

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

**School Name:** EDWIN MARKHAM INTERMEDIATE SCHOOL51  
**DBN (i.e. 01M001):** 31R051  
**Principal:** NICHOLAS MELE  
**Principal Email:** NMELE2@SCHOOLS.NYC.GOV  
**Superintendent:** ANTHONY LODICO  
**Network Leader:** MICHAEL MEHMET

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Nicholas Mele	*Principal or Designee	
Michele Robioltti	*UFT Chapter Leader or Designee	
Larissa Maiorana	*PA/PTA President or Designated Co-President	
Alicia Cataldo	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	
Tizania Russo	Member/ Teacher	
Karen Scamardella	Member/ Parent	
Art Pettersen	Member/ Parent	
Marco Alteri	Member/ Parent	
Linda Rocco-Higgins	Member/ Teacher	
Dierdre DeGrazia	Member/ Parent	
Staci Pepe	Member/ Parent	
Diane Amendola	Member/ Secretary	
	Member/	

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

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

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

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

To increase the reading lexile level of 20% of our students in each grade (6<sup>th</sup> a total of 79 students, in 7<sup>th</sup> grade a total of 88 students and in 8<sup>th</sup> grade a total 80 students should improve) as measured by the Degrees of Reading Power (DRP) Assessment for 6<sup>th</sup> and 7<sup>th</sup> grade students and the iReady Assessment Book 1 for 8<sup>th</sup> graders by comparing the scores on the Fall Assessment to the Spring Assessment.

### **Comprehensive Needs Assessment**

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

On last year's 2014 NYS ELA Exam 78.7% of our students scored a level I or II. On the Fall DRP Assessment approximately 70% or 569 students scored at a Lexile level that is equivalent to a level I or II. These statistics are a result of students lacking basic reading and writing skills.

### **Instructional Strategies/Activities**

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

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

1. To improve reading and writing we are implementing a Saturday and Thursday Academy. Students will be placed in small groups according to level and will be given targeted appropriate instruction. We have reconfigured our ELA curriculum to include Strategic Reading Periods which will take place 3 to 5 times a week based on students need. The focus of these periods is to implement the MSQI strategies of effective reading

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

1. Teachers of ELA will work in the Saturday and Thursday Academy and will be using materials that are appropriate for the small group of students that they are providing intervention. We will be utilizing Spotlight Paired Passages as well as Rally common core materials. There will ongoing Professional Development provided to teachers through the year by representatives of the TIF program, MSQI and from our teachers in house. Our Instructional team will meet once a week to address school wide concerns.

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

1. We will be utilizing Code X mid unit and end unit assessment data. We are also using iReady simulations for all grades and for the 6<sup>th</sup> and 7<sup>th</sup> grade. The DRP assessment will be given again in February to gauge student progress

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

1. September 2014 to June 2015.

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

1. Utilizing the DRP Data to group students effectively in the Saturday/ Thursday Academy as well as in the Daily Strategic Reading Period. This data will also be shared with all teachers as it is important information for content area teachers to have to appropriately match text with a student's level.

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

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

To help inform parents of the ELA common core curriculum, Code X, we will hold parent workshops as well as curriculum evening events where parents get to find out how to better help their children as it relates to the new curriculum as well as help improve their reading level. Parents have access to our website and Pupil Path in which teachers have their own class pages which provides common core instructional resources.

### **Budget and Resource Alignment**

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

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

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## Goal and Action Plan #2

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

### **Annual Goal #2**

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

Increase the academic vocabulary of our students by utilizing the word generation program. On the Pre-Assessment test that was given in September 35% of students scored a level 3 or 4. By January we are looking to increase the number of students who scored a level 3 or 4 by 20%. The second half of the Program will be done from February to June. During this time we are also going to be looking for a 20% increase from the Pre to Post test of students scoring a level 3 or 4.

### **Comprehensive Needs Assessment**

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

As stated earlier the school's ELA data shows that students are having difficulty reading and comprehending texts. According to the item skills analysis of last year's state exam our students demonstrated weakness in the areas of defining words in context.

### **Instructional Strategies/Activities**

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. The Word Generation series I, II, and III. This program is designed for academic vocabulary words to be utilized each week in all major subject areas. Each day a different class/subject focuses on the 5 key words of the week. In addition the Code X curriculum provides academic vocabulary instruction per unit.
- B. Key personnel and other resources used to implement each strategy/activity**
1. All teachers play a vital role in the implementation of this program. Photo copies are made each week for the launch. The ELA teacher provides the story to the students and the teacher utilizes different strategies and questioning techniques to familiarize the students with the key words of the week. Then classroom teachers in the other subject areas utilize the smart board to implement the other facets of the program by utilizing the same and different strategies and questions.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Students took a pre assessment in September before the launch of the program. After the first part of the program is completed in January students will take a post test. In February students will take the second part of the programs pre test and will take a post test 12 weeks later.
- D. Timeline for implementation and completion including start and end dates**
1. September to January. February to May.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Time is set aside, approximately 15 to 20 minutes of instruction to do the Word Generation program each week in all subject areas. Professional Development is provided to teachers to help implement the program by the MSQI representatives..

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

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

Words of the week are posted on our bulletin board next to our General Office which highlights the new words. Parents are made aware of these words through the use of our website. The context clue strategies that are utilized in his program are shared during parent meetings, workshops and curriculum nights.

### **Budget and Resource Alignment**

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

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

### Goal and Action Plan #3

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

#### **Annual Goal #3**

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

To improve the basic skills of 20% of students (250 students) school wide in basic mathematical skills by June 2015 as evidenced by the Score on the Math Reasoning Inventory.

#### **Comprehensive Needs Assessment**

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

80% of all students were unable to achieve a mastery score on the math reasoning inventory that was given in September. This test covered the basic skills in mathematics specifically in adding, subtracting, multiplying and dividing; decimals, fractions and whole numbers.

#### **Instructional Strategies/Activities**

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

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

1. We have reconfigured the students Math period to include 3 to 5 periods a week where students focus on basic math skills necessary to be successful in the new math curriculum CMP3 and beyond. Students are grouped based on their needs during these periods and in the Thursday and Saturday academies.

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

1. ,Teacher grade teams will look at the curriculum and build a Basic skills component in Addition to CMP3. Teachers will modify instruction to meet the needs of their students.

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

1. Utilizing the CMP3 assessments which include checkups after each investigation and end unit assessments. Utilizing IReady math stimulations to gauge student performance. We will also give the Math Reasoning Assessment three times throughout the year which specifically measures the basic skills.

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

1. September until June.

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

1. Students will be grouped according to level and appropriate material will be purchased that address areas in which students are deficient.

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

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

To help inform parents about the changes in the new Math common core curriculum (CMP3) we will hold parent workshops as well as curriculum evening events where parents get to find out how to better help their children as it relates to the new curriculum as well as help improve their math skills

#### **Budget and Resource Alignment**

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

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

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## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

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

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

1.

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

1.

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

1.

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

1.

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

1.

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

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Reading Comprehension & Building Academic Vocabulary Spotlight Paired Passages Rally Common Core Test Prep	Small Group	Daily Strategic reading Periods during the day -Saturday Academy and Thursday Academy
<b>Mathematics</b>	Basic Math Skills, iReady Math	Small Group	-Saturday Academy and Thursday Academy -During School Day
<b>Science</b>	Reading Comprehension & Building Academic Vocabulary	Small Group	During School Day
<b>Social Studies</b>	Reading Comprehension & Building Academic Vocabulary	Small Group	During School Day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At Risk Counseling	Small Group and Individual	During the School Day

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We will work closely with our network to identify candidates that are in excess that could be good candidates for our school. Administrative staff observes students teachers and substitute teachers to identify them for potential full time positions. The payroll secretary works closely with our HR Partner to ensure that non HQT meet all requirements. We will continue our close relationship with the College of Staten Island and their Education Department to attract their best prospective teachers

**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).
This year we are part of the Teacher Incentive Fund where we have Peer Instructional Coaches and Demonstration teachers on staff to help teachers reflect and improve their practice by utilizing the Danielson Rubric. We are also assigned an Ambassador and Team Leader that works with our teachers as it relates to their practice and the new Evaluation System. The Ambassador will provide various PD sessions on the Danielson Framework and Evaluation system throughout the year.
We are also part of the Middle School Quality Initiative. In being part of this program our teachers will be receiving Professional development geared to improving literacy across the content areas.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used to provide Professional Development to teachers either by paying for the cost of the PD or by paying for substitutes or coverage's for teachers to attend.

**SWP Schools Only**

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

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

**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.
Each Department has a grade teams. These teams provide artifacts of their reflections and make adjustments concerning instructional practice and student achievement. The assessments that will be used are discussed amongst the teachers in their teams and then these suggestions are discussed at our weekly Instructional Meeting where department\teacher leaders and administration make final decision.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## II. Parent/Guardian Responsibilities:

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

## III. Student Responsibilities:

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

**DBN: 31R051**

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

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

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$568,273.86	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$7,302,008.00	X	See action plan

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

Part A: School Information	
Name of School: Edwin Markham I.S. 51	DBN: 31R051
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 4  
# 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:

- Based on the results of the 2014 NYSESLAT, beginning and intermediate level ELL students will be provided with supplemental services to improve on English language proficiency in all modalities. Ongoing data analysis will be dependent on the yearly results of the NYSESLAT and will result to program adjustments in SY 2015-2016. Our goal is to boost literacy by providing our ELL students with extra help in the areas of English Language Arts.
- The Supplemental program will include students across the 6, 7 and 8th grades. Beginner/intermediate level ELLs will be invited to the program.
- Title III funds will provide a before school program from 7:30 AM to 8:10 AM using small group instruction to support English language development for ELLs every Thursday throughout SY 2014-2016. The Title III funds will also provide an after school program from 2:30 PM to 4:30 PM every Wednesday targeting small group instruction with beginner and intermediate ELLs throughout SY 2014-2016.
- Our program is delivered in English with supplemental support in student’s native language. Supports will include glossaries, visuals, auditory aids and books in various languages.
- Two certified ESL teachers will be funded using Title III allocation for this proposed supplemental program.
- At I.S. 51, Title III funds will be used to purchase supplemental programs such as Access Code, Rosetta Stone and Open Book. These programs will be used to promote comprehension, vocabulary building and conversational skills in the English language. Writing skills will be touched upon as proficiency becomes more evident. As an additional scaffold and support, content area books in the students’ native language as well as fiction and non-fiction books for strategic reading will be purchased with Title III funds. Our goal is to promote speaking, reading, writing and listening skills in the English language.

**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:

- Sustainable professional development for the Title III ESL teachers will be provided to ensure pedagogical alignment in second language acquisition in order to achieve consistency with instructional strategies and practices that will be evident in the classroom.
- Topics to be covered during this time may include: (1) Modifying and Differentiation for ELLs, (2) Strategic Literary Devices for Optimal Comprehension, (3) Integration of the Instructional Shifts with Common Core aligned Lessons, (4) Academic Vocabulary Instruction for English Learners. Other professional developments may include training conducted by network staff as well as collaboration with Center for Applied Linguistics.
- Ongoing professional development will be vetted by ESL teachers that are being offered by School Peer Instructional Coaches, Network Coaches, outside vendors and DELLSS workshops offerings.

### Part D: Parental Engagement Activities

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

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

Begin description here:

- The rationale of parent engagement is to ensure the security of the student. To make them feel supported both by the school and family simultaneously. Parents will be invited to attend morning class with their child to encourage learning. Translators will be available in order to assist in the transition of learning a new language. Parents will also be invited to workshops which will allow them to be participants in educating their children and at the same time gaining knowledge for themselves.
- Parents will be invited on Wednesday afternoon once a month for the remainder of the school year.
- Homework help, literacy (basic skills in both English and math), strategies such as vocabulary building, phonics and basic reading skills that can be used in all subject areas are some of the topics that

**Part D: Parental Engagement Activities**

will be covered during parental engagement activities.

- Mrs. Orzylowska and Ms. Fazio will be providing parent engagement activities that will impact higher achievement for ELLs.
- Parents will be notified of these activities via telephone and back packing notices provided in their home language. In addition, information will be offered through our online communication system Skedula, which can also be provided in Spanish.

**Part E: Budget**

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

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

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

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

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

## Part I: School ELL Profile

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

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>051</b>
School Name <b>Edwin Markham Intermediate School 51</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>Mr. Nicholas Mele</b>	Assistant Principal <b>Ms. Diana Hayes</b>
Coach <b>Ms. Rosemarie LoMonaco</b>	Coach <b>type here</b>
ESL Teacher <b>Mrs. Jolanta Orzylowska</b>	Guidance Counselor <b>John Romer</b>
Teacher/Subject Area <b>Ms. Janine Fazio</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Nora McHale</b>	Parent Coordinator <b>Joann Wojcik</b>
Related Service Provider <b>Carla DeStefano</b>	Other <b>Shannon O'Leary</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Matthew Pero</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>3</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>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>0</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>1129</b>	Total number of ELLs	<b>93</b>	ELLs as share of total student population (%)	<b>8.24%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in							4	3	4					11
Pull-out							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	5	4	5	0	0	0	0	14

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	93	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	52
SIFE	1	ELLs receiving service 4-6 years	41	Long-Term (completed 6+ years)	21

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	31	1	4	41		32	21		16	93

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>31</b>	<b>1</b>	<b>4</b>	<b>41</b>	<b>0</b>	<b>32</b>	<b>21</b>	<b>0</b>	<b>16</b>	<b>93</b>
Number of ELLs who have an alternate placement paraprofessional: <u>1</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>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**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							42	23	16					81
Chinese														0
Russian														0
Bengali														0
Urdu							3	1	3					7
Arabic									2					2
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2					2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>45</b>	<b>24</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>93</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)							5	6	7					18
Intermediate(I)							4	4	5					13
Advanced (A)							19	11	12					42
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>21</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>73</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	18	5	1	0	24
7	15	0	0	0	15
8	12	7	0	0	19
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	13	4	7	0	2	0	0	0	26
7	13	6	0	0	0	0	0	0	19
8	10	3	5	0	3	0	0	0	21
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.

IS 51 uses Performance Series Scantron for entire school, and Running Records TCRWP for ELL population. IS 51 uses the ELL Periodic Assessment to drive classroom instruction. We also utilize Achieve 3000. All types of assessments further differentiate instruction by

using the scale scores outlined by the NYSESLAT coupled by the ELL Learning Standards. In analyzing the subgroup of the NYSESLAT results, student performance varies in each modality and in each grade. However, it clearly highlights the need to develop the listening and reading in general while identifying speaking as its area of strength. It is through the formation of the Language Allocation Policy Team that it is hoped that these valuable data be shared to other teachers of ELLs within the school community. This is done once again through department and grade level meetings at the same time being a critical indicator to the Academic Intervention Team in the middle school level. We also provide all teachers of ELL students with native language glossaries.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  2. The data from the LAB-R and NYSESLAT exams reveal data patterns across proficiency levels that are surprising. The strongest result is in the speaking modality. The majority of our students have been in the system for some time and have no problem expressing themselves in English. The second strongest result, unlike previous years, is in the writing modality. The ELA teachers are constantly doing comprehensive writing pieces and students are exposed to these skills daily. Surprisingly, many students showed a weakness in the listening modality and these students are addressed on an individual basis with small group practice to improve this skill. During the year their progress on the ongoing assessments is noted. The greatest weaknesses of the students are in reading and listening. This finding is reinforced by other assessments as previously noted.
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](#))
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?

At this time IS 51 can not provide this information because the Department of Education did not provide the school with the information.

4 A. In grade six, 18 ELLs scored at performance level one on the ELA State Assessment and 17 scored at performance level one on the mathematics assessment. In grade seven, 15 students scored at level one on the ELA Assessment and 21 at level one on the mathematics Assessment. In grade eight, 12 scored at a level one in ELA and 13 at level one in mathematics. Results from the prior year showed that our ELL population had fewer students scoring at performance level one in mathematics and ELA. In ELA, our ELLs have struggled in the past but this previous year data shows that our students did even worse; majority only scoring on a level one. Students who took tests in their native language (We used the Spanish printed booklet and Arabic Interpretator) faired better on the State Mathematics exam. Many students used both the English and Spanish booklet, but they preferred to write in the Spanish booklet only.

B. The ELL Periodic Assessment guides leadership in teacher training and guides teachers in making instructional decisions. The data is analyzed by the ESL Department at professional development and used to appropriately group students, as well as to provide targeted assistance. The school's academic leadership team also analyzes the data and shares with all ELL teachers to make decisions based on the greatest needs of the student first. The cooperating ELL teacher will share periodic results with the content area teacher. Class placement decisions are also made based on this data. This is done in order for everyone to support the instruction of ELLs to improve learning.

C. The first-point would be that the in-house Periodic Assessments used by the ELA department are not extremely useful to assess beginners. We know that they are beginners and therefore expect poor results. Students who are Intermediates or Advanced are able to answer enough on the assessment to begin to create a better picture for us because we can more readily see where they need assistance or intervention. This pattern holds true for using software data from Achieve 3000 and other non-standardized assessments. The ELL Periodic Assessment provides us with more accurate data and proves a great predictive to the NYSESLAT scores.

The Periodic Assessments do provide the school with important data that guides instruction. Linguistic features as well as language modality results are analyzed and student language and literacy needs are determined. One intervention driven by the ELL Periodic data is our native language support. ELLs have more access to native language resources such as bilingual dictionaries and glossaries as well as bilingual libraries, technology, and native language independent reading books.

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](#))

The ESL Department along with the Special Education Department collaborate and make sure that all possible interventions are provided for any student before he or she is referred for Special Education evaluation. We want to prevent any student from being referred to Special Education unnecessarily.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Academic language development is planned in a variety of ways. The Common Core model is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ESL

teachers push into classes with ESL students, working with the regular classroom teacher to address the particular needs of this population. Teachers collaborate during common planning and inquiry team's time in order to address the increasing need for best ESL methodology. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. ESL teachers also utilize laptop computers in the classroom. In addition, all beginner and lower intermediate students are given dictionaries to work with at home as well as in school.:

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?

At this time I.S. 51 does not have a Dual Language Program.

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

The success of the programs for ELLs is based on a variety of data including the NYSESLAT, State Math and ELA, Periodic Assessments, and a wide variety of informal assessments. We use an ELL Inquiry team to study longterm progress of every ELL. This data compares not only the NYSESLAT and ELA scores but the percent gains in each of those tests. Along the way, Achieve 3000 data is studied. We believe that having no holdovers is a positive measurement of success as well.

## 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](#).)

In order to ensure complete and proper identification of those students who may possibly be ELLs, the initial interview is conducted by the trained pedagogy; one of three certified ESL teachers: Ms. Fazio, Mrs. Orzylowska, or Ms. LoMonaco. If a Spanish interpretation is needed, the Assistant Principal Ms. Hayes (fluent in Spanish, overseeing ELL services) or our Spanish interpreter, assigned in the main office Ms. Patricia Vega are called. Mrs. Orzylowska, an ELL teacher speaks Polish and Russian. We also have school employees who speak: Polish, Italian, Korean, Ukrainian and Greek. In addition, if translation is required, an English speaking relative or a trained translator is used to ensure proper admission. The interview is extensive and complete including all necessary forms and all information needed to provide proper placement in all areas. The home language survey is filled out carefully and gone over by one of the ELL teachers together with parents. All information is carefully examined including former report cards, etc. We have conversation with parents as well as the student to uncover their English speaking skills and proficiency if any. We also ask about educational history of the student ( Where was school attended, What was the language of instruction). Also, was English taught as a foreign language? The family of the new admit is taken to a separate room during this admission process for a complete and thorough orientation. Mrs. Orzylowska and/or Ms. Fazio are conducting Parent Orientations in our school. The Parent Orientation takes place in the first 10 days of the admission of the new student. The interpreter is provided as needed. At the orientation, including translated services when necessary, the parent or guardian is shown a video in their native language as needed, which explains the three possible programs available for ELL students. The video is available in 13 different languages. The parents are given the explanation of the three different programs available in NYC schools. They are able to ask questions about different programs. The parent or guardian is provided the selection form. In addition, printed information is given to the parent or guardian in their native language. The parents or guardians have all their questions answered after the video is shown; before they leave the school. All complete information is given to them including transportation, lunch forms, after school programs, extended time, Title III tutoring after school, Saturday Academy tutoring, PTA meetings, testing and other matters.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

We make all possible accommodations for the parent to attend the Parent Orientation. Most of the time the Orientation is provided on the same day of the admission, so the parent does not need to come to schools another time. The family of the new admit is taken to a separate room during this admission process for a complete and thorough orientation. Mrs. Orzylowska and/or Ms. Fazio are conducting Parent Orientations in our school. The Parent Orientation takes place in the first 10 days of the admission of the new student. The interpreter is provided as needed. At the orientation, including translated services when necessary, the parent or guardian is shown a video in their native language as needed, which explains the three possible programs available for ELL students. The video is available in 13 different languages. The parents are given the explanation of the three different programs available in NYC schools. They are able to ask questions about different programs. The parent or guardian is provided the selection form. In addition, printed information is given to the parent or guardian in their native language. The parents or guardians have all their questions answered after the video is shown; before they leave the school. All complete information is given to them including transportation, lunch forms, after school programs, extended time, Title III tutoring after school, Saturday Academy tutoring, PTA meetings, testing and other matters. IS 51 has an ongoing orientation offering based on the need at hand and is compliant with the 10 day rule. The parents are given a choice to select which program is appropriate to their child's needs. After making the selection which program the parents like the best - 1st, then 2nd, and 3rd choice, the parents are then informed of what the school has to offer. Right now we have Freestanding ESL. The parents are informed that if we get 15 students with the same native language on the consecutive grades, who's parents have chosen TBE or Dual Language we will inform them that we will be opening a TBE or DL class. In the event that a TBE or DL class would be opened during the school year, parents will be invited for a meeting that will describe the process and forms needed to be filled out if the parents still desire their child to be in the Bilingual or Dual classes. At this time parent's still have a choice and could leave their child in the ESL class or change the child's program at their discretion. If in cases where in the program of choice is not available at the school, the parent is given the opportunity to transfer to another school that offers the program of their choosing or remain with the current program at IS51.

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

Entitlement letters, Parent Survey and Program Selection are given to the parents during the admission process. Most of the time the Orientation is provided on the same day of the admission, so the parent does not need to come to schools another time. The family of the new admit is taken to a separate room during this admission process for a complete and thorough orientation. Mrs. Orzylowska and/or Ms. Fazio are conducting Parent Orientations in our school.

Placement letters, entitlement letters etc. for current ELL students are sent home to the parents via the students. They are given directly to the students by the ELL teachers. There is intensive follow up by the ELL teachers on a daily basis with phone calls with parents if necessary to ensure 100 % compliance. Entitlement letters are given to students after the LAB-R or NYSITELL is administered. The copies of the letters are kept securely in the ESL room in a binder organized by grade and sub organized by the students name. We use the RFLG report, RLAT report and NMSR report from ATS to determine NYSESLAT eligibility.

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.

IS 51 has an ongoing orientation offering based on the need at hand and is compliant with the 10 day rule. The parents are given a choice to select which program is appropriate to their child's needs. After making the selection which program the parents like the best - 1st, then 2nd, and 3rd choice, the parents are then informed of what the school has to offer. Right now we have Freestanding ESL. The parents are informed that if we get 15 students with the same native language on one grade and/or two consecutive grades, who's parents have chosen TBE or Dual Language we will inform them that we will be opening a TBE or DL class. If in cases where in the program of choice is not available at the school, the parent is given the opportunity to transfer to another school that offers the program of their choosing or remain with the current program at IS51. Parents are informed upon admission and throughout the year of the placement of their child. Students are placed in our Freestanding ESL program according to the results of the initial LAB-R exam/NYSITELL exam and the NYSESLAT exam given in April and May each year. All of them are classified as beginning, intermediate, advanced or proficient (tested out). We also carefully check the IEP's of all students to make sure they are designated ELLs or not. In addition, the school conducts a Fall and Spring ELL Parent Meeting in compliance to the Commissioner's Regulation Part 154 as well as have translated versions of parent letters sent home and interpreters on standby during parent teacher conferences. The original forms are stored in the student records in the main office and a copy is stored in the ESL room in the folder. The school is fortunate to have three certified ESL teachers both of whom have many years of extensive experience in all areas. All new students are carefully placed in the extended time program with a teacher who can best assist them. After the admission process, the student is personally escorted to his or her class, introduced to the class and the teacher and assisted during the day and the following days to ensure a smooth transition to his or her new environment. As soon as possible after admission, usually within one or two days, the LAB-R is administered in English and, if necessary, in Spanish. Immediately after the test is completed the initial placement of the student is reviewed and, if necessary, an adjustment is made to the student's program.

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.

In order to ensure that all ELLs receive the NYSESLAT annually, Mrs. Orzylowska and Ms. Fazio analyze the RFLG and NMSR ATS reports to determine NYSESLAT eligibility. ELL teachers design a roster of all eligible students for NYSESLAT and update it monthly. The roster includes: student's names, class, DOB, home language, parent choice, LAB-R/NYSITELL results and date administered, English proficiency level, Spanish LAB % (if applicable), related services, years of ELL services and the date the student entered the NYC public school system. All of the rosters are distributed to all teachers in I.S 51. During the school year, all ELLs take periodic assessment tests, receive preparation for the NYSESLAT exam, and are given all parts of the NYSESLAT exam in April and May. There are two classrooms set up in a quiet corner in our school. The certified ESL teachers are administering the tests. Listening, Reading, and Writing parts of the NYSESLAT are given on three consecutive days. The tests are stored in the test vault. The speaking test is given individually in the ESL classroom by certified ESL teachers. With careful monitoring and follow up the school has virtually 100 % participation every year in the NYSESLAT exam. We schedule make-ups for the absent students. We call their parents to remind them about the test dates.

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. 
- Yes. The program models offered at our school are aligned with majority of parent requests. This 2013/2014 school year we had 7 new students (admitted for the first time to NYC Public Schools System) that required ELL support. Two of their parents have chosen the Transitional Bilingual Program (in Spanish), another two parents have chosen the Dual Language Program (Urdu), and three parents have chosen the Freestanding ESL program.

In 2012-2013 we had 12 new students. 9 parents have chosen Freestanding ESL as a 1st choice, and 2 parents have chosen Transitional Bilingual Haitian Creole, and 1 parent have chosen Dual Spanish Language.

Previous years most of the ELLs' parents were choosing Freestanding ESL program. Now we are noticing a trend of increased interest in TBE and Dual Language programs. We are looking into opening a TBE (Spanish) program in the near future.

Program models of Freestanding ESL are offered in our school are aligned with parent requests and if a request is not offered at our school, parents are informed of options available at other public schools. We have not had a parent choose another school because we could not accommodate their need. We keep a file with students LAB-r and Spanish LAB scores, as well as parent choices of programs. We examine this data to look at the trends. If we have fifteen ELLs that speak the same native language on one grade and/or on two continuous grades, the Bi-lingual or TBE class can be opened. If we have fifteen parents on consecutive grades with the same language choosing a program we do not currently offer, we will open the needed program and notify parents about the opportunity to then switch to their original program of choice.

# 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])?
    - 1.a The Freestanding English as a Second Language model is used in our school. All instruction is in English. Students receive the mandated units of instruction based on the proficiency levels of the student as determined by the LAB-R and the NYSESLAT/NYSITELL exam. The program uses push in (co-teaching) model for the following general ed and ICT classes 613, 623, 633, 713, 734,823, 833, and special ed classes 616, 727,835, and pull out for beginners and intermediate ELLs grouped depending on the proficiency of the students and scheduling system.
    - 1.b. Program model is based on heterogeneous ( mixed proficiency levels) grouping.
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)?

2. All students receive the required amount of minutes of ESL instruction. Beginner students, especially those brand new to the English language receive 360 minutes of ESL instruction: they are pulled out of their minor classes 180 minutes per week and given intensive English and content area support instruction in small groups. They are also included in small flexible groups in our push in model for academic intervention the remining 180 minutes per week. We are integrating ELLs into heterogenous classes with constant regrouping with English proficient student to maximimize instruction and learning styles. Intermediate students are assisted in their language arts and content area classes using a push in model. Intermediate students also receive ELL support at least 360 minutes per week. Advanced students receive at least 180 minutes per week. In addition those advanced students who have received level one on their ELA and/or Math state exams receive up to 360 minutes per week in push in model. Most advanced students are assisted by the push in model. In addition Mrs. Biscutti is teaching a Spanish elective class. Our students in 734 have Spanish as an elective.

Annually, our ELL teachers design a matrix that is given to all of our staff members; that includes information about our ELLs and highlights their data. Matrix is updated monthly and includes the results of the NYSESLAT/NYSITELL, LAB-R, ELA and Math performance tests. Also, it includes the students levels and years of service.
  2. a. The three ELL teachers cover all classes and students by class, levels, and special education, ensuring workable programs for both teachers and students through a combination of push in and pull out stratagies that make the most sense. All ELLs have 90 minute language arts block with infused ESL stratagies every day. The ELL students also have the opportunity to read books in their native language in their classroom on a level which encourages their reading skills and enjoyment.
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.

3. Students have 90 minute math block with infused ESL stratagies in the content areas every day. Classroom teachers are aware of the levels of the students in their classes and work with the ELL teachers to address the students' needs. Teachers are expanding their understanding of the needs of their students and how to best help them by participating in ongoing professional development. The teachers use a variety of methods which create visual and concrete examples for their students as they teach standardized curriculum. Teachers who have worked with ELL students work closely with the ELL teachers at all times. Vocabulary and concepts are broken down to simpler terms as necessary. All teachers in other areas such as science, social studies, health, art, drama, etc. are aware of all the ELL students in their classes and the ELL teachers work with these teachers as well. Student buddies work with intermediate and advanced students in small groups to provide assistance and develop vocabulary skills. Classroom teachers and ELL teachers review curriculum expectation in advance so that the push in teacher can preview the lesson in advance for areas that need further clarification, development or eliciting of background knowledge. Teachers also meet to co-plan lessons, creating a variety of activities during the group and/or independent work time to differentiate instruction to accommodate the ELL students' needs. In the ESL program model, content is delivered in English with native language support. ELL teachers, provide students with native langugae glossaries and dictionaries, and if available with native language textbooks and readings. We currently have

resources in Spanish and Arabic. The ELL teachers use the same model adapted with QTEL techniques. Content and ELL teachers are encouraged to plan cooperatively to the extent possible during common planning periods. ELL teachers are trained in common core learning standards. All teachers use Inquiry Team methods to study ARIS and ATS data to drive their instruction.

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

The initial evaluation in students' NL is based on informal interview in students' mother tongue about their achievements in the former schools, their studying, reading techniques, attitude towards education, as well as hobbies and interests. Students whose native language is Spanish are evaluated with the Spanish Lab. Spanish speaking students take a computerized reading level determination pre-test on Achieve3000 in Spanish in addition to the English one.

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

During the year students are also evaluated with the ELL Periodic Assessment and through Achieve3000 on their reading levels. Teachers use these scores to guide instruction. Once in the classroom, teachers make observations and assessments of daily practice in the areas of speaking, listening, reading and writing. They assess literacy using various ongoing assessment tools and interim assessments. Based on assessment, students receive explicit instruction to develop their speaking, listening, reading and writing proficiency. Students are held to the same ELA standards as non ELLs and teachers scaffold lessons to reach the same goals as English proficient students. Teachers of ELLs have high expectations as well as provide high levels of support.

6. How do you differentiate instruction for ELL subgroups?

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

6. a. We do not have SIFE students this year. If we had such students would be monitored closely by the ELL teachers and regular classroom teachers. They would receive extra attention and help especially in the areas of reading and writing. They also would be granted access to computer programs that they can also use at home.

b. Within the first year, the newest beginners from 6th and 7th grades are pulled out together. Beginning students, especially those brand new to the English language receive 360 minutes of ESL instruction: they are pulled out of their minor classes 180 minutes per week and given intensive English and content area support instruction in small groups. They are also included in small flexible groups in our push in model for academic intervention the remaining 180 minutes per week. We are integrating ELLs into heterogenous classes with constant regrouping with English proficient students to maximize instruction and learning styles. These students receive a pull-out instruction four periods a week and push in nine periods a week (over 360 required minutes). Students in this group receive intensive instruction and intensive use of computers, including Rosetta Stone software and Achieve3000. They also receive all the help they need with their classwork, projects, etc. Additionally, because NCLB requires ELA testing for ELLs after only one year, these students are receiving even a more rapid introduction and more attention given to reading and writing they will need to succeed on the ELA exam. They also receive extra help and attention in after school title III programs in ESL on Thursdays after school which includes 45 minutes of Mathematics and 45 minutes of ELA, Saturday tutoring, extended time sessions, additional homework and extra reading and writing practice. In the second and third year all these activities are continued and intensified to bring these students to the highest level possible so they can do well in classwork and standardized tests.

c. For ELLs receiving service 4 to 6 years, most of these students are usually advanced and require only 180 minutes of assistance per week. However, as previously stated, those students who have received a level one on their state tests usually are receiving 360 minutes of assistance. In addition, even though most advanced students are serviced by a push in model, those students who have been under-performing are pulled out of minor classes and given individual attention in a small group setting ( pull-out 4 periods a week 180 minutes). The push-in program is scheduled for 4 periods a week ( 180 minutes) The ELL teachers constantly monitor the progress of these students, in particular, including their progress in their classwork, homework, projects, preparation for standardized testing, results of ongoing assessment tests and other data. When necessary, the parents or guardians are contacted to ensure that the student's work is being followed up at home as well and that any outside problems are being addressed.

d. For ELLs who have completed six years the same procedures are in effect as outlined in answer c above. These students, in particular, receive even closer motivating and monitoring. Students are strongly encouraged to attend all possible extra programs, including after school title III programs in ESL, Saturday tutoring, extended time sessions, additional homework and extra reading and writing practice. These students also are part of the special intensive reading Achieve 3000 reading program during regular class time.

e. All former ELLs (two years or less) receive extended time for all NYS exams. In addition, bilingual dictionaries are provided to the same specifications as current ELLs. To the extent possible, former ELLs are placed in classes of ESL licensed teachers. Teachers of former ELLs are trained in the appropriate ways to scaffold instruction when needed. After careful examining data, students are placed in classes that appropriately support their language needs. Students that need literacy support are placed in ICT classes. When possible, students are placed in a class that is currently servicing ELLs. Former ELLs are also offered enrichment through title III and continue to receive access to Achieve3000.

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?

7. Students with special needs are usually in a 12:1 setting . Where possible the ELL teacher pushes in to their class and works with the teacher and the students in a very small group or individual basis. When the students are identified as ELL-SWDs students it is somewhat more difficult as the SETTS/ICT teacher pushes in and pulls out these students usually five times per week. The ELL teacher and the SETTS/ICT teacher work together to come up with a schedule and a plan to best help these students in conjunction with their regular classroom teachers.

In addition all ELLs are able to log onto school wide Achieve 3000 program during school and are also encouraged to log on to this program after school. Their progress is closely monitored by the teacher.

This 2013/2014 year in the sixth grade all general ed ELLs are in three classes: 613, 623, and 633, which also contains regular education students. Language Arts is taught by Ms. LoMonaco who holds two certifications ESL and Language Arts 5 periods a week. Mrs. Orzylowska teaches 613 ELLs through content area (mostly mathematics) 3 periods a week.

In 623 and 633 classes all four major subjects are taught by one highly experienced teachers with the support of ESL certified teacher Mrs. Orzylowska (push in). ALL classes contain ELL-SWDs students. They receive extra support through ICT model. This year in the seventh grade all general ed ELLs are in two classes: 713 and 734. These classes also contains regular education students. ELLs are receiving the extra support in Language Arts class by ESL certified teacher Ms. Ms. Fazio and in Mathematics by Mrs. Orzylowska (certified in ESL and Mathematics). The ELL-SWDs students receive extra support through ITS model. In the eighth grade ELLs are 833 class supported by ESL teacher Ms. Fazio. The ELL-SWDs students receive extra support through ITS model.

The six grade special education students who are also ELLs according to their IEP's are in the sixth grade class 616 and are supported by a push in model receive extra support by Mrs. Orzylowska. The seven grade ELL-SEDs are placed in 727 class, and receive support by certified teacher Ms. LoMonaco. The eight grade special education and general ed ELL students receive ESL instruction in push model by Ms. Fazio.

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?

For all ELL-SWD students the IEP is reviewed at the beginning of the year to determine LAP for each child. ELL teachers are also attending IEP conferences for each ELL-SWD. ESL strategies are infused into content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated, scaffolded for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematic, social studies and science classes: usage of visuals and manipulatives to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review.

Academic language development is planned in a variety of ways. The Common Core approach is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ELL teachers push into classes with ELL students, working with the regular classroom teacher to address the particular needs of this population. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. ELL teachers also utilize laptop computers in the classroom. In addition, all beginner and lower intermediate students are given dictionaries to work with at home as well as in school. Thursday and Saturday academies are designed to provide support to all of our ELL students. Scheduling is based on flexible grouping, ensuring that our ELL-SWDs spend time with their non-disabled peers. We also have 4 ICT classes (633,623,713,823) where ELL-SWDs are flexibly grouped with non-disabled peers during all subject area instruction.

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

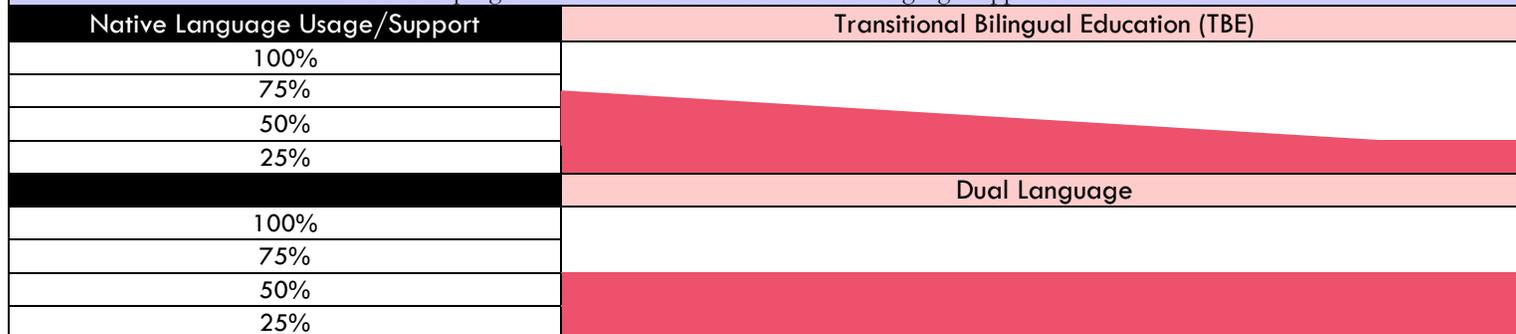
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



	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.
9. ESL strategies are infused into Common Core content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); writing (brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematic, social studies and science classes: usage of visuals and manipulatives to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review.
- Academic language development is planned in a variety of ways. The Common Core model is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ELL teachers push into classes with ELL students, working with the regular classroom teacher to address the particular needs of this population. Teachers collaborate during common planning and inquiry team's time in order to address the increasing need for best ESL methodology. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. such as phonemic awareness, conventions for word endings such as pluarls, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. ESL teachers also utilize laptop computers in the classroom. Including Achieve 3000 in English and Spanish ans Rosetta Stone. In addition, all beginner and lower intermediate students are given dictionaries to work with at home as well as in school.:
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The success of the programs for ELLs is based on a variety of data including the NYSESLAT, State Math and ELA, Periodic Assessments, and a wide variety of informal assessments. We use an ELL Inquiry team to study longterm progress of every ELL. This data compares not only the NYSESLAT and ELA scores but the percent gains in each of those tests. Along the way, Achieve 3000 data is studied. We believe that having no holdovers is a positive measurement of success as well. Many of our students scored a 1 on the state Math, therefore Mrs. Orzylowska who is also licensed in Mathematics as well as ESL is concentrating her push in component of her program in mathematics content area classes.
11. What new programs or improvements will be considered for the upcoming school year?
11. The school is also using the reading improvement program ESL Brain-POP, Achieve 3000-Teen-Biz 3000 with many of the Ells. The ELL teachers are working on increased, intensive vocabulary study with all ELLs. Word Generation is used by I.S. 51 in Language Arts as well as all content areas to promote extended knowledge in vocabulary.
12. What programs/services for ELLs will be discontinued and why?
12. No programs or services for ELLs are being discontinued this year for any reason.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. ELL students are afforded equal access to all school programs. During the school day they are mainstreamed as all other students in physical education classes as well as all other minor subjects. They attend the after school extended time sessions in small groups with and without other regular education students. The ELL students that are at the Beginner and Intermediate level are receiving Title III ESL instruction on Thursdays. They are divided into two groups low/beginners, high beginners/intermediate. Each group receives 45 minutes in Mathematics with Mrs. Orzylowska and and 45 minutes of Language Arts with Ms. Fazio. They have equal opportunity to join special extra curricular project programs such as the popular teen action volunteer community .We encourage them to take part in our Spanish Club. They can participate in the before school physical education program CHAMPS in the morning. They can join the very popular Sports and Arts program after school hours. Finally they have equal opportunity to participate in after school drama productions and other school productions and activities throughout the school year. At the beginning of the school year, parents receive any information about all of the programs mentioned above. Fliers were issued in English and Spanish languages. If students do not want to participate in any programs, Mrs. Orzylowska and Ms. Fazio follow up

with phone calls home to make sure that parents are aware of the possibilities to enhance ESL instruction. The students are highly encouraged to use Achieve 3000 at home.

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

14. In order to support ELLs further, instructional materials (including technology) include: smart boards and computers used by many teachers for classroom instruction, laptops for student use (including Rosetta Stone for beginners), Achieve 3000-Teen Biz 3000 computer reading improvement program, leveled libraries in classrooms (including material in native languages), excellent library which is easily accessible to all well stocked with leveled materials (including large numbers of native language material and English/Spanish side-by-side books), excellent librarian providing additional support for ELL students, translated versions of many textbooks, dictionaries and glossaries to help during the year and with standardized testing, and additional support by the ESL teachers when eighth grade students are filling out high school applications.

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

15. To provide native language support, students are encouraged to read additional material in their native language. As previously mentioned classrooms have materials in the native language (books, magazines, dictionaries). The library has materials in the native language. Textbooks are available in the native language. Dictionaries and glossaries are provided to encourage use of both languages as well. As our Urdu population is growing we are in process of acquiring library books and dictionaries in Urdu.

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

16. All required services support, and resources correspond to ELLs' ages and grade levels. Guidance is provided by counselors. All libraries are leveled to students' age, grade, interest, reading levels. The Achieve 3000-TeenBiz 3000 reading program is geared to the age and grade level of the students.

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.

17. In recent years all newly enrolled ELL students have begun at the beginning of the school year or during the school year and all incoming procedures have already been outlined earlier in the report. Students who are transitioning from elementary school to intermediate school participate in an orientation program in the spring before they enter the school. Parents are invited to come and translators are used to help. Students get a tour of the building and get to meet an ELL teacher who will be working with them. ELLs who arrive during the school year are shown around the building and introduced to their new ELL teacher who introduces them to Administrators, content classroom teachers as well as fellow classmates. ELLs are often paired up with a student who speaks their native language to ensure that the new ELL feels comfortable in his or her new surroundings.

18. What language electives are offered to ELLs?

18. At this time we have Spanish language elective offered to ELLS. We also have Spanish Club in after school Sports and Arts program. However, as previously stated several times, all ELLs are encouraged to continue their use of their native language as much as possible.

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)?

At this time I.S. 51 does not have a Dual Language Program.

## 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.

1-2. Every Wednesday teachers in our school take part in Inquiry Teams. In line with our Title III proposal, teachers will collaborate in their inquiry teams in order to address the increasing need for best ESL methodology across the content areas. Our Literacy Coach is certified in ESL. At the end of the study groups the team will compile a collection of ESL strategies that can be used in content area classes by monolingual teachers in order to scaffold instruction for ELL students within their classes. In addition, our three ESL certified teachers will be solicited to provide staff development to ELL teachers or to mainstream teachers with ELLs. ELL teachers regularly attend professional development workshops throughout the year. There are many good opportunities for Professional Development throughout the city as well as within our own CFN. They are constantly reviewing new materials for ELL students and the latest research available. This year, every Wednesday, the ELL teachers are part of an inquiry group to attend to all ELL students matters and assessments and monitor even more closely student's progress. In addition, there are monthly department meetings and the ELL teachers attend the ELA department meetings regularly. Finally, ELL teachers attend additional professional development workshops during and after school whenever possible. We are also creating time where the ELL and mainstream teachers collaborate with one another to look at strategies that can best benefit our students as they engage in Common Core learning standards.

October – Data Driven Instruction & Interpretation using ARIS/NYSESLAT scores

- November – Periodic Assessments/Interim ELL Assessments
- December - Using ESL Strategies in Content Area Instruction
- January - Word Study/Vocabulary/ Common Core
- February - Word Study/Vocabulary/ Common Core
- March – LA and Math State tests prep driven instruction
- April - NYSESLAT prep driven instruction

These PDs support teachers in delivering Common Core-aligned instruction by using Pearson CMP3 math program. Teachers guides include supports for ELLs in every unit. Scholastic Code X is used in ELA classes for every unit. Every unit includes built in support for ELLs. Both subject curriculums are discussed and differentiated during inquiry meetings on Wednesdays. The inquiry teams along with the ESL teachers modify lesson plans using scaffolding, modeling, chunking, hands on manipulatives, visual aids; in order to assist ELLs through the lessons.

3. Guidance counselors with the assistance of the ELL teachers help the ELLs with their high school applications and any information they need to aid in their transition to high school. If necessary, a Spanish translated high school directory is available. If the parent has any questions about the process, they are invited to come in for a meeting. After the students have received their high school assignment, they meet with the guidance counselor and the programmer/guidance counselor from the high school they will be attending to select courses and insure that the student will continue to receive ELL services as needed. In the event they score proficient on the May NYSESLAT exam, the student is assured not to have ELL services in high school, although they will still be entitled to transitional support as needed. I.S. 51 is a very diverse community. We promote cultural and religious awareness. Students are treated with respect and they are held to high expectations with cultural and religious understanding and respect for each other. We hold anti-bullying seminars to help promote the high standards. If a guidance counselor is not available, ELLs can come to their ELL teacher for support and help with their problems. In the beginning of the school year 6<sup>th</sup> grade orientation and back to school night are provided to secure small transitioning from elementary school to middle school. Classroom visits are done by guidance counselors; especially in the beginning of the year and also when a new student is admitted into the school. ELLs specifically are observed to ensure that the student is comfortable and aware of the school environment. At risk counseling and mandated counseling is also provided by the two full time employed guidance counselors. 8<sup>th</sup> grade students particularly ELLs are assisted with high school applications. Assemblies on bullying and cyberbullying are also conducted regularly throughout the year for all students.

4. Many teachers in the school have already received the 7.5 hours of ELL training in the recent past. Those teachers who have not received the training will be receiving it this year. The school secretary checks that all teachers know their situation. Designated time after school is provided and taught by one of the certified, trained ELL teachers or provided by someone from the CFN. Throughout the school year the ELL teachers are constantly working with many of the staff and assisting them with instructional materials and knowledge for their ELLS. Records are kept on file in the main office.

- October – Data Driven Instruction & Interpretation using ARIS/NYSESLAT scores
- November – Periodic Assessments/Interim ELL Assessments

- December - Using ESL Strategies in Content Area Instruction
- January - Word Study/Vocabulary/ Common Core
- February - Word Study/Vocabulary/ Common Core
- March – LA and Math State tests prep driven instruction
- April - NYSESLAT prep driven instruction

## 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. The school has an active PTA organization which reaches out to all parents including the parents of the ELLs. Parents are encouraged to attend PTA meetings, become involved in all school activities, and be involved in the education of their children. Teachers are in constant contact with parents, with or without translation, to make sure parents are aware of the issues facing their children and to assist them if their children are having any problems of any kind. Parents come to school regularly, including open school conference time, to meet with the teacher in person to discuss their child's education. Parent Teacher Conferences are held twice a year and parents are strongly encouraged to attend as this is when they can receive their child's report card. All activities are sent out in Spanish (and other languages, as necessary) and translators are available. Parents are asked to complete a survey to indicate areas of need. The Parent Survey is reviewed by the leadership and inquiry teams to determine areas of need that can be addressed by changes in the CEP or by scheduling workshops. The Parent Coordinator does outreach to parents who have students in need of SES services. Assistance is given to complete these applications. Our population consists of students representing cultural and language diversity including our top language groups (Spanish, Arabic, and Urdu). It is recognized that within and among these language groups there are cultural differences, which will be reflected in the school environment. Parents are aware of the school's high expectations about non discrimination against any culture or any religion. In consideration for student success, it is important that a school and home relationship be heightened. Parents must be made aware of the importance of explicit socialization of students to the cultural expectations of the classroom, for example, interaction with other students, classroom behaviors, group work, whole class discussions; et cetera. It is in this regard that we continuously strengthen our parent edification through various workshops using the native language through in-house consultants. In addition, conversations and communication about student performance will be ongoing throughout the school year. In doing so, we increase the parents' understanding of academic standards, assessments and tests. Also, translation services are utilized as a means of communicating information about the school's various academic programs and students' participation to LEP parents. These activities are in part but are not restricted to the use of in-person interpretation and for translation of appropriate school documents not available from the central board.
  2. Although we do not have partnerships with other agencies at this time, the school has advertised ESL courses, with the Jewish Community Center and New York City Public Library for adults so that parents can better communicate with the school and use English in other situations. These programs are free of charge.
  3. and 4. As previously stated above, the school closely studies the parent surveys to further evaluate the needs of parents. The teachers, the ELL teachers, guidance counselors, assistant principals and the parent coordinator meet with parents whenever necessary. During the initial orientation of new admits the ELL teachers spend as much time as necessary explaining everything about the school and finding out the needs and concerns of the parents. Translation and Interpretation services are provided to assist in helping the parents. Specific activities geared towards ELL and ELL parents include trips, mentor and mentee programs. Our ESL licensed teacher Ms. Fazio is involved in mentoring 8<sup>th</sup> grade students and parents. M&M program will be holding annual celebrations.

## **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.

We also have a spring and fall orientation tours to inform parents of the incoming 6th graders for the upcoming school year. During these learning walktroughs, parents have an opportunity to visit the school, get informed about programs in the school, visit classrooms, meet teachers, and get an overall idea of how the school functions in a daily basis. Translators are available for these parent orientations. Parents will leave the school with an idea of what are the school expectations, rules and regulations, assessments, instructional standards , academic rigor and support on their part to work with the school community to their children's best interest. We invite parents to send out letters with questions and concerns in order to address their needs. Atleast twice a year we take ELLs alsong with their parents on trips for language enrichments. I.S. 51 is considering opening a TBE program in the 2014-2015 school year.

School Name: I.S.51

School DBN: 31R51

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Mele	Principal		12/4/13
Diana Hayes	Assistant Principal		12/4/13
Joann Wojcik	Parent Coordinator		12/4/13
Jolanta Orzylowska	ESL Teacher		12/4/13
	Parent		
Janine Fazio	Teacher/Subject Area		12/4/13
Nora McHale	Teacher/Subject Area		12/4/13
Rosemarie LoMonaco	Coach		12/4/13
	Coach		
John Romer	Guidance Counselor		12/4/13
	Network Leader		
Shannon O'Leary	Other <u>SpEd Math</u>		12/4/13
Matthew Pero	Other <u>ELA</u>		12/4/13
	Other _____		
	Other _____		

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

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

DBN: **31R051** School Name: **Edwin Markham I.S. 51**

Cluster: **4** Network: **405**

**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.

Parents of ELL's state their translation needs during the initial interview with ESL certified teachers Ms. Orzylowska, Ms. Fazio, or Ms.Lomonaco.  
Parents of all students fill in the Blue Emergency Cards where they indicate their oral and written language preferences.  
If and when a content area needs to send something specific home to a particular student, the teachers ask their students if the information that is being sent home needs to be translated for their for parents.  
A separate survey which contained information about parents' preferred language of communication ( both written and oral) was sent home in September 2013.The survey was returned to their teachers. The majority preferred English language notices.  
The parent coordinator ensures that appropriate translations and interpretators are provided at PT Conferences at the parent and/or teachers request. Our school gathers this data by taking a Home Language Survey, through the RAPL report and Emergency blue cards.

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.

All parents of Hispanic ELL's requested Spanish language as their oral and written language preferences.  
All parents of Arabic,and Urdu ELLs requested English language as their oral and written language preferences,  
Number of LEP parents in our school is 52.  
All parents of IS 51 must fill in Blue Emergency Cards which contain information about parents' preferred language of communication ( both written and oral). Accommodations are met to the best of our ability.  
A separate survey which contained information about parents' preferred language of communication ( both written and oral) was sent home in September 2013.The survey was returned to the teachers. The majority preferred language was English.  
The majority of languages represented in our school community are Spanish, Arabic, Urdu, Polish, and Chinese, French-Creole.

Current language resources available to our school (Spanish - Ms. Hayes, Ms. Bruno, Ms. Contreras, Ms. Biscuiti, Ms. Diaz, Ms. Vega/ Polish - Ms. Orzylowska, Ms. Herman/ Russian - Ms. Orzylowska / French - Ms. Ventura)

These findings are communicated to our school community through staff meetings which allows everyone in the building to be made aware of the different languages in our school as well as communicated to our PTA who then pass on all of the information to all parents. I.S 51 works with community based organizations to provide additional services and supports to our students and parents.

Based on the RAPL from ATS, as of 11/15/13 parents requested spoken and written information: 319 Spanish, 15 Urdu, 14 Chinese, 12 Arabic, 4 Ukrainian, 2 Italian, 2 French, 1 Sinhalese, 1 Slovak, 1 Mossi and 1 Pilipino.

## 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.

During the registration and selection process parents of ELL's are provided with interpretation during the initial interview with ESL certified teachers: Ms. Orzylowska, Ms. Fazio, or Ms. Lo Monaco. Mentioned in section A school staff speaks Spanish - Ms. Hayes, Ms. Bruno, Ms. Biscuiti, Ms. Contreras, Ms. Diaz, Ms. Vega / Polish - Ms. Orzylowska, Ms. Herman / Russian - Ms. Orzylowska / French - Ms. Ventura). These teachers are called to the interview site upon request.

Our ESL teachers also use the Department of Education website which provides parent information in a variety of translated surveys, informational documents, and notifications to parents of ELL's during the identification and placement process. This section provides these documents as well as other resources for school staff and parents of ELL's.

Parent Orientation Video:

(orientation video for parents and families of English Language Learners available in 13 languages)

Parents' Preferred Language Form:

(available from the Translation and Interpretation Unit, this form collects the language preference of parents for school communications)

The Home Language Identification Survey :

(upon registration, administered to parents of children who have a home language other than English):

Albanian, Arabic, Bengali, Chinese, English, French, Hebrew, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish , Urdu

The ELL Parent Brochure:

(provides information on ELL identification and eligibility, the three types of ELL programs, and ways parents can participate in their child's education): Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu

### Parent Survey & Program Selection Form:

(provides parents with the option of choosing the most appropriate program model for their child):

Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu

Parent Notifications (informing parents of the status of their child's ELL program eligibility)

Entitlement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Continued Entitlement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Non Entitlement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Placement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Non Entitlement/Transition Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Title III Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

If a translation is not readily available, a cover letter or notice on the face of the English document in the appropriate covered languages indicating how a parent can request a translation or interpretation of such document is available.

All documents of high importance like: standards and performance; conduct and discipline; safety and health; placement in any special education, English Language Learner or non-standard academic program; and transfers and discharges have a translation cover letter.

### Translation Cover Letter Content:

o This letter is of high importance. If you need translation of this letter please check the language box and sign below. Have your child bring it to his/her guidance counselor.

o Esta carta es de gran importancia. Si usted necesita la traducción de esta carta, por favor marque la casilla de la lengua y firmar a continuación. Deje que su hijo se traen a su her / consejero.

o / تَعْرِيفُهُ إِلَى إِحْضَارِهِ فَلَكَ وَقَدْ أَدْنَاهُ وَالْتَوَقُّعُ لِنُحْتَمِلُ مَرَبَعًا فِي عِلْمَةٍ ضَعْفٌ مِنْ ذَلِكَ مِنَ الرَّسَالَةِ هَذِهِ تَرْجُمَةُ إِلَى بِحَاجَةٍ كُنْتَ إِذَا عَالِيَةً أَهْمِيَّةً ذَاتَ الرَّسَالَةِ هَذِهِ لِهَا مَرْتَبَةٌ

o 这封信是非常重要的。如果您需要翻译这封信，请检查语言框，并在下面签名。让您的孩子把它带到他/她的辅导老师。

o

o ہم دستخطیں لیڈ اور سیکر کی چک و بیکس کا زبانی ممبران بہ راہ توجہ، ضرورت کی ترجمہ کا خط اس کو و آپ اگر ہے حامل کا اتی ایم ادھی خط ہی سہ لائے رہی مشیر پر نمائ اس / کا اس کو و بچے کے آپ

s

o Kjo letër është e një rëndësie të lartë. Nëse keni nevojë për përkthimin e kësaj letre ju lutem shikoni kutinë e gjuhës dhe shenjë më poshtë. Lëreni fëmijën tuaj të sjellë atë në këshilltarin e tij / saj udhëzimit.

o Ten list jest bardzo ważny. Jeśli potrzebujesz tłumaczenie tego listu zaznacz pole wyboru języka i podpisz poniżej. Pozwól dziecku przynieść do jego / jej szkoły.

o Это письмо имеет большое значение. Если вам нужен перевод этого письма проверьте язык окна и подписать ниже. Пусть ваш ребенок привезти его к его / ее руководством советника.

X \_\_\_\_\_

For some documents of high importance the translation services are obtained by contacting the DOE Translation and Interpretation (T&I) Unit or searching for previously translated critical documents on the DOE website.

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.

Telephone calls to the home and Face to Face school meetings are provided in the parents preferred language by the following school staff members: Spanish - Ms. Hayes, Ms. Bruno, Ms. Biscuiti, Ms. Contreras, Ms. Diaz, Ms. Vega / Polish - Ms. Orzyłowska, Ms. Herman / Russian - Ms. Orzyłowska / French - Ms. Ventura ,  
Call-in information system is provided in English and Spanish.  
PTC - Spanish and Arabic interpreters are obtained by contacting the DOE Translation and Interpretation (T&I) Unit,  
Three way calling is obtained by contacting the DOE Translation and Interpretation (T&I) Unit,  
The Parent Orientation Video is used during the initial parent orientation in less ten days of the new students' registration:  
(orientation video for parents and families of English Language Learners available in 13 languages)

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>.

IS 51 fulfills Section VII of Chancellor's Regulations A-663.

During the registration and selection process the parents of ELL's are provided with interpretation during the initial interview with ESL certified teachers Ms. Orzyłowska or Ms. Lo Monaco. Mentioned in section A school staff speaks Spanish - Ms. Hayes, Ms. Bruno, Ms. Contreras, Ms. Diaz, Ms. Vega / Polish - Ms. Orzyłowska, Ms. Herman / Russian - Ms. Orzyłowska, French / Ms. Ventura). These teachers are available to the interview site upon request.

Posters for parents are located near Mrs. Wojcik's office (Parent Coordinator) in a variety of languages. These posters are there to help parents and students get involved in the school community. They also provide extra supports and activities for everyone at our school.

Our ESL teachers also use the Department of Education website which provides parent information in a variety of translated surveys, informational documents, and notifications to parents of ELLs during the identification and placement process. This section provides these

documents as well as other resources for school staff and parents of ELLs.

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(upon registration, administered to parents of children who have a home language other than English):

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(provides parents with the option of choosing the most appropriate program model for their child):

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Parent Notifications:

(informing parents of the status of their child's ELL program eligibility)

Entitlement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Continued Entitlement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Non Entitlement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

Placement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

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Title III Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

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All documents of high importance like: standards and performance; conduct and discipline; safety and health; placement in any special education, English Language Learner or non-standard academic program; and transfers and discharges have a translation cover letter.

Translation Cover Letter Content:

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o Esta carta es de gran importancia. Si usted necesita la traducción de esta carta, por favor marque la casilla de la lengua y firmar a continuación. Deje que su hijo se traen a su her / consejero.

o / تعریفیہ ایلو اڈضارہ ط فلك وقد اڈناہ وال توقیع لہ لغة المریدع فی علامة ضمع ف ضلك من الر سالة هذه ترجمة الی ب حاجة ك نت اذا .عالية أه یة ذات الر سالة هذه .لہا مر شد

o 这封信是非常重要的。如果您需要翻译这封信，请检查语言框，并在下面签名。让您的孩子把它带到他/她的辅导老师。

o

o ہم .د س دخطوں یم لی ذ اور س ی ک ر کی چ ک و ب لک س ک از ب ان یمہر ب ان ب راہ ت و ہے، ضرورت ی ک ت رجمہ ک ا خط اس ک و آپ اگ ر .ہے حامل ک ا ت ی اہم ا دہ ی ز خط ہ ی .ی ہ لانے ر یمش یر ب نمائ اس / ک ا اس ک و ب چے ک سے آپ

S

o Kjo letër është e një rëndësie të lartë. Nëse keni nevojë për përkthimin e kësaj letre ju lutem shikoni kutinë e gjuhës dhe shenjë më poshtë. Lëreni fëmijën tuaj të sjellë atë në këshilltarin e tij / saj udhëzimit.

o Ten list jest bardzo ważny. Jeśli potrzebujesz tłumaczenie tego listu zaznacz pole wyboru języka i podpisz poniżej. Pozwól dziecku przynieść do jego / jej szkoły..

o Это письмо имеет большое значение. Если вам нужно перевод этого письма проверьте язык окна и подписать ниже. Пусть ваш ребенок привезти его к его / ее руководством советника.

X\_\_\_\_\_

For some documents of high importance the translation services are obtained by contacting the DOE Translation and Interpretation (T&I) Unit or searching for previously translated critical documents on the DOE website

All parents of Hispanic ELLs requested Spanish language as their oral and written language preferences,

All parents of Arabic, Polish, Urdu ELLs requested English language as their oral and written language preferences,

Number of LEP parents in our school : 61

All parents of IS 51 must fill in Blue Emergency Cards which contain information about parents' preferred language of communication ( both written and oral).Accommodations are me to the best of our ability.

A separate survey which contained information about parents' preferred language of communication ( both written and oral) was sent home in September 2013.The survey was returned to the teachers. The majority preferred language was English.

The majority of languages represented in our school community are Spanish, Arabic, Urdu, Polish, and Chinese.

Current language resources available to our school (Spanish - Ms. Hayes, Ms. Bruno, Ms. Contreras, Ms. Diaz, Ms. Vega / Polish - Ms.

Orzylowska, Ms. Herman / Russian - Ms. Orzylowska, / French - Ms. Ventura)