

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q877

School Name:

THE 51 AVENUE ACADEMY (THE PATH TO ACADEMIC EXCELLENCE)

Principal:

JASON CHIN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The 51st Avenue Academy School Number (DBN): 24Q877
Grades Served: 4 and 5
School Address: 76-05 51st Avenue Elmhurst, NY 11373
Phone Number: 718-429-5287 Fax: 718-426-7344
School Contact Person: Jason Chin Email Address: JCHIN13@SCHOOLS.NYC.GOV
Principal: Jason Chin
UFT Chapter Leader: Robin Gould
Parents' Association President: Corina Lugo
SLT Chairperson: Robin Gould
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Nelly Corrales
Student Representative(s):

District Information

District: 24 Superintendent: Madelene Taub-Chan
Superintendent's Office Address: 98-50 50th Avenue Corona, NY 11368
Superintendent's Email Address: MCHAN2@SCHOOLS.NYC.GOV
Phone Number: 718-592-3357 Fax: 718-592-3770

Borough Field Support Center (BFSC)

BFSC: Queens North Director: Lawrence Pendergast
Director's Office Address: 28-11 Queens Plaza North Long Island City, NY 11101
Director's Email Address: LPENDER@SCHOOLS.NYC.GOV
Phone Number: 917-225-2020 Fax: 718-391-6152

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)
Jason Chin	*Principal or Designee	
Robin Gould	*UFT Chapter Leader or Designee	
Corina Lugo	*PA/PTA President or Designated Co-President	
Claudia Rendon	DC 37 Representative (staff), if applicable	
Nelly Corrales	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>	
Koli Kabir	CBO Representative, if applicable	
Jason Smith	Member/Teacher	
Serena Goldberg	Member/Teacher	
Claire Ryall	Member/Teacher	
Jennifer Garro	Member/Teacher	
Nipa Monalisa	Member/Parent	
Masuma Jabiullah	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Nelly Corrales	Member/Parent	
Milton Hernandez	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.

The 51st Avenue Academy is an elementary school with 540 students from grade 4 through grade 5. The school population comprises of 34% Hispanic, 2% White, and 62% Asian students. The student body includes 27% English language learners and 12% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2013-2014 was 98%.

Students and teachers collaboratively work together to develop goals that have a clear plan in reading, writing, and math. Students continuously practice meeting these goals in their notebooks, folders, post-its, jots, and in conversations with their teacher and their peers. Students use Common Core checklists that are created by the instructional team that students and teachers use to periodically assess their progress throughout a unit. These Common Core checklists ensure that students are continuously working on rigorous skills, activities and tasks. Additionally, the checklists serve as constant reminder to teacher that the skills they are teaching to their students in the classroom are purposeful, rigorous and are Common Core aligned. Students will utilize post-it tabs to mark where they have demonstrated practicing the skill or where they have met the standard. This system will allow teachers to monitor their students' progress, students are able to monitor their own progress, and the work is transparent to our students' families so that they can support their own child at home.

At the beginning of each unit, teachers identify the standards throughout the unit and identify one main Common Core priority standard. This priority standard is then embedded in each lesson throughout the unit. When planning, the teacher ensures that the lessons, the skills they are teaching, and the tasks students are engaged in, are connected to the priority standard. Teachers refer to the standard at the beginning of the lesson and students reflect on the standard mid-workshop or at the end of the workshop. They discuss the standard with a partner or with a small group.

A school-wide goal is to strengthen the structures of the workshop model, especially on the teach/modeling phase of the lesson. Teachers will explicitly model and teach what they want their students to be able to do in effective and efficient mini-lesson so that students get the opportunity to practice the skill. The strategy of the teacher is to conduct strong, small group instruction to support the skills just taught. By having efficient and effective mini-lessons, student engagement is higher and teachers can meet the needs of all the thirds in their class rather than conducting undifferentiated whole group lessons.

A school initiative is to create strong community standards that students are aware of and actively take part in on a daily basis. We have used the book, "Have You Filled A Bucket Today?" by Carol McCloud. Through guidance lessons, students are taught that all people have a mental bucket that holds positive feelings that make us feel great about ourselves. When we display positive behavior toward others, we fill someone else's bucket. When we display negative behavior toward people, we are bucket dippers. The guidance counselor conducts guidance lessons to classes regarding this initiative. She stresses the importance of being kind and how negative behavior affects others. Her lessons are focused on what acts of kindness are and look like, and make students aware of what negative acts of kindness look like as well. We use the terms, "bucket fillers" and "bucket dippers" to our students throughout the day to remind students that we all carry this mental bucket. All classrooms have their own buckets that students can fill with positive behaviors and the school holds assemblies where classes can highlight the positive behaviors displayed. All members of the school community are involved with this initiative. For example, school aides fill students' buckets for positive behaviors in the cafeteria and the hallways.

The school emphasizes small group instruction so that students can receive personalized support based on their academic needs with their peers. Students are supported in their personal academic needs through attainable goals that they collaboratively create with their teacher. Students periodically assess themselves as well as each other so that students are aware of where they are in their learning. Students are given checklists, to monitor their progress throughout units of study. The checklists, goals, and rubrics give students the information for them to know what they are working on, how they are doing, and how their teacher can help them. The use of checklists, goals, and rubrics

ensure that our students' learning is transparent and differentiated to their academic needs no matter if they are in the top third, bottom third, an English Language Learner, or a special education student.

The 51st Avenue Academy is a Teachers College Project School. The school budgeted 20 staff development days where a TC staff developer works with all teachers to support the reading and writing units of study. The staff developer models lessons and collaborates with teachers to strengthen pedagogical practices in the classrooms. The staff developer works closely with administration to ensure that all professional development sessions are aligned to the instruction vision and the goals of the school. The TC staff developer holds lab sites in the classrooms so that teachers can observe and collaborate with each other to conduct innovative practices. The staff developer, literacy coach, assistant principal, and principal all take part in the staff development days and are active participants in the learning so that there is full support when the staff developer is not present.

The building schedule was created to incorporate common planning time for teacher teams on the grade. The principal, assistant principal, the literacy coach, and the math coach participate and facilitate planning. During common planning, instructional decisions are made collaboratively with teacher teams and teachers get personal professional development from instructional cabinet members. In addition, teacher teams have the opportunity to meet on Mondays from 2:20-3:40.

The school budgeted for 25 Teachers College Calendar Workshop days. Teachers are given tickets to attend TC and turnkey the information provided to their colleagues. Additionally, 5 teachers were selected to attend workshops where Senior TC Staff Developers train teachers on a high interest topic and give them the materials to turnkey an 80-minute workshop back at the school. The principal also purchased professional development at Teachers College to support the work of the school's literacy coach.

Inter-visitations have begun in the CTT classrooms. CTT teachers are visiting each other's classrooms and examining the various structures of CTT classrooms including team teaching, one teach, one observe, station teaching, parallel teaching, alternate teaching, and one teach, one assist. Additionally, the Principal and Assistant Principal have begun taking teachers into their colleagues' classrooms in order to observe and discuss best practices.

The Principal and the Assistant Principal are the instructional leaders of the school. Along with the math and the literacy coach, administration coaches and supports all the teachers in the school. Administration supports non-tenured teachers and customizes professional development to meet the needs of all teachers, depending on where they are in their pedagogical practices. The principal and the assistant principal take full responsibility for the development of the teachers in the school and are held professionally accountable for the success of every teacher in the school. The administration takes part in all common planning sessions. They facilitate and support all professional development workshops to ensure there is no miscommunication of information. Notes are taken at common planning sessions and shared with all staff members via email and The Community Bulletin Board each Friday.

Weekly Cabinet meetings are held that consist of the Principal, the Assistant Principal, the coaches, the data specialist, and grade leaders. We discuss school goals, initiatives, observations, and make instructional decisions. The Principal and the Assistant Principal support innovative practices and discuss which teachers would be best to pilot new work. During Cabinet meetings, we discuss observations of current and piloted practices. We reflect on what is working well and what initiatives need to be modified. Administration stresses collaborative feedback from teachers and ensure that school stakeholders support any new work.

Highly effective teachers invite administration and teachers into their classrooms to model best practices.

Administration stresses a school culture of learning and coaching to improve practices by highlighting and having teachers visit model classrooms. Veteran, Master Teachers, and coaches, support teachers during their preps and during common planning. Coaches meet weekly with non-tenured teachers and support their work in the classrooms by modeling lessons and being available to answer questions about the curriculum.

Additionally, coaching and individualized professional development is provided by administration after formal and informal observations. Administration discusses the observation and coach teachers using the Danielson Framework for Teaching. "Warm" and "cool" feedback is provided, as well as next steps and considerations. A verbal and written feedback is provided to the teacher so that adjustments can be made to lessons and classroom practices.

Best practices are highlighted each week on the Community Bulletin Board. Samples of student work are displayed with a brief description of how this work is connected to the school's goals and The Common Core State Standards. Also displayed on this board are professional resources such as articles. The resources are aligned to the vision of the school. One Friday a month is dedicated to invite families to participate in school activities. These days are called Family Fridays. Teachers use their Parent Engagement times on Tuesdays to plan ways to engage families during Family Fridays. At the beginning of the school year, the school sent out a survey asking parents what types of workshops would they like to

attend. Depending on the responses, parent workshops will be held to provide more information on specific topics. Families are also invited to attend after-school events such as the Fall Festival, The Spring Carnival, The Winter Concert and the end of the year musical. Local businesses have donated materials for these festivities.

The Arts and Literacy After School program supports many of our students by giving them help with homework and a creative way to interact with their peers in a supportive environment.

Teachers will be asked to submit proposals of parent workshops that will be held during parent engagement time on Tuesdays. Parents will be given a brochure of the topics and can register to attend these workshops that will be held by teachers.

The 51st Avenue Academy has a strong professional relationship with its feeder school, P.S. 7, to communicate best practices. This year, P.S. 7 and the 51st Avenue Academy has worked closely in aligning both school's curriculums and methods of assessment so that our students' transition into the 51st Avenue Academy is smooth and seamless. The school partners with IS 5 for fundraising and community service activities. The school has developed a relationship with Congresswoman Grace Meng and City Councilman Daniel Dromm who have visited the school and have served as role models for our students. The school has received City Council monies to support the school vision.

The school has a fully translatable website to communicate information to families and to highlight school events. The school purchased Global Connect, which is a phone messenger service that sends out school messages to families in their desired home language. The principal has an open door policy to families and meets with the PA executive board monthly to discuss school issues and potential fundraisers.

One of the core values of the principal is to build positive school culture. Positive school culture and respect is built by stressing one common goal – giving our students the sufficient tools and experiences they need in order to be prepared for life and school beyond the walls of the 51st Avenue Academy.

Administration respects where all teachers are professionally in their career, and differentiates goals and teachers' learning based on their experience and personal style of teaching. The Principal and the Assistant Principal have open door policies and put people before paper. Team building activities and social events are coordinated to build respect and camaraderie among all staff members.

Students receive guidance lessons from the guidance counselor and are held to the school's community standards. The guidance counselor, the assistant principal, and the principal address students' negative behaviors in a respectful way. We attempt to get to the "root of the problem" to help students understand and recognize what might trigger negative behavior. Positive behavior is celebrated and highlighted through our "Bucket Filling" initiative.

24Q877 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	541	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		83.4%	% Attendance Rate		97.2%
% Free Lunch		84.4%	% Reduced Lunch		7.6%
% Limited English Proficient		34.9%	% Students with Disabilities		12.4%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		0.4%
% Hispanic or Latino		35.9%	% Asian or Native Hawaiian/Pacific Islander		62.4%
% White		1.3%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		1.1	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.2%	Average Teacher Absences (2013-14)		6.64
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		35.1%	Mathematics Performance at levels 3 & 4		63.2%
Science Performance at levels 3 & 4 (4th Grade)		87.3%	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		YES
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		YES
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		YES
White		N/A	Multi-Racial		N/A
Students with Disabilities		YES	Limited English Proficient		YES
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		YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White		N/A	Multi-Racial		YES
Students with Disabilities		N/A	Limited English Proficient		YES
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.

There is a need to close the achievement gap in student progress on the NYS ELA Assessment. The results on the School Quality Guide 2013-2014 indicate that student progress is approaching the target. Data shows that the English Median Adjusted Growth Percentile is 61.0% while the average on the peer comparison is 66.5% and on the city comparison is 63.7%. This school is at 27.3% of the peer range and 41.6% of the city range. The school’s lowest third, in comparison to the peer and city averages, are below each. This average is 71.0% in comparison to 74.9% for the peer group and 74.1% for the city. Furthermore, the targets for the 2015-2016 assessments, will require a minimum of 66.5% to meet the target and 70.0% or higher to exceed the target. Rigorous instruction, along with high expectations and actively engaged students, is required to close the achievement gap.

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.

By June 2015, 100% of teachers will refine curriculum and adjust pedagogical practices in order to improve student outcomes as measured by a 10% increase in growth percentiles on the 2015 NYS ELA Assessment.

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 Rigorous Instruction and the Common Core 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>
<p>Address instructional shifts in the Teachers College Reading and Writing Curriculum with teacher teams that are aligned to the Common Core Standards and referencing the Danielson Framework for Teaching</p>	<p>Students in grades 4 and 5</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Instructional Coaches, Teachers, Teachers College Staff Developer, and Service Providers</p>
<p>Stronger use of rubrics and checklists that identify strengths and areas in need of improvement of all students. Students will create goals for themselves by referencing rubrics and checklists so that their learning needs are targeted by small group instruction provided by their classroom teacher</p>	<p>Students in grades 4 and 5</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Instructional Coaches, Teachers, Teachers College Staff Developer, and Service Providers</p>
<p>English as a Second Language (ESL) Teachers, special education teachers, and trained staff will implement the Orton Gillingham phonics methodology to our students to increase fluency.</p>	<p>Students in grades 4 and 5</p>	<p>September 2015 – June 2016</p>	<p>Administrators, ESL teachers,</p>
<p>Provide workshop opportunity for parents to understand the shifts in teaching practices, how the school is addressing the standards, how students are monitoring their own learning, and how families can support their own children outside of school.</p>	<p>Parents in grades 4 and 5</p>	<p>September 2015 – June 2016</p>	<p>Administrators, Instructional Coaches, Teachers, and Service Providers.</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>Common planning periods, Monday professional development, school inter-visitations, cabinet meetings.</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

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 February 2016, 60% of all students will either meet grade level benchmarks or progress at least two reading levels as measured by Teachers College Reading and Writing Project Running Records

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.

As noted on the December 2014 Quality Review, The 51st Avenue Academy received a proficiency rating in Quality Review Indicator 2.2: Assessment. Based on the data from the Advance Observation Dashboard, teachers received the following ratings in 3d: Using Assessment in Instruction: 3% Ineffective, 16% Developing, 64% Effective, and 17% Highly Effective.

In summary, although the 51st Avenue Academy has received an above-average rating in Assessment on the Quality Review, and the majority of the teachers at the school receive Effective ratings on informal observations, a stronger use of school-wide assessments to incorporate rigor in classroom instruction and for students to challenge themselves as well as peers would be at the core of improving student progress.

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 of 2016, 90% of all teachers will receive an Effective Rating to a Highly Effective rating on 3d: Using Assessment in Instruction, as measured by the Advance application referencing the Danielson Framework for Teaching.

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>
<p>Continue to conduct professional development with staff members to communicate the school's assessment goals and how they are aligned to a High Effective Rating on the Danielson Framework for Teaching.</p>	<p>Students in Grades 4 and 5</p>	<p>September 2015- June 2016</p>	<p>Administrators, instructional coaches, teachers, talent coach, TC staff developer, and classroom paraprofessionals.</p>
<p>Continue to strengthen all students' use of checklists, rubrics, progression levels, and goal sheets in all content areas.</p>	<p>Students in Grades 4 and 5</p>	<p>September 2015 – June 2016</p>	<p>Administrators, instructional coaches, teachers, TC staff developer, and classroom paraprofessionals</p>
<p>Conduct parent workshops to communicate how assessment is being utilized in their child's classroom so that they can identify what resources they can use to support their child at home.</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Administrators, parent coordinator, and instructional coaches.</p>
<p>Begin Implementing Literacy Centers into all classrooms that will act as a high engagement activity for students where students can assess themselves, their peers, and be an additional assessment tool for teachers.</p>	<p>Students in Grades 4 and 5</p>	<p>September 2015 – June 2016</p>	<p>Administrators, instructional coaches, teachers, TC staff developer, and classroom paraprofessionals.</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>Monday professional development time, 40 minute parent engagement time, grade leaders, Teachers College Reading and Writing Workshop, cabinet meeting, teacher teams, and common planning periods.</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

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 February 2016, review the Advance Web Application using the Advance Observation Dashboard, to monitor if teachers have showed any progress in domain 3d: Using Assessment in Instruction as compared to their informal observations the pervious year.

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 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.

Based on the data collected from the New York City School Survey from the 2013-2015 school year, 44% of teachers disagreed or strongly disagreed that school leaders do not provide teachers with leadership opportunities. In addition, The 51st Avenue Academy received a Well-Developed rating in Quality Review indicator 4.2 Teacher Teams and Leadership Development.

In summary, after triangulating the data, teachers at the 51st Avenue Academy would like to have a larger role in making instructional decisions to improve student progress.

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.

By June 2016, teacher teams will effectively facilitate and lead Inquiry meetings to look at student work, analyze data and trends of our students, and create school-wide goals to improve student progress by 5% as measured by the ELA and Math Median Adjusted Growth Percentile on the School Quality Guide.

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?
Professional development will be provided to introduce teacher team protocols, work templates, how to create instructional goals, and how to measure progress.	Students in Grades 4 and 5	September 2015- June 2016	Administrators, instructional coaches, data specialist, teachers, and TC staff developer.
Teachers will form teams to look at student work in reading, writing and math, and identify strengths and weaknesses of various levels of students.	Students in Grades 4 and 5	September 2015- June 2016	Instructional coaches, data specialist, and teachers.
Instructional next steps will be created using research-based pedagogical practices.	Students in Grades 4 and 5	September 2015- June 2016	Instructional coaches, data specialist, and teachers.
Parents will be communicated the findings of teacher teams through parent workshops, parent engagement time, and during parent-teacher conferences.	Students in Grades 4 and 5	September 2015- June 2016	Instructional coaches, data specialist, and teachers.

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.										
Monday’s professional development, Tuesday’s parent engagement, common planning time, teacher team and inquiry meetings.										
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 February 2016, informal surveys will be conducted to determine the leadership capacity of teachers. In addition, the data specialist will collect data in reading, writing, and math to determine if shifts in pedagogical practices are improving student progress..

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.

There is a need for teacher pedagogy supported by effective leadership and developed from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching. Engaging instruction, aligned to the curricula, that meets the needs of all learners including SWDs and ELLs is essential. This provides an underpinning for teacher observation using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth, reflection, and 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–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.

By June 2015, 100% of teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in a 5% increase of teachers rating effective and/or highly effective for components 3b, 3c, and 3d in Advance.

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) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will participate in ongoing professional learning to improve the quality of questioning and discussion techniques.</p>	<p>Teachers</p>	<p>September 2015 - 2016</p>	<p>Administrators, instructional coaches, data specialist, and teachers.</p>
<p>During common preps/grade level meetings, teachers will explore varied ways to group students effectively. They will examine learning styles, interests, and academic abilities to foster student engagement.</p>	<p>Teachers</p>	<p>September 2015 - 2016</p>	<p>Instructional coaches, data specialist, and teachers.</p>
<p>Administrators will conduct data meetings to discuss incremental gains, to monitor the effectiveness of instructional strategies, and to determine next steps for differentiated instruction and additional support for all students, including SWDs and ELLs.</p>	<p>Teachers SWDs ELLs</p>	<p>September 2015 - 2016</p>	<p>Administrators, instructional coaches, data specialist, and teachers.</p>
<p>High expectations are communicated to families so that they understand where students are in their path toward college and career readiness.</p>	<p>Parents</p>	<p>September 2015 – 2016</p>	<p>Instructional coaches, data specialist, and administration.</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"> • Administrators, School Staff, Parents, Students • Regularly scheduled data meetings • Regularly scheduled Teacher Team meetings • PA meetings 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

Administrators will monitor teacher growth in Advance and monitor student growth to determine teacher effectiveness by December 2015 and March 2016

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.

The 2015 Framework for Great School Report indicates a need to create stronger family-community ties. The report shows that 56% of parents had an in-person parent-teacher meeting, volunteered time to support the school, or communicated with their child’s teacher about their child’s performance more than a few times a month.

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, The 51st Avenue Academy will have created a more welcoming environment for families, as evidenced by a 10% increase in parent involvement, measured over time by sign-in sheets, at school events and at events related to school partnerships with community organizations.

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>
<p>The school will improve communication with parents by enhancing the school website, maintain the phone messenger service, and create a monthly newsletter for parents.</p>	<p>Parents</p>	<p>September 2015 - 2016</p>	<p>Administrators, teachers, and parent coordinator.</p>

We will continue our strong relationship with the Hispanic Coalition for the Arts to build stronger relationships through student performances and school events.	Parents Students	September 2015 - 2016	Administrators, teachers, and parent coordinator.
The principal and the assistant principal will have Last Coffee Cup Fridays with parents to have open discussion about school related issues.	Parents	September 2015 – 2016	Administrators and parent coordinator.
The 51 st Avenue Academy will continue to open the school to parents for Family Fridays which will allow parents to visit their child’s classrooms and participate in classroom activities.	Parents Students	September 2015 – 2016	Administrators, teachers, parent coordinator.

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.											
Parent association, Tuesday Parent Engagement Meetings, parents, parent coordinator, teachers, School Leadership Team, Hispanic Coalition for the Arts.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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 February 2016, school will monitor sign in sheets to events that will show at least a 5% increase in parent attendance from September 2015.										
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)	<ul style="list-style-type: none"> - 2014 NYS ELA below level 2 - TC Running Records benchmark data - Classroom performance data - Portfolio analysis - MoSL performance writing tasks rubrics - NYSESLAT item analysis 	<ul style="list-style-type: none"> - Orton Gillingham - Imagine Learning - Guided Reading - Readers Theater - MyOn - Language Power - Raz Kids - Brain Pop 	<ul style="list-style-type: none"> - Small group/individ. - Small group - Small group - Small group - Small group - Whole group - Whole group - Small group 	School day/after school
Mathematics	<ul style="list-style-type: none"> - 2014 NYS Math below level 2.5 - Go Math pre & post unit assessments error analysis - Go Math beginning & end of year data - Performance task assessments - Classroom performance data - Portfolio analysis 	<ul style="list-style-type: none"> Go Math re-teaching activities Go Math Tier 3 intervention Math games Differentiated math tasks Use of manipulatives At risk SETSS NY Ready Differentiated class/homework assignments 	<ul style="list-style-type: none"> -Small group -Small group -Small group -Small group/individ. - Small group/individ. - Small group/individ. -Small group - Small group/individ. 	School day/after school
Science	<ul style="list-style-type: none"> - Grade 4 NYS Science below level 2 - Classroom performance data - Unit assessment data 	<ul style="list-style-type: none"> - TC non-fiction units of study - Hands on inquiry science labs - At risk SETSS 	<ul style="list-style-type: none"> - Whole class/small group - Small group - 	School day
Social Studies	<ul style="list-style-type: none"> - 2014 NYS ELA below level 2 - NYSESLAT item analysis - Classroom performance data - Unit assessment data - Teacher observations 	<ul style="list-style-type: none"> TC non-fiction units of study Hands on inquiry At risk SETSS 	Small group/ individ.	School Day

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - PPT referral - Teacher concerns - Parent concerns - Learning Environment survey 	At-risk guidance by Social worker, Psychologist, Guidance Counselor	Small group/ indiv.	School day
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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.
<ul style="list-style-type: none"> - A hiring committee is created to interview and review potential candidates' qualifications and experiences. - Demo lessons for possible candidates will be required to observe interactions with students, staff, and knowledge of content. - Provide ongoing Professional Development for teachers and staff to ensure effective use of strategies, rubrics, curriculum maps, unit planning and data analysis. - Partnership with Teachers College educational consultants. - All staff participates in a goal-setting program to provide a structure to discuss goals and progress aligned with Danielson's Framework and the Teacher Rating System. - Provide ongoing support and coaching for non-tenured teachers and teachers who require additional support. - Create opportunities for teachers to be involved in leadership roles and be involved in school-wide decision making. - Teacher per session for teacher planning, professional development, collaborative learning and teacher data meetings. - Possible teaching candidates will be given a piece of student work and be required to assess and plan the next steps for this student.

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).
<ul style="list-style-type: none"> - Principal will attend district meetings, citywide meetings, view webinars, and participate in a professional learning committee with other administrative colleagues. - Principal will continue and build a stronger relationship with the NYC Leadership Academy and attend PDs, view webinars, and utilize the resources available. - Teachers will attend PDs on the new Common Core Curriculum and turnkey new information to grade teams. - Teacher per diems for professional development participation; classroom inter/intra-visitations - Partnership with Teachers College educational consultants - ESL teachers will work with the network and attend professional development to support our English Language Learners. - Mentorship by both the Literacy and Math coach is provided to both new and veteran teachers on a weekly basis. - Inquiry teams will conduct research based on their professional goals that are aligned to the rubric and turnkey information to other teams.

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.).

Not applicable. School services grades 4 and 5 only.

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.

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

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	289,459.00	X	See action plan
Title II, Part A	Federal	0		
Title III, Part A	Federal	15,608.00	X	See action plan
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,793,781.00	X	See action plan

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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The 51st Avenue Academy**, 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. **The 51st Avenue Academy** 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

The 51st Avenue Academy, 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 OTSPS.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>78</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

1. The Common Core Standards place a great emphasis on nonfiction reading and writing skills. The goal of our ESL after school program is to increase our ELLs' comprehension of nonfiction texts and increase their ability to organize, develop responses to nonfiction texts and essays, and learn domain-specific vocabulary. Title III funds will be used to fund the program that will offer ELLs and former ELLs extra support in meeting the Common Core Standards by acquiring language acquisition skills and ESL best practices through content area subjects like Social Studies, Science, and Math. We will be focusing on the error analysis report from the previous state exams to guide our instruction. Additionally, students will be working towards mastering their ESL goals according to their self-assessment checklists.

2. A total of 78 ELLs and former ELLs will be serviced in the ESL afterschool program. The subgroups include 70 ELLs and 8 Former ELLs. Within the subgroups, there are a total of 18 Special Education students and 4 Newcomers (who have been in the country for less than 3 years).

3. Our afterschool program began on November 5, 2014 and will run through April 2, 2015 on Wednesdays and Thursdays from 2:20 pm to 4:00 pm. There will be a total of 40 sessions for this program. The ESL teacher will push-in to lead and work with each of the 3 classrooms; (Classroom 1 consists of Newcomers, Beginners, and Low Intermediate students. Classroom 2 consists of a mixed group of Intermediates, Advanced, and a few Proficient students. Classroom 3 consists of all Advanced students. The ESL teacher will rotate between classrooms).

- On Wednesdays, she will go to Classroom 1 for 50 minutes and then to Classroom 2 for 50 minutes. On Thursdays, she will go to Classroom 3 for 45 minutes and then go to Classroom 1 for 55 minutes.

- The ESL teacher will work with the content area teachers as they help students develop language acquisition and language skills through the content areas of ELA, Social Studies, Science, and Math.

- 4. The language of instruction is in English. However, the ESL/bilingual teacher does support some of the Spanish speaking students with translation and instruction.

5. There are 4 certified teachers: 1 certified ESL/bilingual teacher, 1 certified special education teachers, and 2 certified common branch teachers that instruct our afterschool program. The ESL teacher will push-in to lead instruction by helping ELLs understand the vocabulary necessary for comprehension, providing ELLs with ways of organizing their writing, and helping them monitor their use of strategies that they can use to navigate challenging texts in English.

6. Title III funds will be used to purchase materials for the ESL after school program. The materials used for the after school program include Language Power: Building Language Proficiency, Imagine Learning, Raz-kids, picture dictionaries, and supplies to create translated notices to parents. Language Power program empowers language learners to build English-language proficiency in a highly differentiated and rich instructional matter within the four language domains of listening, speaking, reading, and writing. Imagine Learning and Raz-Kids are computer programs used to differentiate and enhance student learning in different modalities. Furthermore, we will be using translated notices to communicate with the parents involved in this program.

Part C: Professional Development

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

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

Begin description here: _

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

ESL teachers meet in Teacher Teams for each grade to analyze and discuss student work and progress as well as best practices once a week.

Mrs. Giannone, the math coach, presents mathematical instructional strategies for ELLs to develop and enhance their understanding of the math curriculum during grade conferences on a monthly basis.

- Furthermore, content area teachers, who teach ELLs, will attend workshops offered by Pierre Galvez from our school's network at no cost to Title III. The workshop is called Standards Based Instruction for ELLs, which will be presented in a three-part series and will unpack priority CCLS standards and its implications for teaching ELLs.

- ESL teachers will attend a one-day professional development through Imagine Learning at no cost to Title III. They will learn to analyze student data and track their progress through an online intervention program.

- ESL teachers, content area teachers, special education teachers, and coaches will receive professional development in The Orto-Gillingham Approach. Teachers will be provided with in-house professional development by using the Multi-Sensory Language Approach in order to build fluency and to recognize grade appropriate academic vocabulary for struggling readers and ELLs. There will be 5 workshops (30 hours) and the total cost will be \$3,025 using Title III funds.

- Furthermore, ESL teachers will also attend a free workshop on February 6, 2015, offered by The Department of English Language Learners and Student Support (DELLSS). The Standards for Mathematical Practice recognize that discourse and academic language is an essential component for learning Mathematics: a tool for thinking and reasoning mathematically. Although teachers are familiar with identifying math content objectives and articulating the academic language skills, ELLs need to have access to the curriculum proven to be more difficult. This one-day workshop for school teams seeks to provide guidelines in developing mathematics language objectives to assist English Language Learners in achieving academic language fluency.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: _____ At the 51st Avenue Academy, we offer many opportunities for parents to become involved in their child’s education. The Assistant Principal, Mrs. Ruggiero, with the parent coordinator will offer workshops on a monthly basis during school hours. Such topics include the use of technology, preparing ELLs for the NYS exams, and understanding the periodic assessments. In addition, parents are always invited to attend class trips.

-
Once a month, on Tuesdays from 2:20 to 3:40, parent workshops will be held by the parent coordinator, ESL teachers, guidance counselor, and classroom teachers. Topics include understanding how to navigate the school website, Myon, various DOE websites and resources. Parents will be informed on how to prepare their children for the New York State exams, including the NYSESLAT. The program will also provide tips for ELL parents on how to support their child's literacy development, and social emotional development. This will promote parental support in their child's education and allow parents to have further discussions about their child's needs. Refreshments for the parents will be paid using Title III funds. However, translators for Spanish, Chinese, and Bengali, are available at no cost to Title III.

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In addition, our school hosts Family Fridays once a month, which invites parents to attend the school and participate in the lesson. Parents are notified of these activities and opportunities via translated letters/flyers sent home.

-
Furthermore, our school website provides information (that can be translated in the parents' home language) about their child's unit of studies, homework, assignments, and school activities (at no cost to Title III). The ESL department provides ESL resources on the school website to supplement instruction at home and at school. For example, there are links to specific websites for beginner, vocabulary instruction, bilingual glossaries for the state tests, and interactive educational websites. Also, automated phone messages are sent by the parent coordinator using the system Global Connect (no cost to Title III). This service informs and reminds parents of the upcoming events in their home language.

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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. 	_____	_____

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.
<ul style="list-style-type: none">• 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 24	Borough Queens	School Number 877
School Name The 51 st Avenue Academy		

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 Mr. Jason Chin	Assistant Principal Mrs. Bridget Ruggiero
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Mrs. Kelley Jaime	School Counselor type here
Teacher/Subject Area Mrs. Caroline Kim/ENL	Parent type here
Teacher/Subject Area Ms. Tania Ritter/ENL	Parent Coordinator Ms. Tanya Melito
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	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	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		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		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]		Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program		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]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	497	Total number of ELLs	232	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 type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input 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"/> 12 <input type="checkbox"/>
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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	0								0
Dual Language					0	0								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	232	Newcomers (ELLs receiving service 0-3 years)	109	ELL Students with Disabilities	46
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	123	Long-Term (ELLs receiving service 7 or more years)	

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

	ELLs by Subgroups									Total
	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	109		13	123		10				0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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					57	40								0
Chinese					38	29								0
Russian														0
Bengali					14	16								0
Urdu					2	1								0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi					1									0
Polish														0
Albanian														0
Other					17	10								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)					5	2								0
Emerging (Low Intermediate)					10	6								0
Transitioning (High Intermediate)					24	6								0
Expanding (Advanced)					59	21								0
Commanding (Proficient)					25	36								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	8								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					36	52								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	54	42	25	1	0
5	32	34	20	3	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									0
4	28		44		35		17		0
5	29		25		22		18		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	9		20		44		23		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.
TCRWP running records are used to assess the early literacy skills of ELLs. The data shows that entering and emerging ELLs can't always verbally retell a story but can respond to yes/no questions and point to pictures in order to answer a question. Data also shows that many of our emerging and transitioning level ELLs lack accuracy and fluency and struggle with inferential questions. To address the needs of our entering ELLs we created a Newcomer Program. The goals of the program are to develop phonetic awareness and basic social and academic English. To address the needs of our emerging and transitioning level ELLs, we have implemented Orton-Gillingham based phonics lessons and Reader's Theater. For expanding and commanding level students, we work in small groups to develop their inferential, questioning, and discussion skills.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
After review of data, the following patterns across proficiency levels and grades have been observed: Many of our new admits are unable to respond on the NYSITELL. For emerging through expanding, we find the reading and writing scores on the NYSESLAT and NYSITELL are higher than the listening and speaking scores.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Overall NYSESLAT proficiency results indicate that many of our students tend to be more proficient or closer to proficiency in reading and writing, and less proficient in listening to longer academic passages and speaking (in an academic discussion, using academic vocabulary). Therefore, we are making changes to our programs to place more emphasis on listening and discussion. More emphasis will be placed on listening to a complex text before reading together and independently and ways to enter and maintain participation in a discussion.
- 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.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

For all of our ELLs, translated versions of state exams are available. ELL students tend to score higher when they have native language support if they read fluently in their native language and understand its content-specific vocabulary. We use data from the Periodic Assessment to prepare ELLs for the NYSESLAT. We use New York State exams, NYSESLAT, and periodic assessments, along with informal assessments and student portfolios to assess individual student progress. The ENL teachers meet frequently to discuss how programs are working and to monitor student progress. They evaluate what is working and what isn't, based on students' progress, and plan accordingly with classroom teachers on a daily to weekly basis.

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](#).] We use data based on state test analysis and students below grade level in reading to guide instruction within the RTI framework. RTI instruction is literacy based and will provide the foundations for reading (phonemic awareness) for these students through tiered instruction. The RTI services will be provided by the classroom teachers and/or pull-out services.
 6. How do you make sure that a student's new language development is considered in instructional decisions? ENL and classroom teachers, as well as administrators, use students' information from formal assessments, data from classroom observations, and professional opinions to ensure that a child's new language development is within instructional decisions. ENL teachers meet with classroom teachers during common planning periods to help classroom teachers adapt their lessons to meet the language needs of ELLs while teaching content areas. ENL teachers create language objectives that correspond with the content objective.
 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?
- NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We will evaluate the success of our programs through the monitoring of Orton Gillingham Assessments, Teachers College Reading and Writing Project Running Records, and Teachers College Writing Assessments.

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. Upon registration, the Home Language Identification Survey (HLIS) is administered to the parents/guardians of students who are first time admits to the New York City DOE or are reentrants to the DOE after 2 continuous years not in a NY state school. An informal interview in English and in the native language is done by a certified ENL teacher and translator. We have Spanish, Chinese, and Korean translators available in our school. They have been trained in the ELL identification process. For lower incidence languages, we use the Translation and Interpretation Unit when necessary. Using the information provided on the HLIS and the answers given to the questions asked during the informal interview, the ENL teacher determines whether or not to administer the NYSITELL to the student. If the ENL teacher determines that the student is eligible for testing, the ENL teacher invites the parents to watch the Parent Orientation Video at that time. After watching the video, the ENL teacher answers any questions the parents have regarding the program choices offered by the DOE. Parents then choose the program they'd like their child to be in if they are eligible for services according to the NYSITELL. The NYSITELL is administered to the student within the first five days of enrollment and proper placement is determined based on the results of the test and parent program choice. The Spanish LAB is also administered to Spanish-speaking new admits with the same 5 day window.
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). The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. The Oral Interview is also used to get a better understanding of the newcomer's literacy. In addition to the Oral Interview Questionnaire, the LENS is administered. The LENS evaluates the home-language literacy skills SIFE bring with them when they enter our school. The student's classroom teachers, as well as any service providers that work with the student analyze the student's work for strengths and weaknesses that may indicate interrupted education.
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).

For newly enrolled students with IEPs, the Language Proficiency Team (LPT) meets to determine if the student has language acquisition needs and should take the NYSITELL. Our LPT includes the following members: Mrs. Bridget Ruggiero (Assistant Principal), Mrs. Nicole Ciorciari (Special Education Coordinator), and Mrs. Kelley Jaime (ENL Co-Coordinator). A qualified interpreter or translator of the language the parent or guardian best understands is also present at each meeting. The LPT considers evidence of the student's English language development, history of language use in school and at home, and results of the individual evaluation of the student, and assessments administered in the student's home language. This information is used to determine whether the student may have new language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

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 notification letters are distributed to parents/guardians within five days of the NYSITELL being scanned and scored. The parent/guardian receives the appropriate letter and two copies are kept on file- one in the student's cum folder and one in the 2015-16 ENL binder, which is kept in the ENL lab.

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).

Beginning this school year (2015-16), we will inform parents that they have the right to appeal their child's ELL status within 45 days of enrollment. The Re-identification process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request, within 45 days of enrollment, that the ELL Identification process be administered a second time. The school will initiate a review of the ELL status determination with a written request from either of the following: a student's parent or guardian or a student's teacher (if the teacher's request includes written consent from the parent or guardian). The Re-Identification process will be completed within 10 school calendar days of receipt of written notice. If the CSE must be consulted, the process will be completed within 20 school calendar days. The school reviews all documents related to the identification process and student's work in English and in the home language. The school will administer the the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. If a student was administered the NYSITELL as part of the Identification Process, the NYSITELL will not be administered again during the Re-Identification process. Based on the recommendation of the the qualified personnel, the school principal determines whether to change the ELL status or not and written notification is sent to the parent or guardian, in their preferred language. Copies of all notifications and relevant documents will be kept in the student's cum folder.

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.

After the NYSITELL has been scanned and scored, the school notifies parents of their child's eligibility for ELL services and provides information and program selection through parent orientations (in the parents' preferred languages). The school informs parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. The school provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video, which explains the three program options and is available in 13 languages. During the orientation, the school also provides information on the Common Core Learning Standards, state and local assessments, curriculum, and school expectations. The orientation is conducted in the language the parent or guardian best understands. The school contacts the Translation and Interpretation Unit if we require an interpreter for any language that is not spoken by the school staff. After parents are informed of all three program models, the school provides parents with the Parent Survey & Program Selection Form (in the parents's preferred language), where parents can indicate their program choice. Attendance records, staff members present at the orientation, and languages used other than English are recorded and kept on file in the ENL Lab.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, school personnel try to make contact with the parent, in the parent's preferred language (either using staff or the Translation and Interpretation Unit), in order to gather their selection preference. If the form is not returned within 5 school calendar days, the student is placed in our ENL program, since we currently do not offer a biligual program. The school documents and includes attempts to gather initial parent selection preference. Documentation is kept on file in the student's cum folder and copies are kept in the 2015-16 ENL binder in the ENL Lab. These students are counted toward the minimum thresholds established by NYSED's CR Part 154. If we have 15 or more ELL students who speak the same language in one or two contiguous grades, we will open a bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The school documents and includes attempts to gather initial parent selection preference. Documentation is kept on file in the student's cum folder and copies are kept in the 2015-16 ENL binder in the ENL Lab.

9. Describe how your school ensures that placement parent notification letters are distributed.

When the Parent Survey and Program Selection form is returned and the student is placed in the appropriate class, the school sends a placement letter to the parent/guardian, which indicates the program/class that the student has been placed in, reflecting the parent's choice. A copy of the placement letter is kept in the student's cum folder and in the 2015-16 ENL binder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Two copies of all ELL documentation for each student are kept on file in the school. One copy is kept in the student's cum folder and another copy is kept on file in the 2015-16 ENL binder.
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.
All sections of the New York State English as a Second Language Achievement Test (NYSESLAT) are administered to all ELLs each year. A testing schedule is made prior to the exam window to ensure that all ELLs will take the NYSESLAT, and with appropriate accommodations (for students with IEPs). If a student is absent for one or more sessions of the exam, the student takes the exam during a make-up session within the testing window.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Within the first 5 days of the new school year, the school sends continued entitlement letters and transitional support parent notification letters (in the parents' preferred language) to parents/guardians of students who will continue to receive ENL services/support, as per their results on the NYSESLAT. Copies of the letter are kept in the student's cum folder and in the 2015-16 ENL binder.
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 vast majority of our parents choose Freestanding English as a New Language as their preferred program model. Each year we have two or three parents who chose either Dual Language or Transitional Bilingual Education, but because we don't have 15 or more ELL students who speak the same language in one or two contiguous grades, we currently do not offer any bilingual programs. A parent's first choice, as indicated on the Parent Survey & Program Selection form, is entered in the designated screen in ATS (ELPC) regardless of whether that choice is currently offered at our school. If we do have 15 or more parents choose a bilingual program (of the same language) as their first choice, then we will offer that program accordingly.

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 for ELLs is delivered through both push-in and pull-out models. Entering ELLs receive 180 minutes per week of stand-alone ENL instruction and 180 minutes per week of integrated ENL instruction. Emerging students receive 360 minutes per week of integrated ENL instruction. Transitioning and Expanding ELLs receive 180 minutes per week of integrated ENL instruction. Commanding ELLs receive 90 minutes per week of integrated ENL instruction. We have 18 classes between the fourth and fifth grades. ELLs are heterogeneously grouped in each class. Entering ELLs are pulled out of their respective classes to receive 180 minutes of stand-alone ENL instruction. Emerging through Commanding ELLs are serviced either through a push-in or pull-out model, depending on the ENL teacher's schedule.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
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)?

Entering ELLs receive 180 minutes per week of stand-alone ENL instruction and 180 minutes per week of integrated ENL instruction. Emerging students receive 360 minutes per week of integrated ENL instruction. Transitioning and Expanding ELLs receive 180 minutes per week of integrated ENL instruction. Commanding ELLs receive 90 minutes per week of integrated ENL instruction. We have 18 classes between the fourth and fifth grades. ELLs are heterogeneously grouped in each class. Entering ELLs are pulled out of their respective classes to receive 180 minutes of stand-alone ENL instruction. Emerging through Commanding ELLs are serviced either through a push-in or pull-out model, depending on the ENL teacher's schedule.

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.

To make content areas comprehensible for ELLs and meet the demands of the Common Core Learning Standards, our ENL teachers plan lessons with the classroom teachers using the SIOP model. Each lesson has a content objective, as well as a language objective. Teachers build students' background knowledge and contextualize vocabulary through the use of the following instructional approaches and methods: adaptive texts, leveled study guides/trade books, jigsaw text reading, graphic organizers, note-taking outlines, and other hands-on supplementary materials. Content instruction is delivered in English. We utilize the Spanish edition of Go Math for our Entering level students who are able to read in Spanish.

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

Spanish-speaking new admits are administered the Spanish Lab within the same 10 day period that the NYSITELL is administered. ELLs are also able to take the state math and science exams in their home language.

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

Throughout the year ELL students are assessed by both their classroom teacher and the ENL teacher through classroom quizzes and tests, and other informal assessments for the four modalities. ELLs are also evaluated formally when being administered the pre-assessment and post-assessment for each writing unit. Running records and Teachers College Reading Assessments are also used. In addition, ELL students are administered the ELL Periodic Assessment once a year.

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

a. We currently do not have any SIFE students.

b. Students who have been in US schools for less than three years, and whose levels of proficiency are low will be part of our newcomers program. Newcomer students are pulled-out eight periods a week for ENL instruction. The Newcomer's program focuses on basic English language, vocabulary building, reading and writing skills. The Newcomer's Program uses visuals, technology, Raz-Kids, BrainPop, and phonics (Orton Gillingham) through various units of study to improve language development.

c. ELLs who are developing will receive, in addition to a rigorous curriculum taught by the classroom teacher and the ENL teacher, the opportunity to attend an afterschool program and/or the Saturday school program. Both are designed to increase reading comprehension and improve reading, writing, and math skills. These ELLs also use Raz-Kids and Imagine Learning. ELLs who have phonics acquisition needs are taught phonics through the Orton Gillingham approach.

d. We currently have no long-term ELLs.

e. Classroom teachers and ENL teachers will continue to provide language support to former ELLs. ENL teachers will pull-out the former ELLs two periods per week to provide language instruction that meets their needs based on assessments. They will increase strategy usage in reading and improve reading comprehension. They also have the opportunity to attend the afterschool program and/or the Saturday school program, both of which are designed to increase strategy use in reading and improve reading comprehension. The after school program also provides support in writing and math.

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.

Between 6 and 12 months (from the date of the superintendent's notification to the principal and parent/guardian), the principal must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult the student's teacher(s), ENL teacher and CSE (if applicable), and the parent/guardian. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services and may reverse this determination within this 6-12 month period.

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

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

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

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?

Based on IEP goals and mandated ENL services, they are serviced with students with the same IEP criteria. ENL teacher accommodate around the student's least restrictive environment.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

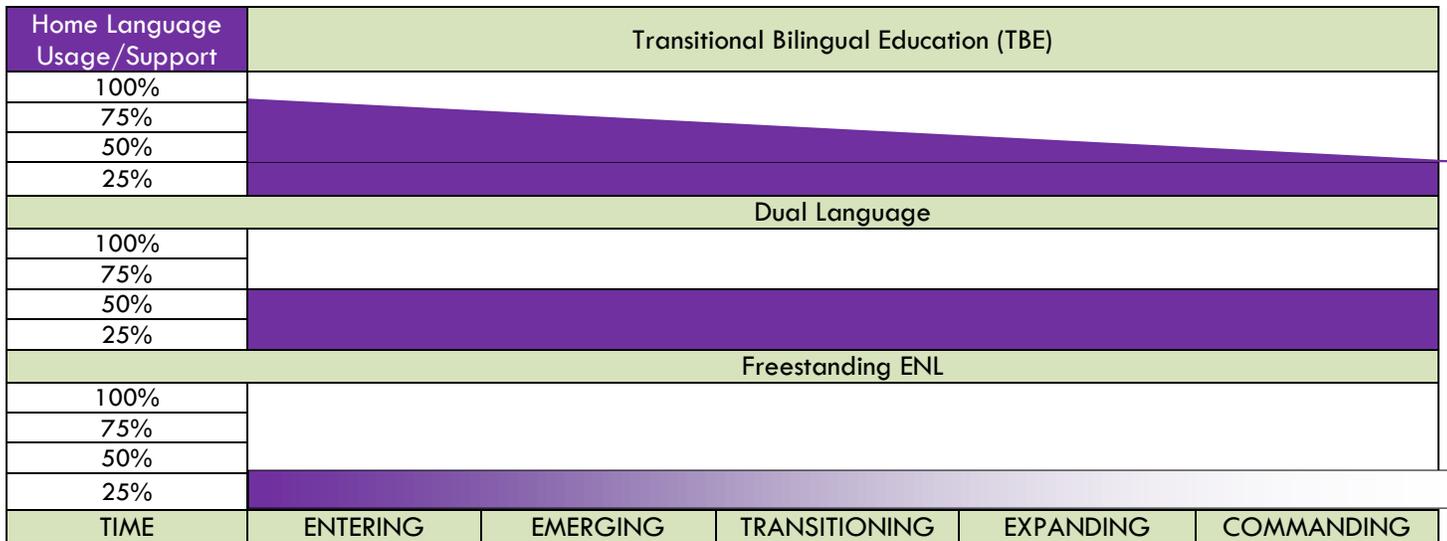


*Note: “other approved services” does not apply to New York City at this time.

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. The 51 Avenue Academy uses the following instruction materials and technology to support ELLs:
- Guided Reading books
 - Leveled libraries
 - Orton-Gillingham
 - Imagine Learning
 - Language Power
 - Raz-Kids
 - Brainpop
 - Ipad/Elmo/Smartboards
 - Low-level/High-level interest books
 - Bilingual glossaries for math, science, and social studies
 - Bilingual trade books
 - Picture dictionaries
 - Online academic websites
- In math, push-in teachers provide support with academic language and work on improving writing skills. In addition, ELLs and former ELLs are given the opportunity to attend the afterschool program and Saturday school. These programs offer homework assistance, as well as support in writing and reading to accelerate the growth of their academic English, reading, and writing skills. Former ELLs also receive the same testing accommodations as current ELLs for two years after they test out of ENL.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The 51 Avenue Academy supports newcomers with low language proficiency through the Newcomers Program. The Newcomers Program pulls out entering and some emerging level students for 4 periods a week in order to implement language building through units of study. The program teaches newcomers basic survival language skills and social and academic language, which allows these students to be part of the school community. Emerging, Transitioning, and Expanding ELLs receive ENL services by a certified push-in ENL teacher. The ENL teacher supports ELLs across content areas by implementing language skills. The push-in teacher scaffolds, reteaches, and conducts individual conferences to meet the needs of students in both content and language development. The classroom teachers and the ENL teachers collaborate and plan lessons together to ensure ELLs' needs are being met. The Commanding and Proficient ELLs will be pulled out for language support through units of study for two periods a week. The ENL teacher will implement lessons based on the assessments of their needs and by closely collaborating with the classroom teacher. Furthermore, all ELLs will learn phonics and word study through the Orton-Gillingham approach.
12. What new programs or improvements will be considered for the upcoming school year?
- We are considering the Orton-Gillingham approach for our ELLs who are struggling readers and ELLs who are in special education. The Commanding and Proficient students will enhance their language and reading skills by word study. It is a multisensory, structured, and cumulative approach to learning phonics and word study, which would benefit ELLs of all proficiency levels.
- We are also considering Imagine Learning as an intervention program for Entering and Emerging students. We are planning to implement Teachers College Reading and Writing Project methodologies to develop questioning and discussion skills for higher proficiencies.
13. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. Parents of ELLs and special education students are given the opportunity to enroll their children in our afterschool program and Saturday school. These programs offer homework assistance, reading and writing support to ensure academic language growth. We will be using the Language Power materials to supplement instruction.
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.
- Technology is used to support ELLs' academic growth. Raz-kids, an online leveled reading program, is implemented to help students improve their reading level and build reading strategies. BrainPop, a collection of short animations for all content areas, build students' academic language and content information. Classroom teachers and ENL teachers utilize a smart board, ELMO, and

ipads to promote visual support for ELLs and ensure access to academic content. Bilingual dictionaries, textbooks, and classroom books in various languages are also used for language growth. Furthermore, a reading and writing Toolkit resource compiled by our school's ENL department will support ELLs discussions, academic vocabulary, and writing craft skills.

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

Native language support is delivered by paraprofessionals who push-in and work with Entering and Emerging ELLs and students whose IEPs require a bilingual paraprofessional. The paraprofessionals help make sure students understand what is expected of them. They translate content, help them organize their writing, and work on English vocabulary. In addition, bilingual ENL teachers occasionally employ students' native languages to support and ensure content comprehension. Students also have access to bilingual picture dictionaries, bilingual books, Google Translate, and iPads with translation apps.

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

To ensure all required services/resources support and correspond to ELLs' ages and grade levels, we use low-level high interest trade books. ENL teachers use the same text that the classroom teachers use. However, the text is scaffolded by chunking the text, front-loading vocabulary, activating prior knowledge, and providing visual support. We also created a reading and writing tool kit for students. The tool kit supports the use of academic vocabulary and strategies.

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 ELLs are placed in the Newcomers Program where they learn basic survival English. They are taught phonics through the Orton-Gillingham approach and gradually learn content area subjects through language instruction. They are paired with a classroom buddy to help the new student get acquainted with our school and support in adjusting to a new environment.

19. What language electives are offered to ELLs?

We currently do not offer any language electives to our ELLs.

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)?

NA

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 will focus on providing all teachers and staff with scaffolding and differentiated instruction strategies for teaching ELLs. It will focus on how to prepare ELLs to meet the Common Core Standards. Topics that will be addressed during these professional development sessions are:
 - Scaffolding across contents: types of scaffolding
 - Quality Teaching and Best Practices to improve ELL performances
 - Differentiated Instruction
 - Strategies needed to prepare ELLs for the Common Core Standards
 - Mathematics instructional strategies to develop and enhance students' skills, and performance on Common Core assessments and Ed performance.
 - Orton-Gillingham phonics instruction

All teachers receive professional development by our Teachers College Reading and Writing Project staff developer.

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?
ENL and classroom teachers at our school receive professional development in the Orton Gillingham (OG) approach to phonics. ENL teachers also receive professional development offered by our borough ELL Compliance Specialist. In addition, our teachers will attend other professional development opportunities given throughout the year (offered by the DOE and outside organizations) to support teachers in meeting ELLs' academic needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
To assist ELLs as they transition from elementary to middle school, teachers and students are given opportunities to meet with the middle school teachers from I.S 5, where the majority of our students will attend. Teachers and students are invited to tour the school and learn more about the programs offered at the school. We also host a tour at our school for parents of incoming fourth grade students being that our school only has fourth and fifth grade classes.
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.

Professional Development takes place during teacher-team inquiry sessions and in-service days (Election Day, Brooklyn Queens Day, and the day teachers report back to school in September). These professional development opportunities count towards the minimum 7.5 hours of ELL training for all staff (excluding teachers who hold ENL licenses). The time allocated on Mondays for professional development and ELL specific professional development opportunities offered by our borough ELL Compliance Specialist counts towards the 50% of total hours for ENL teachers.

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?

We offer many opportunities for parents of ELLs to become involved in their child's education. At the beginning of the school year, letters are sent home introducing the ENL teachers and inviting parents of ELLs to reach out if they have any questions or concerns about their child language development and proficiency. These "welcome" letters are given in the parents' preferred language. In addition to discussing ELL students' progress at parent-teacher conferences, we host a "Parents of ELL Club" to extend the connection between home and school. During these meetings we address parents' questions, discuss goals of our ENL program, as well as students' language development progress and needs.

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.

ENL teachers keep records of ELL students' language proficiencies, NYSESLAT scores, running records levels, as well as language development needs in all content areas to discuss with ELL parents during individual meetings. All meetings with ELL parents are conducted with a qualified interpreter in the language or mode of communication the parent or guardian best understands. ENL teachers communicate with ELL parents through meetings, phone calls and by sending letters home. All communication with ELL parents is documented.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. We organize many events that foster parental involvement for parents of ELLs. We have "Family Fridays" where parents are invited into the classrooms for celebrations of student work and academic activities. We also organize workshops on how to succeed in middle school, as well as art workshops for parents facilitated by our art teacher and parent coordinator. We have a Student of the Month ceremony each month. Our school also hosts "Breakfast with the Principal" where the principal talks about the curriculum and various workshops offered for parents. Parents are invited to participate in individual classroom multi-cultural days. Parents are invited to present at Career Day. Parents are also encouraged to accompany their child on field trips and assist with fund-raising.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our after school program Arts and Literacy, a community based organization, offers orientations for parents. "Dial -A-Teacher" has a workshop for parents at our school where they provide support on how to access and understand their system.
5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents? For our parents of ELLs, we use the Translation and Interpretation Unit to translate letters sent home. At Parent- Teacher conferences and ENL meetings we offer an interpreter in the parent's preferred language. We also offer workshops to support parents and address their questions or concerns. Parents of ELLs are welcome at any time to contact their child's ENL teacher to discuss their child's language development progress and needs.

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: 51

School DBN: 24Q877

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)
Mr. Jason Chin	Principal		9/22/15
Mrs. Bridget Ruggiero	Assistant Principal		9/22/15
Ms. Tanya Melito	Parent Coordinator		9/22/15
Mrs. Kelley Jaime	ENL/Bilingual Teacher		9/22/15
	Parent		
Mrs. Caroline Kim/ ENL	Teacher/Subject Area		9/22/15
Ms. Tania Ritter/ENL	Teacher/Subject Area		9/22/15
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **24Q877** School Name: **51**
Superintendent: **Madelene Chan**

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.learn DOE.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.

Each September we send out a language preference survey to parents so that we know in what languages they would like to receive oral and written information from school. For new entrants to the NYCDOE we use information from Part III of the Home Language Identification Survey.

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.

Parents' preferred languages for written communication: English, Spanish, Chinese, Bengali, Urdu, Punjabi, Tagalog, Indonesian, Thai, Portuguese, Nepali
Oral communication: English, Spanish, Mandarin, Cantonese, Bengali, Urdu, Punjabi, Tagalog, Indonesian, Thai, Portuguese, Nepali

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.)

Documents our school typically disseminates every year that require translation:

school calendar- September

parent-teacher conference letters- September, November, March, May

after-school program information/permission- November

New York State testing dates- September and January

cell phone and photographs/video permission- September

Parent- Association letters and other event letters- September- June

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.

Formal face-to-face meetings with parents throughout the year include:

parent-teacher conferences- September, November, March, and June

"Family Fridays" and Student of the Month ceremony- the first Friday of every month

parent workshops- "How to Succeed in Middle School" and art workshops for parents and their children

"Breakfast with the Principal"- September

guidance counselor calls- ongoing throughout the year

IEP meetings- ongoing throughout the year

parent orientations for new entrants- ongoing throughout the year

individual meetings with parents during parent engagement time- each Tuesday

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.

We use Blackboard Connect, a messenger service that translates documents in all languages. We also use the Translation & Interpretation Unit and Google translate and in-house personnel (for informal letters).

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.

We hire translators for parent-teacher conferences and also use the Translation & Interpretation Unit. We also hire translators to do word-for-word translation of the state math and science exams for low incidence languages.

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.)

Our guidance counselor and parent coordinator do a brief refresher pd each September on how to use the Translation & Interpretation Unit via phone or email. Our parent coordinator works with teachers to send messages via Blackboard Connect

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

The Welcome Poster can be seen in the main entrance of the school, along with the Language ID Guide. The Language ID Guide and Parents' Guide to Language Access are also available in the main office. The Parents' Bill of Rights is distributed in September.

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)

We gather feedback from parents on the quality and availability of services in the following ways:
parent surveys
the Learning Environment Survey
feedback from parents at Parent Association meetings and School Leadership Team meetings

