

## 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: Public School 51Q

DBN: 27Q051

This school is (check one):  conceptually consolidated (skip part E below)

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):

Before school       After school       Saturday academy

Total # of ELLs to be served: 25

Grades to be served by this program (check all that apply):

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

PS 51Q is an early childhood school that serves students in Grade PK to Grade 1. Therefore, PS 51Q does not have any testing grades to support with Title III funds. Our overarching goal at PS 51Q is that all that our Grade 1 students meet the CCLS standards for their grade before moving on to our sister school, PS 56Q. (PS 56Q is the school that our students attend from Grade 2 to Grade 5.) In order to do that, our Grade 1 ELLs need to quickly acquire skills that will lead them to English language proficiency. The supplemental program at PS 51Q is rigorously designed to meet the needs of our English Language Learner (ELL) population, including those of subgroups such as ELLs with special needs, ELLs who have recently arrived to the United States, and ELLs who scored at the Advanced level on their previous NYSESLAT exam. A critical component of the supplemental program is the afterschool program which addresses the development of oral language skills, reading and writing skills, and listening and speaking skills. We plan to invite 25 Grade 1 ELLs to participate in this program. The supplemental program also addresses the professional development needs of teachers, and seeks to increase the level of involvement of ELL parents.

The afterschool program will be held for 26 sessions during the second half of the school year, from January 14, 2015 to April 30, 2015. It will take place on Wednesdays and Thursdays, for 2 hours after school each day (from 2:30 p.m. to 4:30 p.m.) for two teachers and 1 hour each day for a supervisor to oversee the program. The language of instruction for the program is English. The instructional activities will take place in one classroom as directed by two collaborating teachers: one (1) ESL teacher and one (1) non-ESL teacher. As instructional materials, teachers will use a variety of materials, including the Getting Ready for the NYSESLAT books, Mondo Publishing's Let's Sing About It! for ELLs, Fountas and Pinnell Leveled Literacy Intervention and National Geographic leveled fiction and nonfiction books. The ESL teacher would focus on oral language development, improvement of listening skills, vocabulary development, and development of usage skills for writing. The common branch teacher would facilitate the effectiveness of flexible groups during the sessions.

Other Information: N/A

## Part C: Professional Development

### 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:

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

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

The professional development is scheduled for 80 minutes every Monday after dismissal. Every Tuesday after dismissal, teachers of ELLs, including ESL teachers, meet in teams to engage in other professional learning opportunities, i.e. analyzing student work, planning standards-based lessons, reviewing data, and conducting inquiry. There are also two other times during the week that all teachers, including ESL teachers, meet in teams during the school day (common prep periods). Additionally, teachers of ELLs, particularly the two ESL teachers may also attend monthly workshops given by Network 210, as well as the OELLs. All teachers of ELLs will also be invited to attend afterschool per session activities covering some of the topics discussed below.

Topics to be covered will include but not be limited to:

- 1) Understanding and applying the CCLS
- 2) Understanding and Implementing the Framework for Teaching
- 3) Analyzing Data
- 4) Examining Student Work
- 5) Understanding the Lost Child at School
- 6) Developing English Language Learners' Mathematical Reasoning in the Early Grades

Professional Development will be given by the principal, M. Saint-Juste, the literacy/math coach, Cynthia Lascano, the N 210 staff, and OELLs staff, as well as other DOE staff and/or consultants. All professional development activities are documented.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

Begin description here: Schedule and Duration:

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

The workshops include Helping Your Child with Phonics/Phonemic Awareness (Foundations), Preventing Child Abuse and Neglect, Family Fitness, Vocabulary and Language Development, and Helping your Child Get Ready for the NYSESLAT, Understanding the Kindergarten Application Process, Math Literacy for Early Childhood learners.

The following staff will provide workshops: Cynthia Lascano, literacy/math coach, Andrea Kelly, Parent Coordinator, as well as other DOE and non DOE providers.

Our Parent Coordinator works with the Translation and Interpretation unit to ensure that parents are informed appropriately. Parents of ELLs receive invitations in their home language. Workshop flyers are posted outside of the school as well as in the school's main lobby. Additionally, workshops are posted on the school's website, and included on the monthly calendar which is distributed to all parents. Workshops are held between 8:15 a.m. to 9:30 a.m.; 1:00 p.m. to 2:15 p.m.; 2:20 p.m. to 3:00 p.m. and in the early evening hours.

The Parent Coordinator ensures that parents of ELLs receive translation support at workshops. In our building, we have paraprofessionals who speak Spanish, Urdu and Punjabi, some of the main languages of our population. We also have parent volunteers who assist as translators. The Parent Coordinator also utilizes The Big Word for contracted interpretation services.

**Part E: Budget**

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

Allocation Amount: \$0

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</li> </ul>	_____	_____

**Part E: Budget**

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**27Q051**

**School Name:**

**PUBLIC SCHOOL 51**

**Principal:**

**MAGDALY SAINT-JUSTE**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Elementary School School Number (DBN): 27Q051  
School Type: Elementary School Grades Served: PreK, K, 1  
School Address: 87-45 117<sup>th</sup> Street- Richmond Hill, NY 11418  
Phone Number: 718-850-0738 Fax: 718-850-0830  
School Contact Person: Magdaly Saint-Juste Email Address: MSaintJ@schools.nyc.gov  
Principal: Magdaly Saint-Juste  
UFT Chapter Leader: Hadassah Rosenman  
Parents' Association President: Jenny Atkinson  
SLT Chairperson: Roxanne Russo  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 27 Superintendent: Mary Barton  
Superintendent's Office Address: 82-01 Rockaway Boulevard- Ozone Park, NY 11417  
Superintendent's Email Address: MBarton@schools.nyc.gov  
Phone Number: 718-642-5800 Fax: 718-642-5745

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 210 Network Leader: Joanne Brucella

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Magdaly Saint-Juste	*Principal or Designee	
Hadassah Rosenman	*UFT Chapter Leader or Designee	
Jenny Atkinson	*PA/PTA President or Designated Co-President	
Rosanne Antz	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Roxanne Russo	Member/ School	
Jennifer Wolf	Member/ School	
Surpreet Kaur	Member/Parent	
Duane Davis	Member/ Parent	
Lisa Bahadur	Member/Parent	
Eddy Perez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1. PS 51Q is a Pre-K to Grade 1 school in Richmond Hill. After completing Grade 1 at our school, the majority of our students transition to PS 56Q, a Grade 2 to Grade 5 school four blocks away from PS 51Q. The school's population is a reflection of the community. It is diverse in language, ethnicity, and socio-economic status. Our mission, that staff reviews consistently, is as follows: ***"PS 51 strives to create the best opportunity for all children to learn in a creative and nurturing environment. Our entire school community endeavors to provide excellence in education by developing a community of lifelong learners. In an atmosphere rich with cultural diversity, we provide a program that sets the highest standards for all children while celebrating individuality and encouraging creativity."*** We feel that every decision we make at the school level must be towards fulfilling our mission.

2. The school's strength resides in the fact that it can focus in on the needs of one specific population, early learners. We continue to learn more about the students in this category, the developmentally appropriate practices that works with them, as well as how to tailor our approaches for their specific needs. We feel that the majority of students leave our school with the skills they need to be successful in later academic years. We strive to ensure that the same is true of all of our students, particularly our ELLs, SWDs and SWD-ELLs which has been a challenge we are working to overcome. We are also working towards ensuring that our parents understand that they are truly our partners in educating their children.

3. At the conclusion of the 2013-2014 school year, we felt that we were able to effectively implement new math and ELA curricula. Benchmark results attested to the fact that our students made significant growth in ELA (Fountas and Pinnell levels, as well as benchmark assessments in writing), math (benchmark assessment as well as DOE MOSL tasks) and in the content areas of social studies and science (benchmark assessments). This year we are continuing to evaluate the new curriculum and making revisions as necessary to ensure that the needs of our students are met. We are continuing to focus on ELA and math growth, as well as on the progress of our ELLs towards becoming proficient in English language. As a school, our instructional focus is on student-to-student discussions as a way to keep students engaged and to internalize learning. We also want to increase parental involvement at the school level.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our 2012-2013 Quality Review, teachers meticulously align Common Core Learning Standards (CCLS) to curricula and effectively integrate them to units of study and provide higher-order learning experiences for all students. One of our goals for the 2013-2014 school year was that 75% of non-ELL students enrolled from October 1, 2013 to June 1, 2014 would improve by at least 3 Fountas and Pinnell levels. 131 of 161 of those students met that goal (81%). Due to the nature of our school, and the fact that our students are only with us for three years, we feel that it is important to continue to closely monitor how well and how fast our students are becoming readers. We implemented ReadyGen, a new ELA program last year, and carefully assessed its effectiveness for our population. Based on that analysis, we found that the program focused on comprehension but did not have an emphasis on the foundational literacy skills. As a result, we decided that in addition to the core reading of ReadyGen, we would also offer our students a rigorous program for phonemic awareness and phonics skills (Foundations); continue to observe a balanced literacy approach to teaching reading that included guided reading and additional supports to students in the form of academic intervention.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of non-ELLs continuously enrolled at PS 51Q from October 1, 2014 to June 1, 2015 will have an increase of 3 reading levels evidenced by Fountas and Pinnell Benchmark Assessments System.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
Teachers will use a rigorous ELA curriculum to address the needs of students. This curriculum will include ReadyGen and Foundations and will be delivered using a balanced literacy approach.	All Grade K and Grade 1 non-ELLs	September 2014 to June 2015	All Classroom Teachers; Reading Recovery Teachers, IEP Teacher
ELA lessons will be delivered in a variety of modalities to address the needs of the whole class as well as the needs of groups and individual	All Grade K and Grade	September 2014 to	All Classroom Teachers; Reading

students. In the classroom setting, teachers will use Fountas and Pinnell data to conduct guided reading for specific groups of students and monitor their progress through running records. Teachers will also identify struggling readers for possible intervention in either the classroom or out of the classroom, using programs such as Reading Recovery, Fountas and Pinnell Leveled Literacy Intervention System, and Recipe for Reading, an intervention that specifically targets SWDs.	1 non-Ells Students at-risk and SWD's	June 2015	Recovery Teachers, IEP Teacher
Teachers will plan to meet with all parents of students in their classrooms, not only at parent-teacher conferences but also throughout the year. AIS teachers will meet with parents to explain their intervention approach, and will give parents an opportunity to observe their sessions. Strategies which are successful with SWDs will also be shared with their parents. Teachers will use Literacy Fridays to model for parents how to develop and nurture their children's literacy skills. The school will encourage reading through twice a year book fairs, parent workshops, and special events such as Read-Me-A-Story Night.	All Grade K and Grade 1 Parents, Students at-risk and SWD's	September 2014 to June 2015	All Classroom Teachers; Reading Recovery Teachers, IEP Teacher, Parent Coordinator
Activities that address the Capacity Framework element of trust will include but not be limited to: <ul style="list-style-type: none"> <li>• Teacher-team meetings where student work, data, successful strategies and challenges, etc. are shared and analyzed to improve student work</li> <li>• Instructional walkthroughs</li> <li>• Classroom inter-visitations</li> <li>• Literacy Day where parents are invited into the classrooms to observe daily routines of literacy, or specific strategies that they can implement at home</li> <li>• Parent workshops led by teachers and/or the parent coordinator</li> <li>• Teacher conferences with students</li> <li>• Principal's conferences with individual teachers</li> <li>• Principal's message of an open-door policy for parents, staff, and students.</li> </ul>	All Classroom Teachers; Reading Recovery Teachers, IEP Teacher, Parents, Teachers	September 2014 to June 2015	All Classroom Teachers; Reading Recovery Teachers, IEP Teacher, Principal, Parent Coordinator, Office Staff

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

##### **Resources:**

Staff: classroom teachers, paraprofessionals, AIS teacher, Reading Recovery Teachers, out-of-classroom teachers

Instructional Resources: ReadyGen, Scaffolded Strategies Handbook, Foundations consumables, Simple Solutions consumables for Grade 1 students, Raz-Kids

##### Schedule Adjustments:

###### 1) During School Hours:

- Two common prep periods weekly to allow teacher-teams to engage in a variety of activities, including but not limited to planning units of study, conducting lesson studies, analyzing data to use for instruction
- Assign out-of-classroom teachers to push into classrooms for the first 15 minutes of the day to provide homework support
- Assign two teachers to provide AIS to Grade K students and/or Reading Recovery to Grade 1 students
- Provide coverage to allow teachers to attend off-site professional learning opportunities

2) After School Hours: 80 minutes of professional development each Monday; 40 minutes of teacher-team time each Tuesday; 35 minutes of parent involvement time each Tuesday.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, 75% of non-ELLs will have an increase of at least 1 reading level in Grade K and 2 reading levels in Grade 1 as evidenced by Fountas and Pinnell Benchmark Assessments System.
- The second benchmark assessments will be administered between January 2015 and February 2015.

**Part 6b.** Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- |    |   |
|----|---|
| 3. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 4. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

We believe that PS 51Q has established a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. Our Quality Review of February 2013 stated that “In all classrooms, and at every grade level, teachers engage students in higher order thinking skills where they are well prepared to navigate challenging texts, tackle tasks and questions that promote deep discussion.” Furthermore, the reviewer found that the school was well-developed in a) maintaining a culture of mutual trust and positive attitudes that supported academic and personal growth of students and adults, and b) establishing a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve them. According to the 2013-2014 Learning Environment Survey, the school had a satisfaction rate of 96% for Instructional Core, 96% for Systems for Improvement, and 95% for School Culture. The majority of our parents (71% took the survey) proclaimed their satisfaction with the education their child had received during the 2013-2014 school year. We feel that we need to continue to improve on our school culture so all constituents, including new parents (most of the Pre-K and K parents fall in that category) will be satisfied with our school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will provide all students with social and emotional support by implementing a school-wide positive behavior initiative to improve social and emotional health, as measured by 85% mastery on character traits assessments administered to students.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
The school will implement the Cloud9World Program that supports students in the area of student engagement and behavior through high quality character strength education. The staff will be trained by Cloud9World consultants. They will also view training videos available on the Cloud9World website.	All Grade K and Grade 1 Students	January 2015-June 2015	All PS 51Q Teachers, paraprofessionals, clinicians, school aides, etc.

ELLs and SWDs will also benefit from the program since many of these students exhibit challenging behaviors, and some receive counseling services. The activities can be easily modified or adapted for children of many ages, maturity levels, and academic ability levels.	All Grade K and Grade 1 students	From January 2015-June 2015	All PS 51Q Teachers, paraprofessionals, clinicians, school aides, etc.
Cloud9World provides teachers and counselors with learning activities and discussion prompts for students to share with their parents at home to reinforce character traits, promote positive family interactions, and to provide ways to keep parents connected to the classroom.	Parents of PS 51Q Students	January 2015-June 2015	Teachers, counselors
<p>Activities that address the Capacity Framework element of trust will include but not be limited to:</p> <ul style="list-style-type: none"> <li>• Teacher-team meetings where strategies for a positive classroom culture are discussed</li> <li>• Outreach to groups of parents or individual parents of students who present with challenging behaviors</li> <li>• Relevant parent workshops led by teachers and/or the parent coordinator</li> <li>• Teacher conferences with students</li> <li>• At risk services for students</li> <li>• Teacher training</li> <li>• Student of the Month award presented at Parent Association meetings</li> </ul>	All Grade K and Grade 1 students, parents, and staff	January 2015-June 2015	All PS 51Q Teachers, paraprofessionals, clinicians, school aides, etc.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

##### **Resources:**

Human Resources: All staff will be trained

Instructional Resources: Videos, Cloud9World student books

Schedule Adjustments: Integrate lessons throughout the curriculum; schedule lessons during assembly time on Mondays

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

- By March 2015, students’ social and emotional growth will be evidenced by 75 % mastery on character traits assessments administered to students.

- The students' progress will be monitored from January 2015 to March 2015

**Part 6b. Complete in February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

According to the Quality Review of February 2013, “Teachers enjoy meeting three times per week in grade and inquiry team meetings that deliberately enable them to delve deeply into the analysis of student data and engage in collaborative discussion and planning regarding the expectations of the common core.” We find it essential to address our students’ needs via the structure of teacher-teams. This year, 29% of our students have been identified as ELLs. We want to ensure that they are well on their way to becoming proficient in the English language by strengthening their reading, writing, speaking and listening skills. 61% of our students showed growth on the proficiency levels of at least one section of the NYSESLAT. Our Grade 1 students performed at a much higher rate than our Grade K students (71% vs. 44%). This is a challenge because many students in last year’s kindergarten cohort came in with limited English language skills, if any. Moreover, many of those ELLs were also identified as SWDs. Speaking and listening skills were a particular challenge for these students. As a result we need to implement these additional oral activities that develop these skills. On the 2014 NYSESLAT, 89% of our current Grade 1 students made progress in English Language Acquisition. 68% (19/28) performed at the Advance Level; however 68% (13/19) of Advance Level students missed proficiency by one or two points on the Listening Section of the exam.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 75% of Grade K and Grade 1 English Language Learners continuously enrolled at PS 51Q from October 1, 2014 to June 1, 2015 will achieve an increase of at least one proficiency level on the NYSESLAT.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers will use a rigorous ELA curriculum to address the needs of students. This curriculum will include ReadyGen and Foundations, and will be delivered in a balanced literacy approach.  Listening is a skill that is required to obtain our instructional focus on	ELLs in Grade K and Grade 1	October 2014-June 2015	ESL Teachers, Out of Classroom Teachers, Student Teachers from Queens College,

student-to-student discussions. To support our work in student-to-student discussions, students will be provided with many opportunities during instruction, such as Turn to Your Partner, Conversation Prompts, Discussion Rubric, Total Participation Techniques.			Paraprofessionals, Clinicians, Cluster Teachers, AIS/Reading Recovery Teachers
ELA lessons will be delivered in a variety of modalities to address the needs of the whole class as well as the needs of groups and individual students. In the classroom setting, teachers will use Fountas and Pinnell data to conduct guided reading for specific groups of students and monitor their progress through running records. Teachers will also identify struggling readers for possible intervention either in the classroom or out of the classroom, using programs such as Reading Recovery, Fountas and Pinnell Leveled Literacy Intervention System, and Recipe for Reading. The school will use Title III funds for an afterschool program for ELLs.	ELLs in Grade K and Grade 1	October 2014-June 2015	ESL Teachers, Out of Classroom Teachers, Student Teachers from Queens College, Paraprofessionals, Clinicians, Cluster Teachers, AIS/Reading Recovery Teachers
Teachers will plan to meet with all parents of students in their classrooms, not only at parent-teacher conferences but also throughout the year. AIS teachers will meet with parents to explain their intervention approach and will give parents an opportunity to observe their sessions. Teachers will use Literacy Fridays to model for parents how to develop and nurture their children’s literacy skills. The school will encourage reading through twice a year book fairs, parent workshops, and special events such as Read-Me-A-Story Night. Teachers will also plan for and invite parents to workshops specifically about the NYSESLAT.	Parents of ELLs in Grade and Grade 1	October 2014-June 2015	ESL Teachers, Out of Classroom Teachers, Student Teachers from Queens College, Paraprofessionals, Clinicians, Cluster Teachers, AIS/Reading Recovery Teachers
Activities that address the Capacity Framework element of trust will include but not be limited to: <ul style="list-style-type: none"> <li>• Teacher-team meetings where student work, data, successful strategies and challenges, etc. are shared and analyzed</li> <li>• Instructional walkthroughs</li> <li>• Classroom inter-visitations</li> <li>• Literacy Day where parents are invited into the classrooms to observe daily routines of literacy, or specific strategies that they can implement at home</li> <li>• Parent workshops led by teachers and/or the parent coordinator regarding NYSESLAT and/or other ELL-related topics e) teacher conferences with students</li> <li>• Principal’s conferences with individual teachers</li> <li>• Principal’s message of an open-door policy for parents, staff, and students</li> </ul>	All Grade K and Grade 1 ELL students, parents, and staff	October 2014-June 2015	ESL Teachers, Out of Classroom Teachers, Student Teachers from Queens College, Paraprofessionals, Clinicians, Cluster Teachers, AIS/Reading Recovery Teachers, Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Resources:**

Staff: ESL classroom teachers, paraprofessionals, AIS teacher, Reading Recovery Teacher

Instructional Resources:

ReadyGen materials, Foundations consumables, Simple Solutions consumables for Grade 1 students, “Let’s Talk About It!”, Raz-Kids (online reading program), Imagine Learning Software, Scaffolded Strategies Handbook

Schedule Adjustments:

1) During School Hours:

- a) Two common prep periods weekly to allow teacher-teams to engage in a variety of activities, including but not limited to planning units of study, conducting lesson studies, analyzing data to use for instruction
- b) Assign out-of-classroom teachers to push into classrooms for the first 15 minutes of the day to provide homework support
- c) Assign two teachers to provide AIS to Grade K students and/or Reading Recovery to Grade 1 students
- d) Provide coverage to allow teachers to attend off-site professional learning opportunities
- e) Built-in time for vertical collaboration between Grade 1 ESL teacher and Grade K ESL teacher
- f) After School Hours: 80 minutes of professional development each Monday; 40 minutes of teacher-team time each Tuesday; 35 minutes of parent involvement time each Tuesday.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

Since the NYSESLAT is administered at the end of the year, we will use ELA benchmark assessments to determine whether or not students are making growth towards becoming proficient in ELA.

- By February 2015, Grade K and Grade 1 English Language Learners continuously enrolled at PS 51Q from October 1, 2014 to June 1, 2015 will have an increase of at least 1 reading level evidenced by Fountas and Pinnell Benchmark Assessments System.
- The second benchmark assessments will be administered between January 2015 and February 2015.

**Part 6b.** Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

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|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

As a PreK to Grade 1 school, only sixteen (16) teachers were eligible for evaluation using the Advance Rating System. During the 2013-2014 school year, fifteen (15) of them received an end-of-year overall rating of Effective while one teacher received an overall rating of Highly Effective. The school engaged in a cycle of evaluation and feedback that resulted in effective MOSL assessment results for our students. In closely reviewing component level Advance data for our teachers, we identified three components of the Framework: 3b Using Questioning and Discussion Techniques, 3c Engaging Students in Learning, and 3d Using Assessment in Instruction, as they were crucial in determining student success. There is a continued need to provide actionable feedback to teachers that will result in increased student outcomes. Additionally, we felt that as an early childhood school, with a significant percentage of English Language Learners who needed additional support on speaking and listening skills, it would be in our best interest to identify student-to-student discussions as a school wide instructional focus.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers eligible for Advance Rating System will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in 100% of teachers rating Effective and Highly Effective in component 3b. Using Questioning and Discussion Techniques.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
The professional learning committee, in conjunction with the principal, devised a plan for the year and revises it as necessary. Professional learning activities will take place for 80 minutes on Mondays after school. Teacher teams meet at least three times:	All PS 51Q Teachers and Paraprofessionals	September 2014-June 2015	The Principal, the Instructional Coach

two periods a week during the school day and for 35 minutes on Tuesdays after the school day has ended. Teachers will also be given coverage to attend off-site professional learning opportunities, to participate in walkthroughs, and in inter-visitations			
Teachers engage in weekly teacher teams to analyze student work and modify curriculum in order to deepen the level of differentiated instruction and consistently provide all students, including SWDs and ELLs, with scaffolded support needed to make growth.	All Grade K and Grade 1 students	September 2014-June 2015	All Teachers
Teachers will model for parents strategies to develop questioning and discussion skills during Literacy/Math Friday sessions and during workshops.	All Grade k and Grade 1 parents	September 2014-June 2015	All Teachers, the principal
Activities that address the Capacity Framework element of trust will include but not be limited to: <ul style="list-style-type: none"> <li>Professional learning opportunities onsite and off-site</li> <li>Teacher-team meetings where school implementation of the Framework for Teaching are analyzed and suggestions for improvement are made</li> <li>Principal conferences with teachers (including IPC's)</li> <li>Walkthroughs</li> <li>Inter-visitations</li> <li>Network visits to the school and to the classrooms</li> <li>Talent Coach visits to the school and/or classrooms</li> </ul>	All PS 51Q Teachers	September 2014-June 2015	All Teachers, the principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Resources:**

Human Resources: Talent Coach, Network 210 professionals, teachers, instructional coach, principal

Instructional Resources: Danielson Framework, ARIS LEARN, Teachboost, *A Handbook for Professional Learning: Research, Resources, and Strategies for Implementation*, NYC DOE

Schedule Adjustment: Create two common preps for Grade K and Grade 1 teachers; implement the 80 minutes of professional development on Mondays, and 35 minutes of teacher-team time on Tuesdays.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, 80% of teachers will perform at the effective levels on component 3b in Danielson in Advance Observations.
- Advance and Teachboost data from September 2014 to February 2015 will be analyzed.

**Part 6b. Complete in February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

During the 2013-2014 school year, 71% of the parents at PS 51Q completed the Learning Environment Survey. The majority of those parents were satisfied with the school in these key areas: education, safety, and school responsiveness to parents’ needs. We have made a concerted effort to attract parents to the school by forming a volunteer corps, by inviting parents to accompany classes on trips, and by offering workshops to parents.

While parents report that they were overall satisfied with the school, parental involvement is not as strong as we would like it to be. Parents do come to the school for special events such as Open School Night and for report cards. They also tend to keep one-to-one appointments with their child’s teachers. However, parent attendance at workshops and literacy/math days remains low. On average, 5-8 parents attend those activities. As a result, there is a need to increase parent participation in those activities. When the SLT tackled this issue, there was a feeling that many of our parents were reluctant to participate because of language barriers even when told that there would be translators provided.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the work of a Parent Translation Team will ensure that parental involvement will increase by 50% as measured by attendance at 3 literacy/math activities.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The Parent Translation Team idea originated from parents on the SLT They will work closely with the Parent Coordinator to identify and seek out other parents to help on the team.	ALL Parents who are proficient in English and a second language	January 2015-June 2015	SLT Members, Instructional Coach, Parent Coordinator

The Parent Coordinator will organize planning meetings with the team and identify key meetings/workshops where their services would be highly needed <b>in order to support all students including ELLs and SWDs.</b>	ALL Parents who are proficient in English and a second language	January 2015-June 2015	SLT Members, Instructional Coach, Parent Coordinator
Communication through (flyers, emails, calendars) will be available in all languages to inform parents about this new service. Parents on the Translation Team will be introduced at Parent Association meetings.	ALL Parents	January 2015-June 2015	SLT Members, Instructional Coach, Parent Coordinator
Activities that address the Capacity Framework element of trust will include but not be limited to: <ul style="list-style-type: none"> <li>• Parent Workshops, Literacy Day and/or other special activities where parents are invited into the classrooms to observe daily routines of literacy and math, or specific strategies that they can implement at home.</li> <li>• SLT meetings where plans for Parent Translation Team, implementation of plan, and efficiency of plan are discussed</li> <li>• Parent Association meetings</li> </ul>	ALL Parents	January 2015-June 2015	SLT Members, Instructional Coach, Parent Coordinator

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Resources:**

Human Resources: SLT Members, Instructional Coach, Parent Coordinator, Teachers, Parent Association Members

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
40. Specify a timeframe for mid-point progress monitoring activities.

- March 2015 will be our mid-point benchmark.
- In March 2015, we would like to have identified at least two members of the Parent Translation Team who had offered their services during an instructional workshop for parents.

**Part 6b.** Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Fountas and Pinnell Levels, teachers' conference notes	Guided reading, Reading Recovery, Recipe for Reading, Leveled Literacy Intervention, Foundations Double-Dose, Close Reading, Scaffolded Strategies Handbook	Small Group, 1:1 (Reading Recovery)	During the School Day
<b>Mathematics</b>	Go Math Assessments	Go Math Reteach Go Math RTI	Small Group	During the School Day
<b>Science</b>	Benchmark Assessments	Repeated reading, Close reading	Small Group, 1:1	During the School Day
<b>Social Studies</b>	Benchmark Assessments	Repeated reading, Close Reading	Small Group, 1:1	During the School day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Anecdotal	Push in, pull out , instructional games and activities, and relevant children's books	Small group, 1:1	During the School Day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>Strategies include examining resumes from the teacher pool, collaborating with the HR director at Network 210, interviewing ATR, and reaching out to colleagues.</li> <li>We believe that a culture of collaboration and mentoring supports new and veteran teachers and has served to keep our teachers in our school.</li> <li>All recruited teachers will be appropriately certified and highly qualified teachers, with some limited flexibility, consistent with State regulations.</li> <li>Principal will work closely with the Network Director of Human Resources will follow the policies set forth by the DOE to ensure that the selection of highly qualified teachers follows the guidelines set by the NYS Education Department.</li> </ul>

**2b. 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).
<p>The principal has chosen to stay with Network 210 because the Network Leader has a strong instructional core. All principals' conferences address instructional needs which then make the principal better able to support her teachers and students. The principal along with the professional development team has planned a series of learning opportunities for the 2014-2015 school year. The plan is revised as the needs of the teachers and students change. The principal has allocated funds to allow coverage so that designated teachers can attend workshops given by the DOE's Central Office, the Network, and consultants. The teachers who attend those activities turnkey the information to the students. Paraprofessionals also attend the 80 minutes of professional development on Mondays, and are released for off-site professional development offered by the DOE's Central Office.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

The parent coordinator, the Pre-K social worker, and the Pre-K teacher have a transition workshop for parents. The principal always has a Kindergarten Open House in the spring for prospective Kindergarten parents. The Pre-K teacher attends professional development sessions with Kindergarten teachers throughout the year to ensure that the Pre-K curriculum will prepare students for Kindergarten and beyond.

**4b. 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.

At the end of the year, the curriculum team attends a two-day retreat through the Leadership Academy to review the year that is ending and make decisions about curriculum and assessments. Moreover, the school has a MOSL committee which is also responsible for looking at assessments and sharing with the principal pros and cons of various assessments that are either already in use in the school or that are being considered for use in the school.

**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 (CEP) 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	\$104,491	X	9, 16, 18, 20
Title I School Improvement	Federal			

1003(a)				
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$148,824	X	9, 12, 16, 18
Title III, Part A	Federal	\$11,200	X	16, 20
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,219,864	X	9, 12, 16, 18, 20

**<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:

1. 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.
2. 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:

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.

7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **PS 51Q** 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 the school and the families. The 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 the school community. **[PS 51Q]** 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 the school community;

The 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 SWDs. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC)

**PS 51Q** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	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	0	0	0	48	0	6	0	0	0		48

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	0	0	0	48	0	6	0	0	0	48
Number of ELLs who have an alternate placement paraprofessional: <u>6</u>										

**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	15	10												25
Chinese	1	0												1
Russian	0	1												1
Bengali	2	1												3
Urdu	2	1												3
Arabic	4	4												8
Haitian	0	0												0
French	0	0												0
Korean	0	0												0
Punjabi	7	4												11
Polish	0													0
Albanian	0													0
Other	0													0
<b>TOTAL</b>	<b>31</b>	<b>21</b>	<b>0</b>	<b>52</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)	23	2												25
Intermediate(I)		6												6
Advanced (A)	8	13												21
Total	<b>31</b>	<b>21</b>	<b>0</b>	<b>52</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					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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.  
We administer the Fountas and Pinnell Benchmark Assessment System (BAS) to all students at the beginning of the year. We use the results to determine how to group students during the day, and to determine which students may need additional services outside of the classroom setting. In comparing the past data of students' reading levels using Fountas and Pinnell BAS, traditionally, ELLs perform

at the Pre A reading level on the first benchmark assessment. By the second benchmark assessment, we expect them to move to at least level A, where they can be administered a running record. ELLs are also assessed with Foundations Probes for phonics and phonemic awareness skills. We use that information to deliver instruction through adjusted time on task for work assigned, repetition of directions, modeling of skills, reteaching of concepts that are not clear to the students, and use of hands-on and visual materials.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the data we have been examining, our Kindergarten ELLs show significant progress from September to June. That is supported by the fact that we see growth in proficiency levels, even if the LAB-R and the NYSESLAT are different assessments. We see the same positive results in Grade 1. However, while many of our Grade 1 students do reach proficiency levels at the end of the year, and therefore no longer need services in Grade 2, in Kindergarten we rarely have more than one student able to achieve proficiency level. ELL-SWD students also do not have the same success rate of passing the NYSESLAT at the end of Grade 1. For the 2013 NYSESLAT, we did have one Kindergarten student who reached proficiency level, and one Grade 1 ELL-SWD who reached proficiency level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The patterns across modalities have a significant impact on how we support our ELLs. Thus, when we noticed a deficiency in oral language, we invested in oral language programs such as "Let's Talk About It!" designed to promote conversations in the classroom (speaking and listening skills). We also acquired a software program, Imagine Learning, designed to develop vocabulary, comprehension, oral language, and correct syntax, (speaking and listening, reading and writing skills) and in Grade 1, added a grammar and usage program (reading and writing skills). In Kindergarten and Grade 1 classrooms with ELLs, classroom teachers use the Imagine Learning software, and in both Grade K and Grade 1 ESL classrooms, the ESL teachers use the software as a supplemental resource. The Grade 1 ESL teacher uses the Grammar book as an additional resource. ELLs have also been participating in a Storytelling residency to address speaking and listening skills.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The data of the 2013 NYSESLAT revealed that 16 of 24 kindergarten ELLs performed at the advanced level and one was proficient and tested out of the ESL program. Five students scored at the intermediate level and two at the beginner level. In Listening & Reading, 1/3 of the 24 kindergarten ELLs received the raw score required for proficiency. In Listening, 1/2 of these students received at least the state average raw score and in Reading, just over 1/2 of these students received at least the state average raw score. In Speaking & Writing, almost 1/2 of the kindergarten ELLs received the required raw score for proficiency. In Speaking, over 3/4 of these students received at least the state average raw score and in Writing, 2/3 of the students received at least the state average raw score. Four students who were proficient in Listening, Speaking and Writing struggled in the Reading section. Three students who were proficient in Speaking, Reading, and Writing, struggled with the Listening section. Only one student missed proficiency in Writing by one point. The first grade teacher can use this data to strengthen the specific skills needed for each child accordingly in Speaking, Listening, Reading and Writing. According to the results of the 2013 NYSESLAT, 8 out of 21 Grade 1 students tested were proficient. Of the remaining 13 students, 8 scored at the Advanced level. They were proficient in the speaking, reading and writing portions of the exam, however they did not reach proficiency in the listening portion of the test. Thus more intensive instruction is required in improving listening skills to help students reach proficiency in all four strands of the NYSESLAT.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Our Response to Intervention program has a specific structure. Students in Kindergarten, including ELLs, are administered the Fountas and Pinnell Assessment in September. By the end of that month, students who show signs of struggling beyond what is common, are identified for Academic Intervention Services. In Grade 1, students, including ELLs, are identified based on their performance on the last Fountas and Pinnell benchmark in June of the previous school year. Of course, new data from the September Fountas and Pinnell is also considered, especially, for ELLs who are newcomers. Tier 1 instruction includes Foundations and ReadyGen as well as ReadyGen Strategies Handbook. Tier 2 instruction includes Foundations Double-Dose, and/or Fountas and Pinnell Leveled Literacy Intervention. This September 2013, the school initiated the Reading Recovery Program in Grade 1 as part of a grant for which it applied. That has become our Tier 3 resource. All Grade 1 students, including ELLs, were ranked in terms of reading proficiency, and if they fell within the bottom third for the grade, they were identified to receive Tier 3 services at our school.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Levels of proficiency drive how students are scheduled for ESL services. They also are instrumental in planning units of study and lessons that are appropriate for them. A focus on developing vocabulary, on using the correct syntax, and on building comprehension skills through different approaches characterize our decision-making approach. Moreover, special outreach is made to help the parents of ELLs help their children, whether it is by inviting them to participate in the storytelling workshops and other CCLS-based workshops, and in ensuring that translators are available to parents.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

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

## Part IV: ELL Identification Process

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

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](#).)

Parents whose children are registering for our Kindergarten program are given an informal interview. They are assisted in completing their Home Language Surveys by either the testing coordinator, Cynthia Lascano, the AIS teacher, Hadassah Rosenman, the SETSS teacher, Katherine McAvinue, a classroom teacher, Melanie Aviles, or one of the ESL teachers, Chari Meisel and Nesrin Balkaya. Since they come in for registration with their children, at that time, we take general note of students who will possibly need to be administered the LAB-R in September. Parents are invited in May for Kindergarten orientation and the ELL program options for P.S. 51 are explained at that time. Notices are translated into Spanish, Punjabi, Urdu, Russian, Arabic, and Bengali. After the ESL teachers review the responses on the Home Language Survey, it is determined if students speak another language at home and the OTELE code is entered into ATS. The staff mentioned above review all data, such as surveys and interviews, and the RLER to decide if the students will be given the LAB-R during the allotted 10 day period. Spanish-speaking students who do not pass the LAB-R are administered the the Spanish LAB to determine their fluency in Spanish. Once students are tested, the LAB-R is hand-scored and the results recorded and used to invite parents to a parent orientation meeting via an "entitlement letter" generated from the DOE website. This meeting will take place in the 10 day time frame so that parents can choose what program they want their child placed in for the school year. Students who are eligible for ESL will then be administered the NYSESLAT in the Spring of that school year to determine their eligibility for the ESL program for the following school year.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Most parents have two large group opportunities to find out about program choices: in May at the Kindergarten Orientation for all parents, and at the October Open House for parents of ELLs. Parents of students who come in later during the year have the

opportunity to discuss the programs at registration and via meetings with the ESL teachers and/or the testing coordinator. At the Open House, parents are given the parent survey and the program selection survey in English and their home language (if available). Most parents complete this form at that time. When forms are not returned, the parent coordinator, the testing coordinator, and the ESL teachers try to reach the parents at dismissal time, and make phone calls as well. Over-the-phone translators are used for outreach as well as staff who are fluent in a native language. We have teachers and paraprofessionals who are fluent in Spanish and a paraprofessional who is fluent in Punjabi and Urdu. We also have three parents on the PTA who are fluent in Spanish.

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

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  As in the past several years, we are noticing that parents are still requesting the free-standing English as a Second Language (ESL) program as their first choice. Parents who wish to enroll their children in a self-contained bilingual class are given the option to

transfer their child to a school with a bilingual program or advised that when there are 15 or more students on two continuous grades with a bilingual program as their first choice, a bilingual class will be offered at this school. All Parent Survey responses are entered into the ELPC screen through ATS.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. We have a push-in/pull out model in our school for Kindergarten and Grade 1. On each of those grades, there is a self contained free-standing ESL class headed by a certified ESL teacher. Students from other classes travel to the self-contained class for scheduled periods of ESL.

b. Grouping is heterogeneous.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Scheduling is key to ensuring that all students receive the mandated minutes of services required. The ESL teachers are supported by paraprofessionals when students push into their classrooms for services. We provide 360 minutes of services to Beginner ELLs and Intermediate ELLs and 180 minutes of service to Advanced ELLs. To make the program successful, classroom teachers, including ESL teachers, have common preps to plan and align lessons. Weekly grade meetings help provide continuity of instruction across grades and inform us of what students will be doing so we can align our strategies to the lessons in ReadyGen.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

We follow the NYS mandates for social studies and science. These content area lessons are delivered in English. Programs such as Foss Science and Houghton Mifflin Social Studies and Core Knowledge social studies offer hands-on and/or multimedia

opportunities . Essentially, ELL students follow the same curriculum as students whose first language is English. However, the delivery of the lessons is modified to better address their needs. We ensure that we are also addressing the CCLS shifts in literacy even within content area studies.

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

We administer the Spanish Lab for native speakers to assess students' proficiency in Spanish. In addition, students can use their native language in settings where an adult such as a paraprofessional has expertise in both the native language and English. The paraprofessionals at our school include native speakers of Spanish, Punjabi, and Urdu. We also use the Imagine Learning program which does have most of the languages spoken by our ELLs.

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

We have a variety of materials which allow us to adequately address all four modalities of English acquisition.

Speaking and listening modalities are assessed throughout the year using the Imagine Learning Software as well as the "Let's Talk About It!" program.

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

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

Also, note that the Imagine Learning Software assesses students across all modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

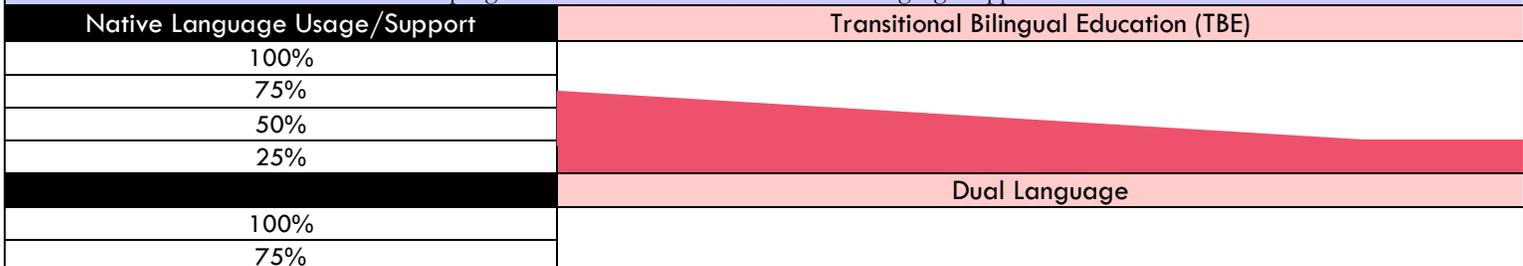
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The targeted intervention in ELA for ELLs in the classroom is through the ReadyGen Scaffolded Strategies Handbook. It addresses the needs of all ELL subgroups in the classroom setting. ELLs also receive guided reading, which addresses their reading needs at the level at which they function. During the extended day program, identified ELLs in all subgroups receive Foundations Double-Dose, and their progress is monitored every 3 weeks through Foundations Probes. Some Grade 1 students receive the Fountas and Pinnell Leveled Literacy Intervention System instead. Thus far, in Kindergarten, there are 10 students staying for the extended day program. Most are making adequate progress on the Probes assessments. Both in Grades K and Grade 1, we have a few students who are not making any significant progress; a couple of them are new admits to the country, while the others either ELL-SWDs or have been referred for further evaluation. For mathematics, we use GO Math ongoing assessments to monitor the students' progress and to form flexible math groups based on the needs of the students. The ELLs who receive math in extended day are also making adequate progress except for those students mentioned above. For Science and Social Studies, the ESL teachers use the materials and resources available to the general education population and provide differentiated instruction using ESL methodologies. As a rule, ELLs are not struggling in science and social studies but may have difficulty with certain concepts based on language needs. Those are addressed on a 1:1 basis or in small groups in the classroom.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- As per the results of the 2012-2013 NYSESLAT, we believe that our programming for ELLs has been effective. Since we are using new curricula in math and in reading, we are closely monitoring ongoing assessments to ensure that students are indeed making the progress toward proficiency that we expect from them. We use the Fountas and Pinnell Benchmark Assessments three times a year, the Go Math benchmark assessments three times a year, social studies and science benchmark assessments, each three times a year to gather data about our students. The data is reviewed after each benchmark assessment and disaggregated at the school level, and at the grade level. The benchmark data is also disaggregated by ESL status and by special needs status, as well as by language. We are noticing that across board, the majority of ELLs and ELL-SWDs perform poorly on the first benchmark assessment, particularly in reading in Kindergarten. However, by the second benchmark assessment, we start seeing movement upward and at that time can more clearly determine whether or not students who are not making progress have issues other than language that may be holding them back. We also use the Imagine Learning data, the Foundations data, and the math chapter/unit tests data, as well as performance tasks data to give us immediate feedback about the students since they are administered on an ongoing basis.
11. What new programs or improvements will be considered for the upcoming school year?
- The new programs we are using are ReadyGen, ReadyGen Sleuth, Scaffolding Strategies Handbook for ELA and GO Math, for mathematics instruction. For all programs used, ESL strategies will be applied.
12. What programs/services for ELLs will be discontinued and why?
- We started using the ReadyGen phonics this year but discontinued it after realizing that our students, and ELLs in particular, were not benefiting from it. There were too many letters introduced at once. We reverted to the use of Foundations which has been proven to help our ELLs acquire phonics and phonemic awareness skills. We are no longer using Everyday Mathematics as it did not align to the Common Core.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs have equal access to all school programs. They participate in all school-based activities, including instructional trips. We do not have an afterschool program this year for any of our students due to the lack of funding. If we do secure funding at any point of this school year, ELLs will be invited to participate as they have done in previous years. We are using Imagine Learning as a supplemental program for ELLs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use the following instructional materials to support the instruction of ELLs: classroom materials, i.e. leveled and other reading books in English, manipulatives, supplemental materials—i.e. ESL software (Imagine Learning English and Raz Kids, Pebble Go for science in Grade 1), wall charts, word walls, pictures and other visuals, grammar student books and workbooks in Grade 1, Ready Gen, Go Math, Foss Science, Houghton Mifflin Social Studies, and Core Knowledge social studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Some of our materials, including the ESL software Imagine Learning English, have native language support. Additionally, paraprofessionals in the building may provide additional language support to ELLs, and ELLs may have access to native language

books in the library.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Required services support and resources are provided according to students' grade and age levels. All programs used in the school have been determined to be appropriate for ELLs' ages and grade levels.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Newly enrolled students are generally screened before the beginning of the school year, usually during registration time. At that point, we are able to assess their general grasp of the English Language, and their general readiness for kindergarten. We share the results of the screening verbally with parents, and may make some recommendations (i.e., work with him on colors over the summer). Throughout the year, when new ELLs enroll in our school, in addition to the parent interviews, and any other mandated assessments, such as the LAB-R, we also do a quick screening again to gauge the general level of readiness.
18. What language electives are offered to ELLs?  
N/A
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. At PS 51, the Parent Coordinator provides ongoing workshops to enhance parenting skills and to inform parents of services available to them. We have made a concerted effort to include parents in our school, such as reaching out to them as Parent Volunteers or as School Leadership Team members. We were very happy this year to have one father of an ELL student who volunteered to join our SLT, while another father of an ELL student volunteered to join the Parent Association. Both were voted into the respective body. In general, parents volunteer to help classroom teachers, to accompany classes on trip, to help run the Scholastic Book Fair and Picture Day. Parents also sign up to help specifically during lunch time in the cafeteria. If translators are needed for any of these activities, the Parent Coordinator may seek out translators from the Big Word, the Translation and Interpretation Unit, parents who have agreed to serve as translators through our volunteer program, and/or school staff who are fluent in languages other than English.

2. Over the past couple of years, we have had a partnership with CAT for a Storytelling initiative with teachers, parents, and students. The goal is to help parents develop oral language skills with their children even if it is in their native language. This year, the storytelling program is being offered to parents of ELLs who meet in the school's library. Once their session is over, they are encouraged to visit their children's classrooms to see how the storytelling program is applied in that setting. We also have a working relationship with Queens College CUNY, which placed a student teacher in the Grade 1 ESL class. The parent coordinator has referred parents to many outside agencies, including the Arab American Family Support Center (Domestic Violence), Queens Public Library (ESL classes), Sanctuary for Families (Domestic Violence), The River Fund (food, HRA benefits, clothing, shoes, etc.), Catholic Charities of Brooklyn and Queens (rent assistance). The Parent Coordinator may seek out translators from the Big Word, the Translation and Interpretation Unit, parents who have agreed to serve as translators through our volunteer program, and/or school staff who are fluent in languages other than English.

3. The needs of the parents are evaluated based on conversations between parents and parent coordinator, parents and classroom teachers, including ESL teachers, and parents and the principal. The Parent Coordinator may also survey the parents for a more formal needs assessment approach. The Parent Coordinator surveys the parents to find out if they would be interested in English Language classes at DOE-approved sites or at the Queens Library, and provides the information to the parents. The Parent Coordinator uses the Preferred Language Report (RAPL) to determine the need for a translator. If a translator is indeed needed, she may contact the Big Word company, or use on-site interpretation services from other parents or staff members. She also uses the Translation and Interpretation Unit for over the phone translations. Parents are surveyed after workshops to ensure that they found the workshops valuable and to determine their need for more information on the topics.

4. The needs of the parents are evaluated based on conversations between parents and parent coordinator, parents and classroom teachers, including ESL teachers, and parents and the principal. The Parent Coordinator may also survey the parents for a more formal needs assessment approach. Therefore, the Parent Coordinator has scheduled workshops on the following topics: PreK Curriculum Workshops with the PreK Teacher and the PreK Social Worker, Parent Volunteer Guidelines, Dads Take Your Child To School Day, Dads and the Arts, Using ARIS Parent Link, Preparing for Parent Teacher Conferences. Preventing Child Abuse and Neglect. A combination of staff members, other parents, and/or Big Word translators were used for these workshops.

### **E. Additional Information**

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

N/A

## Part VI: LAP Assurances

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

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

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

DBN: 27Q051 School Name: PS 51

Cluster: 2 Network: 210

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

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

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

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

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

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

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

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

- b. Live translations are also provided over the phone by the Translation Unit in all nine most common primary languages as determined by the DOE.
- c. Oral translation services are provided by outside contractors, in-house school staff, and parent volunteers.
- d. Oral translations are provided in person in the following languages: Spanish, Punjabi, Hindi, Urdu and Arabic.

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

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