

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M051

School Name:

P.S. 051 ELIAS HOWE

Principal:

NANCY SING BOCK

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 51M- The Elias Howe School School Number (DBN): 02051M
Grades Served: Pre-K to 5
School Address: 525 West 44th Street New York, NY 10036
Phone Number: 212-315-7160 Fax: 212-315-7165
School Contact Person: Dana Goldberg Email Address: dgoldberg@schools.nyc.gov
Principal: Nancy Sing-Bock
UFT Chapter Leader: Shani Perez
Parents' Association President: Shelby McKay and Martine Gren
SLT Chairperson: Dana Goldberg
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Fernando Pons-Ortega
Student Representative(s): _____

District Information

District: 2 Superintendent: Bonnie LaBoy
Superintendent's Office Address: 333 7th Avenue
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 917-435-5585 Fax: 212-356-7514

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nancy Sing-Bock	*Principal or Designee	
Shani Perez	*UFT Chapter Leader or Designee	
Shelby McKay & Martine Gren	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dana Goldberg	Member/Teacher/Chairperson	
Allison Levine	Member/Teacher	
Deanna Lindner	Member/Teacher	
Chrissy Collins	Member/Parent	
Sharon Levy	Member/Parent	
Carol Ogle	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Katherine Johnson	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 51, the Elias Howe School located in the heart of Hell's Kitchen on 44th Street and 10th Ave in Manhattan is a zoned community school of 375 students that services a diverse student body from over 35 countries. We provide a rigorous instructional program differentiating instruction to meet the needs of all our students that includes 11% English Language Learners and 14 % Special Education Students. The school population is comprised of 12% Black, 47% Hispanic, 18% White, and 20% Asian students.

Our school offers a comprehensive arts program through our art and music teachers, as well as many arts partnerships and additional social studies, science, and character education partnerships to provide a holistic and enriching education for all the students at P.S. 51. We also have a full time school based health clinic affiliated with Bellevue/NYU.

Our school's mission reflects our purpose and deep commitment to creating meaningful, integrated learning experiences for the diverse population of students at P.S. 51.

"As a family of learners, P.S. 51 strives to create a supportive learning environment that encourages academic and emotional success, developing the whole child through integrating a rigorous academic curriculum, the arts, and surrounding diverse community."

Our curriculum focuses on children working and collaborating together in engaging learning that includes inquiry, projects, science experiments, trips and a wide range of experiences. Our curriculum of interdisciplinary studies accommodates the wide range of students academically by modifying and differentiating instruction so that all children can achieve their highest potential. We are proud of the enrichment activities we provide for students in the arts, clubs, and extra-curricular activities that include trips related to social studies, science and inquiry studies.

Our school focuses on and celebrates our cultural diversity through academics and the arts. The arts play an integral part in building social and emotional skills. The visual arts program builds skills such as problem solving, critical thinking, imagination, observational skills, confidence through self-expression, and so much more. Our music program combines elements to create our unique child-centered curriculum that builds on the content knowledge, appreciation and performance skills through the years. Students at P.S. 51 can participate in the chorus, Orff, recorder ensembles, guitar, ukulele, cello, and fashion club during or after the school day.

Teachers, staff, SLT, and our parent coordinator provide monthly workshops on curriculum, and social emotional topics during parental engagement, and Family Fridays. We also have family events that include movie night, sports, talent show, arts benefit and pot luck dinners throughout the course of the school year. The Bellevue/NYU school based clinic conducts monthly parent workshops on health.

We have a comprehensive social emotional program. The school has monthly character values where teachers and staff read books on the value of the month and conduct activities in the classrooms to foster discussion about the value targeted for the month. We also have a peer mediation program where 4th and 5th graders apply and are selected to be peer mediators for the students during the recess of students in Grades K-2. Peer mediators receive training and are supervised by the school psychologist, supervising school aide, social worker and SAPIS worker. In addition, our students in grades 3-5 participate in numerous community service programs. These programs include: organizing a food drive for the St. Clement's Food Pantry, purchasing an acre of rain forest in Central America, and maintaining sustainability practices in our school building: monitoring electricity use, recycling, and reducing food waste in the cafeteria.

This past school year, for our CEP goals, we focused on collaborative teacher teams working on our citywide instructional goal of extending student to student discussion in math. In prior years, we had worked on developing academic language, and extending student to student discussion in reading to support our English Language Learners and Special Education students. Even though we have 11% English Language Learners, we have many students who were former ELLs. We also focused on strengthening family-community ties in the past school year by increasing parental engagement in workshops, activities and events. Our third goal was to have students in grades K-2 move up two levels in reading on the Fountas and Pinnell assessment that is conducted four times a year. We have made significant progress in these three goals.

For 2015-16 our key areas of focus are: to further develop parental engagement, plan and implement professional learning communities, develop student self-assessment in writing, improving attendance and lateness, and expanding vertical planning across the grades to scaffold instruction to create a more coherent curriculum across the school.

02M051 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	350	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		65.7%	% Attendance Rate	93.3%
% Free Lunch		53.3%	% Reduced Lunch	3.0%
% Limited English Proficient		12.2%	% Students with Disabilities	30.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		2.0%	% Black or African American	13.2%
% Hispanic or Latino		49.7%	% Asian or Native Hawaiian/Pacific Islander	19.4%
% White		14.5%	% Multi-Racial	1.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		12.18	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	6.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)	5.18
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		30.3%	Mathematics Performance at levels 3 & 4	36.8%
Science Performance at levels 3 & 4 (4th Grade)		91.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs assessment aligned with the Framework for Great Schools by focusing on the element of Rigorous Instruction. We analyzed many quantitative data sources and data trends and summarized the most significant student performance trends based upon our New York City Quality Review Feedback.

- Data Source- NYC Quality Review
- Findings: For Quality Indicator 2.2, our school received a rating of Proficient. The Quality Review Report indicated that “While practice in assessment and grading is quite consistent throughout the school, the principal and her instructional team have identified student work analysis and student self and peer assessment, particularly in writing and math, as areas that merit further exploration to ensure they are developing optimal independence in learners.”

Based on a review of the most current qualitative and quantitative data, and input from all members of the SLT team, we have identified the need for students to reflect on their writing to set targeted learning goals.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Based on the 2014-2015 Quality Review Feedback, students in grades 2-5 will use the Writing Pathways Self-Assessments Checklist to evaluate their pre-unit assessment writing and set individualized goals for improvement in order to monitor and make progress in at least 3 out of 8 areas (ex: elaboration, structure, development) on teacher created Common Core Standards based rubrics by the conclusion of each writing unit.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • School leaders will ensure that sufficient planning time is provided to implement the necessary modifications to the curriculum, and the PLC facilitators will participate in the planning sessions to ensure alignment. 	Grades 2-5 teachers and PLC facilitators	September 2015-June 2016	School Leaders
<ul style="list-style-type: none"> • Our ESL teacher who pushes into grades 2-5 classrooms will participate in a Professional Learning Community that is scheduled to meet on Mondays, every two weeks throughout the school year. The study group will help create self-assessment tools to foster students' ability to create goals and strategies to meet them. 	Grades 2-5 teachers, PLC facilitators, and ESL teacher	September 2015-June 2016	School Leaders
<ul style="list-style-type: none"> • Our SETSS teacher as well as our special education teachers in grades 2-5 classrooms will participate in a Professional Learning Community that is scheduled to meet on Mondays, every two weeks throughout the school year. The study group will help create self-assessment tools to foster students' ability to create appropriate goals and strategies to meet them. 	Grades 2-5 teachers, PLC facilitators, and SETSS teacher	September 2015-June 2016	School Leaders
<ul style="list-style-type: none"> • Our parent coordinator and classroom teachers will hold a series of parent workshops designed to increase parent's capacity to assist their children at home in writing. These workshops will be repeated during the school day and evenings to accommodate parents' busy schedules. Translation and interpretation will be used to improve communication between our schools and families 	Parent Coordinator, teachers, and parents	September 2015-June 2016	Parent Coordinator and School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Per session hours from planning, curriculum development and data analysis

- Per diem days to hire substitutes who will cover classes so that classroom teachers can collaborate and participate in inter-visitations in model classrooms
- Materials for parent workshops

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, the PLC’s will have collaboratively developed at least 2 self-assessment tools to foster students’ ability to create appropriate goals and strategies to meet them.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs assessment aligned with the Framework for Great Schools by focusing on the element of Supportive Environment. We analyzed many quantitative data sources and data trends and summarized the most significant student performance trends based upon our New York City Quality Review Feedback.

- Data Source- Student Attendance Records, Parent Records at Attendance Meetings
- Findings: 106 students were identified as chronically absent students this year, indicating the need for attendance outreach efforts early in the next school year. Only 36 parents out of the 106 chronically absent students attended a widely advertised parent attendance summit in February 2015.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase of 5 percentage points in the cumulative attendance records of each student who was identified as chronic absentee, including lateness, in June 2015, as measured by the ATS Report of Cumulative Absence (RCUA).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • As outlined in our Consolidated School & Youth Development Plan, our Attendance Committee will make the attendance improvement of chronically absent students a high priority in 2015-2016. Part of the outreach will be the education of parents regarding the importance of good attendance and coming to school on time. 	<p>Chronically absent students and their parents</p>	<p>August 2015- June 2016</p>	<p>Attendance Committee</p>
<ul style="list-style-type: none"> • The attendance improvement effort will begin with outreach to the parents of this year’s chronically absent students the week before school starts. The parents will be informed again about their child’s attendance record from the previous year and information about the effect of poor attendance on children’s future success will be shared 	<p>Parents/families of chronically absent students</p>	<p>August- September 2015</p>	<p>Attendance Coordinator, Parent Coordinator</p>
<ul style="list-style-type: none"> • During the first week of school, all students and their parents are traditionally asked to sign a good attendance contract. We are adding the element of meeting with the parents of chronically absent students to have them sign the contract in person, along with their child. 	<p>Chronically absent students and their parents</p>	<p>September 2015</p>	<p>Attendance Coordinator, Parent Coordinator, Classroom Teachers</p>
<ul style="list-style-type: none"> • Throughout the year, the Attendance Committee monitors the attendance of the identified students and keeps their parents informed by letters and phone calls about their current attendance and lateness percentage as soon as it falls below 90%. If attendance does not improve after the Fall semester, a meeting with the Principal or Assistant Principal will be required. Good and improved attendance/lateness will be celebrated. 	<p>Chronically absent students and their parents</p>	<p>October 2015 – June 2016</p>	<p>Attendance Committee members, Principal, A.P.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Monthly Attendance Committee meetings will be scheduled the week before school starts. Members of the Attendance Committee will be given assigned activities as their role in the parent outreach effort.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>In February 2016 the Attendance Committee will review the cumulative attendance records of the chronically absent students to determine any positive effect that the outreach efforts have had on their attendance. By February 2016 the RISA (Report of Individual Student Attendance) should show an improvement of at least 2.5% from the same time during the previous year.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

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

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs assessment aligned with the Framework for Great Schools by focusing on the element of Collaboration Teachers. We analyzed many quantitative data sources and data trends and summarized the most significant student performance trends based upon our school created teacher survey.

- Data Source- Teacher Survey
- Findings: Our teachers completed a school survey to gather feedback on teachers’ areas of strength as well as areas in which they wanted additional support to grow and improve. A majority of teachers indicated the need for additional support in implementing the instructional shifts reflected in the New York State K-12 Social Studies Framework.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

The grades 3-5 social studies PLC will collaboratively develop rigorous CCLS aligned units of study and performance tasks to improve rigorous instruction as measured by the development of 3 units of study.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • The Principal and Assistant Principal will monitor the progress of the social studies unit development by participating in at least one meeting each month, in order to ensure that the team meets its benchmark of developing one full unit every three months. 	School Leaders	September 2015- November 2016	School Leaders
<ul style="list-style-type: none"> • School Leaders will ensure that sufficient planning time is provided to implement the necessary modifications to the curriculum, and the PLC facilitators will participate in the planning sessions to ensure alignment. 	School Leaders, classroom Grades 3-5	September 2015- November 2016	School Leaders
<ul style="list-style-type: none"> • The social studies PLC will provide professional development session for all teachers. The overarching goal of the PD series is to increase teachers' pedagogical knowledge around the instructional shifts reflective of the Common Core Learning Standards (CCLS) and the New York State K-12 Social Studies Framework and their implications for instruction of our students. The team will also work together to create a school wide rubric for evaluating the CCLS alignment of the newly created units and performance tasks. 	Grades 3-5 teachers, social studies PLC	September 2015- November 2016	School Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per session hours from planning, curriculum development and data analysis • Per diem days to hire substitutes who will cover classes so that classroom teachers can collaborate and participate in inter-visitations in model classrooms • Materials for social studies planning 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By March 2016, the social studies PLC will have created two common core aligned social studies units using the New York State K-12 Social Studies Framework.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our school conducted a comprehensive needs assessment aligned with the Framework for Great Schools by focusing on the element of Effective School Leadership. We analyzed many quantitative data sources and data trends and summarized the most significant student performance trends based upon our school created teacher survey.

- Data Source- Teacher Survey
- Findings: Our teachers completed a school survey to gather feedback on teachers’ areas of strength as well as areas in which they wanted additional support to grow and improve. Almost half of teachers indicated the need for additional support in collaboratively differentiating and modifying instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Based on the MTOP: Measures of Teachers Observation Practice feedback, and June 2015 Teacher Reflections/Surveys school leaders will create and implement Professional Learning Communities that will collaboratively plan for differentiation and modifications of instruction in order to improve teacher practice as measured by participant reflections and portfolios at the end of each cycle.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • School Leaders will ensure that sufficient planning time is provided to implement the necessary modifications to the curriculum, and the PLC facilitators will participate in the planning sessions to ensure alignment. 	<p>School Leaders, teachers and service providers</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>
<p>Professional Learning Communities will provide professional development session for all teachers. The overarching goal of the PD series is to increase teachers' pedagogical knowledge around the instructional shifts reflective of the Common Core Learning Standards (CCLS) and their implications for instruction of our students. The team will also work together to create a school wide rubric for evaluating the CCLS alignment of the newly created units and performance tasks.</p>	<p>School Leaders, teachers and service providers</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>
<ul style="list-style-type: none"> • The Principal and Assistant Principal will monitor the progress of the Professional Learning Communities development by participating in two meetings each month, in order to ensure that the team meets its goals. 	<p>School Leaders</p>	<p>September 2015-June 2016</p>	<p>School Leaders</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Curricular materials (student text and documents) to supplement our curriculum • Professional texts for PLCS 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By March 2016, the PLCs will have collaboratively developed at least 3 modifications or tools to meet the diverse needs of our students.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will strengthen the parent/school partnership by 10% as measured by an increase in attendance and involvement in school wide curriculum and activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Communicate various activities to encourage parental involvement: 	Parent Coordinator, School Leaders, Classroom Teachers, and	September 2015-June 2016	School Leaders

<p>1. Title 1 parent workshops based on interest expressed by parents, strengthening home/school connection.</p> <p>2. School Based Health Clinic will provide monthly workshops for parents focusing on a variety of health topics.</p> <p>3. Host Family Fridays in each content area. Parents are invited into classrooms one Friday each month to observe lessons and strategies being taught in the classroom.</p> <p>4. There will be class parent meetings where class parents meet to talk about how to mobilize parental involvement in the classroom.</p> <p>5. PTA/SLT</p> <p>6. Library Training- parents volunteers are trained on how to support students in the library</p> <p>7. Committees- Library, Gardening, and Website. Parents are encouraged to participate in committees based on personal interests and expertise</p> <p>8. Pre-K, K welcome breakfast- provides an opportunity for new families to familiarize themselves with school and other parents</p> <p>9. School Website- provides an up to date communication system for parents to access school wide information</p> <p>10. Parental Involvement on Tuesdays- teachers will hold workshops and meet with individual parents to discuss strategies that can be used at home</p> <p>11. Publishing Parties as well as Interdisciplinary Learning Fairs- parents are invited to come in to share and celebrate student work</p>	<p>School-Based Health Clinic</p>		

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Materials for parental workshops

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, school leaders will check sign in sheets and feedback forms to provide data on attendance and workshop effectiveness in order to meet our mid-year goal of increasing attendance by 5%.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Grades on class assessments and state tests, student work products and projects	Reading Recovery, Foundations, Just Words, Great Leaps, Guided Reading, Fountas and Pinnell Leveled Literacy Intervention System and Wilson	Small group, one-to-one	During the school day
Mathematics	Grades on class assessments and state tests, student work products and projects	Guided practice, increased conferencing, extended time , graphic organizers, ECAM based math centers	Small group, one-to-one	During the school day
Science	Grades on class assessments and state test, student work products and projects	Guided practice, increased conferencing, extended time, graphic organizers	Small group, one-to-one	During the school day
Social Studies	Grades on class assessments, student work products and projects	Guided practice, increased conferencing, extended time, graphic organizers	Small group, one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Emotional or social needs as identified by teacher or other school personnel, service determined by Pupil Personnel Team	At-risk counseling, social groups	Small group, one-to-one counseling	During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ol style="list-style-type: none"> 1. Interviews are conducted and teacher candidates implement demonstration lessons. 2. Many teacher candidates have done their student teaching fieldwork in our school or have been referred or recommended by current or former teachers and staff in the school. 3. A thorough review of credentials is done prior to hiring.

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

1. Outreach is done to community preschools.
2. Monthly tours and open houses provide families an opportunity to tour the school and hear about the programs and curriculum.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	152,193.00	X	11-20

Title II, Part A	Federal	31,403.00	X	11-20
Title III, Part A	Federal	11,200.00	X	11-20
Title III, Immigrant	Federal	0		11-20
Tax Levy (FSF)	Local	2,186,913.00	X	11-20

¹Explanation/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.

²The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 51- The Elias Howe 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 51- The Elias Howe 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 the school community;

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

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

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

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S. 51- The Elias Howe 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 1st 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 with 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 to 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.

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Begin description here: The ESL teacher will hold monthly workshops for parents of ELLs. The objective of these monthly meetings is to support parents of ELLs and educate them on strategies they can use with their children. These workshops will take place the first Tuesday of every month from 2:45 to 3:45. The topics to be covered are supporting your child in reading, understanding reading behaviors

Part D: Parental Engagement Activities

of the F&P levels, how to support writing for ELLs, questioning and discussion for ELLs, and how to help ELLs analyze math words problems. Jenny Chapman, the ESL teacher will be leading these workshops. Parents will be notified by invitation to be sent home with their children one week prior to the workshop.

Part E: Budget

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

Allocation Amount: \$_____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 51
School Name The Elias Howe School		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Nancy Sing-Bock	Assistant Principal Cathy Meyers-Jusko
Coach Dana Goldberg	Coach Angela Beckham
ENL (English as a New Language)/Bilingual Teacher Jenny Hoey	School Counselor Denise Capasso
Teacher/Subject Area Patricia Quaranta	Parent Cynthia Alvarado
Teacher/Subject Area Deanna Kartez	Parent Coordinator Giselle Leon
Related-Service Provider Dana Goldberg	Borough Field Support Center Staff Member
Superintendent Bonnie Laboy	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	328	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	7
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	28		1	6		6				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	3	0	2	0	4	2								0
Chinese	3	2	1	1	2	0								0
Russian														0
Bengali	2	0	0	0	0	0								0
Urdu														0
Arabic		1	2		3	0								0
Haitian														0
French		1	1											0
Korean														0
Punjabi														0
Polish			1											0
Albanian														0
Other	2		1											0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	4	2	4	1	5									0
Emerging (Low Intermediate)	1													0
Transitioning (High Intermediate)	3		1		1									0
Expanding (Advanced)	2	2	2		3	2								0
Commanding (Proficient)			5	6	1	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	5	6	1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	2	0	0	0
4	3	1	0	0	0
5	3	2	0	0	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	3		4						0
4	2		2		0				0
5			2		2				0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool our school uses to assess the early literacy skills of the ELLs are Fountas and Pinnell levels and Expeditionary Learning assessments. We also use running records to examine previous history and make comparisons of how much progress has been made over any given period of time. This provides us information about students' phonemic awareness, lexical ability, reading comprehension, and fluency. This information helps inform our school's instructional plan by providing the reading levels of ELLs, from which we are able to form appropriate guided reading groups. Additionally, the benchmarks these assessments provide for student vocabulary and spelling development, can be used as a guide for the differentiation of students' learning activities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns across proficiency levels (on the NYSITELL and NYSESLAT) and grades indicate that students have the greatest difficulty making the transition from the advanced level to the proficient level on the reading/writing section of exams. Students seem to be mastering listening/speaking skills at a rapid pace and tend to plateau in reading/writing upon reaching the upper grades. The common trend across all grades is difficulty in developing academic language and literacy skills. Over twenty percent of our students scored proficient in listening and speaking; however, only a small number have scored proficiency in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 There is no AMAO data offered at this time. Patterns across NYSESLAT modalities will affect instructional decisions by shifting the focus of our ENL program to reading and writing with a strong emphasis on building academic language. Our third grade program is primarily push-in. This allows these students, who are at the advanced level, to remain in their classrooms during writing/literacy instruction so they may complete their work with the support of an ESL instructor.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - 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 home language used?

4.a. Most students are scoring between beginner and intermediate on the reading/writing section of the NYSESLAT among the lower grades and tend to make the transition to intermediate and advanced by about third grade. Although some of the students may achieve a proficient score on the reading/writing section of the NYSESLAT, they are not scoring above grade level on the ELA (3's or 4's). However, the trend among ELLs who have received proficiency scores on the reading/writing section of the NYSESLAT, have fared very well on the assessments that are less language based, such as math and science, where many of the ELLs score 3's and 4's. Although native language translations are provided for all state exams, we see that the student's native language development has a great impact on how successful they are on the exam. The less developed their skills are, the less helpful a translated exam is.

4.b. Our school does not use the ELL Periodic Assessments; however, we do use other assessment measures. These periodic assessments are for ELA and math exams, they are administered three times a year to all students in grades 3-5. The assessments can also be administered in Spanish. These assessments are used by the school leadership team and teachers to pinpoint specific skills ELLs need additional support in developing.

4.c. We are learning that ELLs tend to have common trends in how quickly their literacy skills progress. We have learned that ELLs first master BICS in speaking or listening skills and develop their writing/reading skills at a slower pace. We have also determined that ELLs need to receive explicit instruction (vs. simply eliciting) academic language in order to advance their language skills.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Our school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5) by analyzing the results from Fountas and Pinnell assessments and scores as well as end of unit and baseline assessments in ELA and math. This information is shared between teacher teams, at grade meetings, and Academic Intervention Team meetings to determine the appropriate instructional modifications for ELLs. We also use data from the ELA and Math state exams to group students according to their level for small group instruction in both the standalone ENL and classroom setting. Content area teacher recommendation is a source of data used to guide instruction within RtI by placing students in programs such as Math RtI groups, Guided Reading groups by our literacy coach and Wilson Just Words.

6. How do you make sure that a student's new language development is considered in instructional decisions?

We make sure that a child's second language development is considered in instructional decisions by assessing the child in their first language in both math and literacy upon intake. The ENL teacher and classroom teacher discuss the previous education of the child and cultural background to better inform instruction.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

We do not have a dual language program at PS 51.

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

We use the NYSESLAT, ELA, Fountas and Pinnell reading levels and ELL assessments, and parent involvement to determine the success of our programs for ELLs. We examine data and personal records kept by both the ESL teacher and classroom teachers. We also use the increase in students' reading levels throughout the year and in class assessments to determine students' success rates and the efficiency of our programs. An additional tool we use to determine success rate of our ELLs is AMAO. P.S. 51 is monitoring the progress of discussions and questioning of ELLs by using teacher made rubrics according the common core and Danielson Framework.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The identification process of ELLs at P.S. 51 begins with a screening of students at the time of enrollment when parents complete the HLIS (Home Language Identification Survey) with a trained pedagogue. Dana Goldberg, Patricia Quaranta and Jenny Hoey are all trained in interviewing parents and administering the HLIS. Parents of incoming students upon registration are given the HLIS survey to complete which is completed with the trained and licensed pedagogue, an informal oral interview is conducted in English, as well as their native language, by a certified pedagogue. The HLIS is always provided to the parent in their native language, as provided by the Department of Education, if that language is available. When that language is not available, we use the translation unit or a

staff member, who speaks that language. The certified ENL teacher speaks English and Spanish. The HLIS survey is reviewed by the ENL coordinator who determines if the student is eligible to receive the NYSITELL. The NYSITELL is then administered to students who are eligible by the ENL coordinator. The Spanish LAB-R is administered to students entitled for services based on NYSITELL. Jenny Hoey, the ENL teacher administers the NYSITELL and Spanish LAB-R. Completion of NYSITELL is always done within the first 10 days enrollment. Entitlement letters are sent home to parents to advise them of their child's performance on the NYSITELL; this letter informs them of a parent orientation. Parents are invited to attend the parent orientation where they are informed of the program choices available within the DOE. Students who are tested and are not entitled to ENL services will receive the non-entitlement letter in their native language as provided by the DOE. Students who continue in the program using the NYSESLAT scores, will receive the continuation letter in their native language indicating their proficiency level. Students who score proficient on the NYSESLAT, receive a discontinuation letter and remain in the general education program but continue to receive testing modifications for the following two years and continue to be monitored for progress (transitional services). Please note all students also receive the English translations of letters along with the native language translations for parents records.

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

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If during intake it is suspected that a student has a gap in education, the school administers the LENS for students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish. For all other languages, the SIFE Oral Interview Questionnaire is used to determine SIFE status. The SIFE contains personal and language information questions, family background questions, educational questions as well as questions about their language and literacy practices. Upon intake, students are assessed by both the classroom teacher and ENL teacher to determine the student's literacy abilities and math levels. It is at this time the teachers will recommend the SIFE Questionnaire.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team is comprised of the Special Education Kindergarten teacher, Speech and Language Providers, the Principal, the student's parent or guardian and the ENL teacher. To determine if a newly enrolled student with an IEP is eligible for the NYSITELL, the LPT will review the student's IEP and Speech and Language Evaluation. The team will then interview the parent with a Parent Questionnaire, created by the LPT team. If necessary, the team will interview and observe the student. The team will use the Appendix of EPRG for SIFE identification. Interpretation for the parent will be provided by the school as needed. The timeline to accept or reject LPT recommendation is twenty days. ELL service placement is Once those steps are completed, the team will meet to make a decision. If the principal's decision is not to administer the NYSITELL, it will be sent to the superintendent or superintendent's designee. Parents will be notified within three days of the decision in their preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Entitlement and non-entitlement parent notification letters are sent home by the ESL teacher within five school days after the NYSITELL is scanned and score is determined. The ENL teacher sends home a parent signature sheet to be signed and returned. All correspondence will be in the parents' preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The ENL teacher will hold a parent orientation within 10 days of students being identified as ELLs. The ENL teacher will inform the parents of their right to appeal ELL status at that time. Jenny Hoey, the ENL teacher is responsible for notifying parents and explaining the process at the parent orientation. All correspondence will be in the parents' preferred language. Copies of letters are filed in students' cumulative records and the ENL retains a copy in a locked filing cabinet in the ENL classroom.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

For all students who are entitled to ENL services, parents receive an Entitlement letter in their native language regarding a parent orientation meeting that is held within 10 days of enrollment at the school. Two meetings are held, one in the morning and another in the evening. For parents who cannot attend the scheduled meeting, one-on-one meetings are provided on a different date. Jenny Hoey, the ENL teacher will explain the three programs provided by the DOE, transitional bilingual education, dual language, and

freestanding ENL. Jenny Hoey is a licensed ENL teacher and hosts the orientations.

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
As part of our procedure, parents complete the Parent survey and Option form at the orientation meeting with Jenny Hoey, the ENL teacher. Assistance is provided for parents who may need it. As previously stated, if a parent does not return the forms within a week, the ENL coordinator calls home, sends an email if available, and back-packs a letter in an attempt to make an appointment with the parent to complete the forms. If the parent doesn't respond within another week, the parent coordinator will reach out to the parents as well. With this procedure in place, we have 100% success in obtaining the completed parent survey and selection forms. The originals are kept in the student's cumulative folder and copies are kept by the ENL coordinator in a locked cabinet.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
As previously stated, if a parent does not return the forms within a week, the ENL coordinator calls home, sends an email if available, and back-packs a letter in an attempt to make an appointment with the parent to complete the forms. If the parent doesn't respond within another week, the parent coordinator will reach out to the parents as well. With this procedure in place, we have 100% success in obtaining the completed parent survey and selection forms. The originals are kept in the student's cumulative folder and copies are kept by the ENL coordinator. All correspondence is in the parents' preferred language.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ENL teacher, Jenny Hoey, distributes the placement parent notification letter in the student's backpack.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ENL teacher retains all ELL documentation in a locked filing cabinet in the ENL classroom. The original copies of ELL documentation are placed in the student's cumulative folder, copies are kept in the ENL classroom.
11. 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.
The ENL teacher, Jenny Hoey, creates a NYSESLAT testing schedule for each ELL student. Additionally, the ENL teacher generates the RLER, RLAT, and RADP reports to ensure all eligible students are given the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher, Jenny Hoey, places notification in the parents' preferred languages, in the student's backpack in a sealed envelope.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The program model offered at P.S. 51 is freestanding ENL which meets parents requests because all parents have chosen the freestanding ENL model as per their parent choice survey and selection form. If 15 or more same-language parents in one or two contiguous grades request a Transitional Bilingual or Dual Language program, it will be implemented.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

Instruction at P.S. 51 is delivered using both a push-in model and a pull-out model, focusing on guiding reading, guiding writing, vocabulary building activities, and scaffolded approaches to content area subjects. Students are grouped homogeneously and grouped within a two year grade band. Integrated ENL is implemented by the ENL teacher and classroom teachers with TESOL certification. The Freestanding ENL program is content based using the Common Core Standards, NYS Science and Social Studies Scope and Sequence, and classroom curriculums as a roadmap for curriculum design. The integrated model involves strategic planning by the ENL teacher and classroom teachers to ensure the needs of ELLs are met. The ENL teacher plans with the classroom teacher to modify upcoming lessons and parallel teaches, re-teaches the mini-lesson, provides small group support in the classroom and creates supports to supplement the lessons.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL coordinator ensures that all mandated time is being met when schedules are made each semester. The ENL teacher prepares a schedule for the students that they will service. The classroom teacher holding TESOL certification designates the periods of ELL instruction in their classroom. The schedule indicates the periods that students are being serviced in a week that includes 360 minutes of instruction for Entering and Emerging ELLs and 180 minutes for transitioning and expanding students and 90 minutes of instruction for Commanding. One unit of study is 180 minutes. Entering students receive 2 units of study per week, with 180 of those minutes in Stand-Alone ENL and 180 minutes of Integrated ENL/ELA. Emerging ELLs receive 180 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL. Transitioning students receive 180 minutes of Integrated ENL or 90 minutes of both Integrated ENL and Stand-Alone ENL. Expanding students receive 180 minutes of Integrated ENL. Commanding students receive 90 minutes of Integrated ENL.

2.a. The mandated number of units for ENL are covered by the ENL teacher and by a classroom teacher who is dually certified. Advanced ELLs receive 180 minutes of ELA in addition to 180 minutes of ENL as part of the CR Part 154-2. The teachers create a schedule to ensure each student is delivered the required instructional minutes of ENL, ELA, and HLA.

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

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

During the stand alone periods, all ELL students are learning thematically based units in the ENL program. Thematic units are aligned with the NYC scope and sequence and Common Core Learning standards. Content areas are embedded in the thematic units and taught simultaneously through the curriculum. Grade appropriate content is taught using these thematic units. Instruction in the ESL program is taught in English through the use of scaffolding strategies (modeling, bridging, contextualization, schema building, and text re-presentation). In addition to these strategies, collaborative learning activities are used, hands-on activities are planned, technology is infused into the curriculum and various materials are utilized, such as authentic texts, books on tape (The New Heights Program published by Pacific Learning), books in the students native language, and the internet for support. The ENL classroom has a Smartboard and ELMO, which is used to deliver instruction in different modalities by using videos, visuals, audio, and interactive writing.

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

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

6.c. Developing ELLs will develop language through the content areas, which will be modified so that the information is accessible to the student. In addition to some of the supports the Newcomers are provided, Developing ELLs will receive scaffolded materials which include but are not limited to graphic organizers, sentence starters, prompts, visuals and texts revised to their reading levels.

6.d. We have found that Long Term ELLs are usually the students who stall in the same proficiency level for two years or more. These students are being closely monitored and will be the focus of an ELL study group. The ESL teachers will participate in a study group focusing on developing academic language in writing. This will be an eight week long cycle which may be continued if found helpful. Teachers will research and learn about the development of academic language. The work will

center around this population of ELLs and the goal will be to develop their academic language through exposure to various genres in reading and writing, multiple opportunities to practice and assess student progress throughout the year.

6.e As per the CR Part 154-2, students who are Former ELLs up to two years after exiting ELL status receive 90 minutes of integrated instruction with either a certified ESOL teacher and a K-6 certified elementary school teacher or a dually certified teacher in ESOL and Common Branch. ELLs and Former ELLs who have exited ELL status within two years, receive time and a half for the ELA, Math and Science state exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The protocol for the appeal process is the school receives a written request to initiate the re-identification process, the school will review all documents related, review student work in English and in the home language and may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSTITELL. The school will consult with the parent or guardian and conduct a school-based assessment, administered by Jenny Hoey, the ENL teacher. The assessment will measure the student's abilities in listening, speaking, reading and writing in English. If the student has a disability or is suspected of having a disability, the staff will consult the CSE. The school principal will determine whether to change ELL status or not. The parent will be notified in their preferred language. If recommendation is to change ELL status the decision will be sent to the superintendent and the student's program will be modified accordingly depending on decision. All notifications and relevant documents will be kept in the student's cumulative folder. After 6-12 months from the superintendent's notification to the principal and parent, the principal will review the re-identification process decision to ensure the student's academic progress has not been adversely affected by the determination. PS 51 has not had a re-identification of an ELL or non-ELL at this time. In the event we do, the school will ensure academic progress for re-identified ELLs and non-ELLs by placing them in the appropriate classroom setting as determined by the principal, ENL teacher, parent and classroom teacher. An interpreter will be provided for the parent as well as all correspondence in the parents' preferred language.

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

The instructional strategies teachers use to provide access to content areas for ELL-SWD include pairing students for reading support, templates/prompts for writing activities, visuals, bilingual glossaries in content areas subjects, and the opportunity to use math and science texts in some native languages. The ENL teacher, reading specialists, SETSS teacher, and classroom teachers collaborate to create goals for students based on their IEPs. The Academic Intervention Team tracks students and their progress based on running records, progress reports, and reading levels. The ENL teacher pushing-in provides additional support during content area instruction in the classroom. The strategies teachers use to address the needs of these students include balanced literacy, small group instruction, guided reading, and content area based resources that are reading level appropriate for the students. Some of the materials used for subgroups are Wilson Just Words, Foundations, Handwriting Without Tears, in addition to multisensory approaches, small group instruction, and Reading Recovery. We use laptops, Imagine Learning, SmartBoard activities and tablets to include technology in our instruction. The native language material used is bilingual texts, bilingual glossaries, bilingual dictionaries, and Imagine Learning which provides supports in native languages initially.

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

Our school uses extended time to address some of the needs of ELLs in a small group setting. Teachers communicate with the ENL teachers and grade partners to ensure students are not missing materials covered while they may be pulled out for ENL instruction. Students are provided content area texts at their level, scaffolds, supports, prompts, templates and other forms of differentiation. Flexible programming is used to maximize time spent with non-disabled peers in ICT classrooms, extra-curricular programs and specials.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

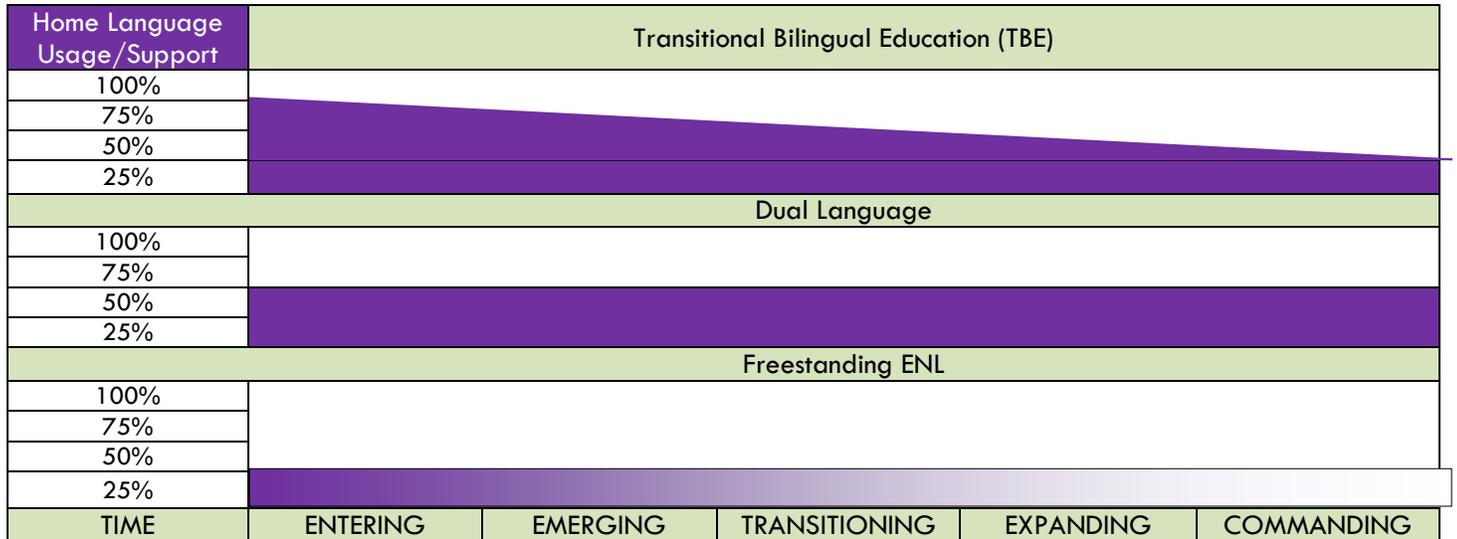


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

Our school offers various intervention programs for ELLs:

Intervention for ELLs in ELA - Our school offers a tier II intervention program to ELLs in the upper grades during extended time. The ENL teacher works with a small group of students to provide targeted intervention in literacy. Student work is periodically assessed and used to plan future instruction. The focus for this year has been to write argumentative and opinion pieces. Instruction focuses on academic language that can be used to express one's opinion in an educated manner. There will be an emphasis on the reading of information texts that will include argumentative and/or opinion pieces, which can be used as mentor texts. Teacher-made rubrics are used to assess students' final pieces.

Other interventions: Our school also offers literacy intervention provided by the literacy coach during the school day, if one of our ELL students need further support, they will be invited to participate. Our math coach also provides interventions in small groups during the day. ELLs who need further support in math will participate in this program. All intervention instruction is given in English.

* All 3rd graders receive an additional 20 minutes of targeted instruction in literacy by the ENL teacher. The work targets the students' individual needs. For example, the teacher conducts guided reading groups where students are homogeneously grouped based on their reading levels and skills are taught & practiced so that students can move up in reading levels. Other areas that are targeted in literacy are word study and development of academic language.

* Many of our ELLs also receive one-on-one support with student teachers or America Reads Tutors that are assigned to the classes. * Some of the ELLs also participate in a tutoring program at the school called Power Lunch, where the student is assigned a one-on-one tutor in reading that meets once a week during lunch.

* Students receive targeted intervention for math by being placed in math groups for small group instruction based on their TERC and EngageNY assessments. The Math Coach pulls groups in need based on last year's NYS exam. Social Studies and Science intervention is implemented by the classroom teacher by pulling small groups based on teacher observations and pre/post assessments.

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

Our program has been quite successful based on our NYSESLAT scores and our work supporting ELL reading levels. We have had five ENL students exit the program this year and many students made great improvements in proficiency levels. We are meeting the needs of our ELLs in content development by modifying materials and resources to make them more accessible to ELLs. The ELLs receive content based instruction in small groups by their ENL teacher. This instruction is presented in a variety of methods such as videos, realia, field trips, presentations, and teacher modified texts. The ELLs' language development is supported by the ENL teacher through previewing texts, teaching grammatical structures relevant to content area, and showing how academic language is used through modeling. We use the data from our NYSESLAT, ELA, Math, and AMAO to analyze the effectiveness of our current program.

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

All programs will remain in place due to their success from the following years. Additionally, we are trying to improve our programs by increasing co-teaching during push-in periods.

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

No programs will be discontinued.

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

All ELLs in grades K-5 have equal access to school programs throughout the year. Kindergarten and first grade students have access to Reading Recovery, small group push-in instruction, an America Reads tutor, and Foundations (a word study program). Students in grades 2-5 have access to most of the programs listed above and in addition can receive support through the Title III Saturday program. ELLs have access to our guidance counselor when necessary. They are invited to participate in all afterschool activities, as well as, student council. ELLs are invited to participate in Title III programs through invitations and other extracurricular programs by receiving a flier and information in their native language. ELLs are represented in our programs through their participation.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

We offer bilingual glossaries for content areas, as well as native language rich texts. There is an extensive library of books on tape called The New Heights Program published by Pacific Learning that is used with the ELLs. This program has leveled texts that students read with the audio assistance and then complete activities to further develop vocabulary, practice sequencing, literary responses, and even syntax of sentences and paragraphs. ELLs are also provided with leveled libraries so that students can read appropriate texts for their ability. All classrooms have Smartboards and computers, which are made accessible to the ELLs for further support. Our school also purchased an ENL computer-based program called Imagine Learning for the ELLs. This program is specifically designed to develop literacy skills for ELLs. The program is self navigating and operates on a continuum based on the

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All ELL subgroups are created by grade and level. ENL instruction follows a model based on content area and covers lessons/topics at the pace of their mainstream classrooms covering grade level specific content and on students' reading levels. Teachers modify content area texts for ELLs, provide a variety of resources on a particular subject including videos, pictures and hands-on activities to support learning.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

None.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional development for personnel that work with ELLs at this school include OELL workshops, BETAC workshops, and PDs provided by PS 51 and other organizations advised by the OELL. Professional development is greatly supported and encouraged by administration. Teachers are able to share what they have learned from attending various PD workshops so other teachers may implement some of those strategies into their own lesson planning. The ENL teacher participates in an intervisitation program where best practices are shared between ENL teachers from different schools. Common branch teachers receive ELL PD at PS 51 on Monday afternoons during Professional Learning Communities. Parent coordinators, secretaries and other staff are invited to attend these PDs. The Professional Learning Community PD dates are: 9/28, 10/19, 10/26, 11/09, 11/16, 11/23, 12/14, 12/21, 1/11, 1/25, 2/22, 2/29, 3/14, 3/21, 4/18, 5/9, 5/16, 5/23.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Professional development is offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Standards by encouraging teachers to attend Bank Street workshops, Professional Development meetings through the Office of the ELLs and district ELL meetings, including the ELL Summer Institute. During Professional Learning Communities, teachers of ELLs and the ENL teacher are exploring ways they can support ELLs as they engage in the Common Core Learning Standards. A focus study group will meet in the Spring to investigate how ways to support ELLs as they engage in 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?
3. Support is provided to staff through suggestions/insights from the ESL teachers based on their knowledge of other programs or schools with optimal opportunities for ELLs. Teachers support students by providing middle school guidance, meetings with the parents, and facilitating processes of applying to schools. The school guidance counselor
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
The professional development requirements as per CR Part 154.2 15% and 50% for all ENL teachers, are met by dedicating a Professional Learning Community to study group to topics surrounding ELLs. The first cycle will focus on adapting lessons for integrated ENL push-in models, management of new ELL students and creating/utilizing supports for ELL students. Parts of school professional development days are used as an opportunity for educators and staff to share teaching practices and insights. Records are maintained by having sign-in sheets to all PD's and the ENL teacher collects these to secure in the compliance binder. The ESL department also holds a study group that classroom teachers can participate in, which will focus on the instruction of academic language in the classroom. We will meet once a week, in the Spring semester, for a period, to discuss ways that classroom teachers can explicitly teach academic language in their daily lessons. These activities include analyzing student work, modifying literacy units to accommodate ELLs, and creating student rubrics and checklists. Teachers are also encouraged to attend workshops offered by the OELs.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ENL teacher meets with parents annual at individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas. These meeting take place during the time allotted for Parental Engagement on Tuesday afternoons. Translation and Interpretation needs are met as needed with the help of parents and staff who speak the native language of the ELL parent.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are very active at PS 51. ELL Parents attend PTA meetings, Family Fun Night, and attend many celebrations and publishing parties. ELL Parents attend the ENL Saturday Program. This program meets five Saturdays throughout the year to help parents of ELLs feel more confident navigating their children through museums in New York City.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? There are a variety of programs/workshops that all parents, including the ELL parents, can participate in such as, EPIC (Every Person Influences Children) workshops for parents of young children, Parent Health Chats run by the School-Based Health Clinic, Meet the Teacher meetings, Parents as Learning Partners held once a month to educate parents of the core curriculum, ELL parent workshops to help parents with literacy activities and strategies to use at home, Respect For All workshop addressing bullying and cyber bullying, RAMAPO For Children workshop to inform parents of techniques for behavioral modifications, and Character Education workshop to review the disciplinary code with parents and to communicate the values that the school will be addressing with the students such as respect, honesty, kindness etc...Parents maintain communication with the school through corresponding with teachers via homework packets, letters, conferences, e-mails, phone calls, and in person discussions. All parents of ELLs are invited to participate in workshops to facilitate their efforts in helping to educate their children in the English language learning process. The ENL department will be holding a number of workshops throughout the year that will focus on specific activities and strategies that parents of ELLs may implement at home. Some examples of these workshops include: Preparing Your Child for the NYSESLAT, Using the Internet to Support Your Child's English Skills, and Helping Your Child with Reading. Snacks will be provided and materials will be distributed to parents at every workshop. Parents also participate in school committees such as PTA, SLT, fundraising, library committee, etc... Translations are always provided for any workshop held at the school. Spanish translations are provided by staff, other languages such as Chinese, Arabic, etc... are provided by other parents, or community members when available. PS 51 provides parents with a list of organizations parents can go to learn English or receive homework help. Hartley House offers once a week English class.

5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated through surveys, forms completed during registration, PTA feedback, and workshops the parent coordinator holds. Even more specifically, the needs of parents are heard first hand by the ENL teachers during our ENL parent workshops. At the end of each ENL parent workshop, parents are encouraged to voice any questions, comments, or concerns they may have. This has been quite beneficial to the ENL department in determining which topics are most relevant for our workshops, and how we can address the difficulty that some of our ELLs face. The Parent coordinator also hosts workshops for parents and keeps the ENL teacher involved with the topics covered and requests that parents may have.

6. How do your parental involvement activities address the needs of the parents?

The needs are determined through the surveys completed by the parents and therefore the needs of the parents are met. Title III celebrations provide an opportunity for parents of ELLs to socialize and discuss the common needs of their children, which helps provide more detailed feedback. Parents have the opportunity to meet with all teachers during Meet the Teacher night, and can share questions or concerns. Additionally, our Title III Saturday program which involves parents, creates a forum for open communication between teachers and parents.

D. Additional Information

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

Paste response here:

School Name: **The Elias How School**

School DBN: **02m051**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Sing-Bock	Principal		10/29/15
Cathy Myers-Jusko	Assistant Principal		10/29/15
Giselle Leon	Parent Coordinator		10/29/15
Jenny Hoey	ENL/Bilingual Teacher		10/29/15
Cynthia Alvarado	Parent		10/29/15
Patricia Quaranta/SETTS	Teacher/Subject Area		10/29/15
Deanna Kartez/Kindergarten	Teacher/Subject Area		10/29/15
Angela Beckham	Coach		10/29/15
Dana Goldberg	Coach		10/29/15
Denise Capasso	School Counselor		10/30/15
Bonnie LaBoy	Superintendent		
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 02m051 School Name: The Elias Howe School
Superintendent: Bonnie Laboy

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

The school's written translation and oral interpretation needs are assessed based on the information parents include on their home language survey and in the interview process at the time their child is registered. The ESL coordinator conducts the interview with the parent and determines if an interpreter will be needed for communication with teachers, and if materials sent home will need to be translated. The ENL teacher created a report that she regularly updates with the languages the parents speak by class and grade.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Chinese (Mandarin) and Spanish.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Newsletters, parent-teacher conference announcements, field trip permission slips, after-school program information, Saturday Academy invitations, letters from the school leadership, publishing party announcements, calendars, and annual handbooks. These documents are disseminated the first of the month, every month and are submitted two weeks ahead time for translation.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Family Fun Night which occurs on four Fridays throughout the school year. Parent-teacher conferences on November and March. Parent Engagement activities such as our school Talent Show, awards ceremonies, and publishing parties.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

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

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The staff members are informed of how to use translation services and over-the-phone interpretation service by receiving the T&I Brochure, Language ID Guide, Language Palm Card and instructions regarding obtaining an in-house translator or interpreter at staff meetings at the first Professional Development day of every school year.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school will gather feedback from parents using Parent Surveys from the T&I Unit.