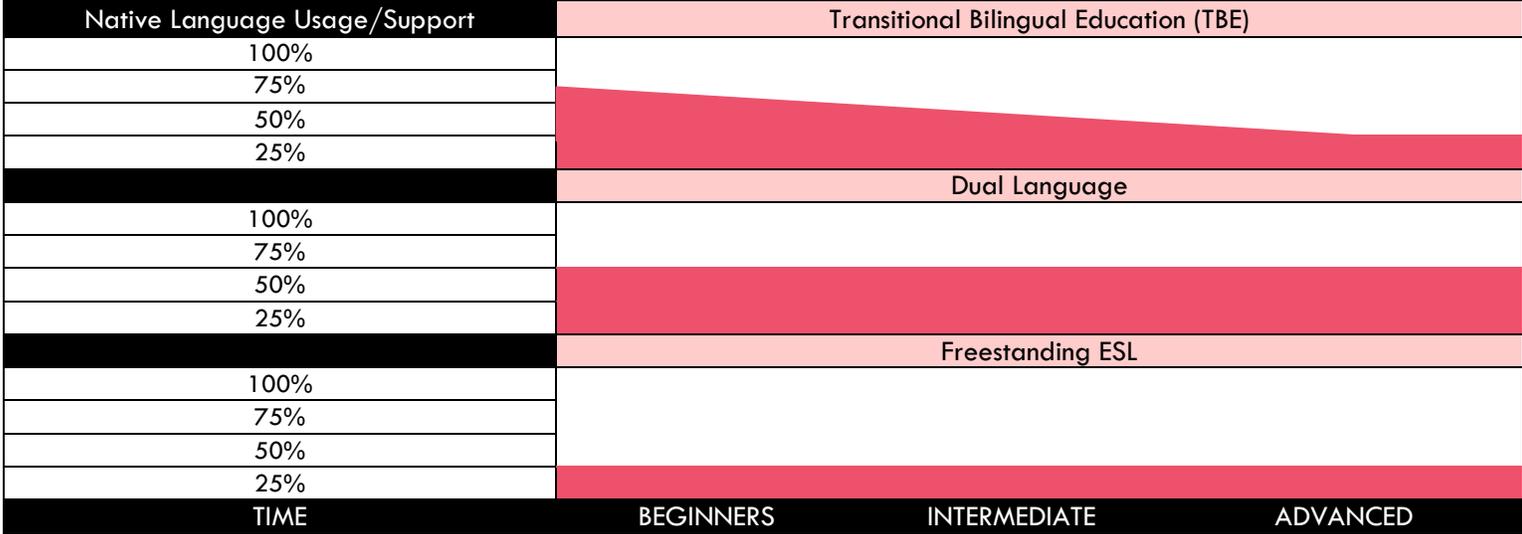
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.
- Our school offers various intervention programs for ELLs:
- Intervention for ELLs in ELA - Our school offers a tier II intervention program to ELLs in the upper grades during extended time. Both ESL teachers work with a small group of students to provide targeted intervention in literacy. Student work is periodically assessed and used to plan future instruction. The focus for this year has been to write argumentative and opinion pieces. Instruction focuses on academic language that can be used to express one's opinion in an educated manner. There will be an emphasis on the reading of information texts that will include argumentative and/or opinion pieces, which can be used as mentor texts. Teacher-made rubrics are used to assess students' final pieces.
- Other interventions: Our school also offers literacy intervention provided by the literacy coach during the school day, if one of our ELL students need further support, they will be invited to participate. Our math coach also provides interventions in small groups during the day. ELLs who need further support in math will participate in this program. All intervention instruction is given in English.
- \* All 3rd graders receive an additional 20 minutes of targeted instruction in literacy by the ESL teacher. The work targets the students' individual needs. For example, the teacher conducts guided reading groups where students are homogeneously grouped based on their reading levels and skills are taught & practiced so that students can move up in reading levels. Other areas that are targeted in literacy are word study and development of academic language.
- \* Many of our ELLs also receive one-on-one support with student teachers or America Reads Tutors that are assigned to the classes.
- \* Some of the ELLs also participate in a tutoring program at the school called Power Lunch, where the student is assigned a one-on-one tutor in reading that meets once a week during lunch.
- \* Our inquiry team will also be working with a small group of ELLs in developing their writing opinion pieces. These students will participate in extended time and meet twice a week. Specific skills that are being targeted are point of view, elaboration, organization, and evidence.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our program has been quite successful based on our NYSESLAT scores and our work supporting ELL reading levels. We have had five ESL students exit the program this year and many students made great improvements in proficiency levels. We are meeting the needs of our ELLs in content development by modifying materials and resources to make them more accessible to ELLs. The ELLs receive content based instruction in small groups by their ESL teacher. This instruction is presented in a variety of methods such as videos, realia, field trips, presentations, and teacher modified texts. The ELLs' language development is supported by the ESL teacher through previewing texts, teaching grammatical structures relevant to content area, and showing how academic language is used through modeling. :
11. What new programs or improvements will be considered for the upcoming school year?
- All programs will remain in place due to their success from the following years. Additionally, we are trying to improve our programs by increasing co-teaching during push-in periods.
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs in grades K-5 have equal access to school programs throughout the year. Kindergarten and first grade students have access to Reading Recovery, small group push-in instruction, Everybody Wins Power Lunch volunteers, an America Reads tutor, Foundations (a word study program) and extended time. Students in grades 2-5 have access to most of the programs listed above and in addition can receive support through the Title III Saturday program. ELLs have access to our guidance counselor when necessary. They are invited to participate in all afterschool activities, as well as, student council.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We offer bilingual glossaries for content areas, as well as native language rich texts. There is an extensive library of books on tape called The New Heights Program published by Pacific Learning that is used with the ELLs. This program has leveled texts that students read with the audio assistance and then complete activities to further develop vocabulary, practice sequencing, literary responses, and even syntax of sentences and paragraphs. ELLs are also provided with leveled libraries so that students can read appropriate texts for their ability. All classrooms have Smartboards and computers, which are made accessible to the ELLs for further support. Our school also purchased an ESL computer-based program called Imagine Learning for the ELLs. This program is

specifically designed to develop literacy skills for ELLs. The program is self navigating and operates on a continuum based on the child's individual progress. Students further develop skills in all four modalities when using the program, by reading books, working on grammar, listening to songs and even recording themselves speaking. The program addresses a range of levels from beginners to advanced students in kindergarten through middle school grades. We also use a wide variety of graphic organizers and vocabulary lists for ELLs to support them in content based instruction.

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

While instruction is conducted in English, we are fortunate enough to be able to give support in Spanish since our ESL teachers, paraprofessionals and several classroom teachers are bilingual or proficient in Spanish and English to assist when necessary. For other native language support, we use parents and students to provide translations when possible, as well as the translation unit. Native language is also supported by providing texts in the students' native language and providing access to the internet for translations. ELLs also have access to bilingual glossaries, dictionaries, and a variety of books in their native language.

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

All ELL subgroups are created by grade and level. ESL instruction follows a model based on content area and covers lessons/topics at the pace of their mainstream classrooms covering grade level specific content and on students' reading levels.

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 ELL students are given a tour of the school. We do not have programs in place for students prior to the school year, but offer a parent orientation in the first month of school. We offer parent workshops throughout the year to educate parents about how they can become more involved in their child's English language learning process. Newcomers in 3rd grade also receive an additional 20 minutes of instruction in literacy.

18. What language electives are offered to ELLs?

none

19. For schools with dual language programs:

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

Paste response to questions here:

### 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.

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

2. Professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Standards by encouraging teachers to attend Bank Street workshops, Professional Development meetings through the Office of the ELLs and network ELL meetings, including the ELL Summer Institute.

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parent involvement is greatly encouraged at PS 51. The school PTA is very active in creating fund raising events which help support our art and music programs. Parents of ELLs have volunteered their time to help build our library. Many parents will be volunteering throughout the year as librarians so students may check-out books. Parents attend teacher conferences and maintain communication with teachers.
  2. There are a variety of programs/workshops that all parents, including the ELL parents, can participate in such as, EPIC (Every Person Influences Children) workshops for parents of young children, Parent Health Chats run by the School-Based Health Clinic, Meet the Teacher meetings, Parents as Learning Partners held once a month to educate parents of the core curriculum, ESL parent workshops to help parents with literacy activities and strategies to use at home, Respect For All workshop addressing bullying and cyber bullying, RAMAPO For Children workshop to inform parents of techniques for behavioral modifications, and Character Education workshop to review the disciplinary code with parents and to communicate the values that the school will be addressing with the students such as respect, honesty, kindness etc...Parents maintain communication with the school through corresponding with teachers via homework packets, letters, conferences, e-mails, phone calls, and in person discussions. All parents of ELLs are invited to participate in workshops to facilitate their efforts in helping to educate their children in the English language learning process. The ESL department will be holding a number of workshops throughout the year that will focus on specific activities and strategies that parents of ELLs may implement at home. Some examples of these workshops include: Preparing Your Child for the NYSESLAT, Using the Internet to Support Your Child's English Skills, and Helping Your Child with Reading. Snacks will be provided and materials will be distributed to parents at every workshop. Parents also participate in school committees such as PTA, SLT, fundraising, library committee, etc... Translations are always provided for any workshop held at the school. Spanish translations are provided by staff, other languages such as Chinese, Arabic, etc... are provided by other parents, or community members when available. PS 51 provides parents with a list of organizations parents can go to learn English or receive homework help. Hartley House offers once a week English class.
  3. The needs of the parents are evaluated through surveys, forms completed during registration, PTA feedback, and workshops the parent coordinator holds. Even more specifically, the needs of parents are heard first hand by the ESL teachers during our ESL parent workshops. At the end of each ESL parent workshop, parents are encouraged to voice any questions, comments, or concerns they may have. This has been quite beneficial to the ESL department in determining which topics are most relevant for our workshops, and how we can address the difficulty that some of our ELLs face. The Parent coordinator also hosts workshops for parents and keeps the ESL teachers involved with the topics covered and requests that parents may have.
  4. The needs are determined through the surveys completed by the parents and therefore the needs of the parents are met. Title III celebrations provide an opportunity for parents of ELLs to socialize and discuss the common needs of their children, which helps provide more detailed feedback. Parents have the opportunity to meet with all teachers during Meet the Teacher night, and can share questions or concerns. Additionally, our Title III Saturday program which involves parents, creates a forum for open communication between teachers and parents.

## 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: PS 51

School DBN: 02m051

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Sing-Bock	Principal		12/3/13
Cathy Myers-Jusko	Assistant Principal		12/3/13
Giselle Leon	Parent Coordinator		12/3/13
Jenny Chapman	ESL Teacher		12/3/13
Nancy Diaz	Parent		12/3/13
Lauren Miller	Teacher/Subject Area		12/3/13
Shelley Grant	Teacher/Subject Area		12/3/13
Dorothy O'Brien	Coach		12/3/13
Dana Goldberg	Coach		12/3/13
Denise Capasso	Guidance Counselor		12/3/13
	Network Leader		1/1/01
Patricia Quaranta	Other <u>SETSS</u>		12/3/13
	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: 02m051      School Name: The Elias Howe School

Cluster: 02      Network: 203

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

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

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

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

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

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

### **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.

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

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

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

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

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