2018-19
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

DBN: (i.e. 01M001): 31R051
School Name: I.S. 051 EDWIN MARKHAM
Principal: NICHOLAS MELE
School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: I.S. 51 Edwin Markham
School Number (DBN): 31R051

BEDS Code: 353100010051
Grades Served: 6-8
School Address: 20 Houston St, Staten Island, NY 10302
Phone Number: 718-981-0502
Fax: 718-815-3957

School Contact Person: Nicholas Mele
Email Address: nmele2@schools.nyc.gov
Principal: Nicholas Mele
UFT Chapter Leader: Daniel Lee
Parents’ Association President: Jeanne McManus and Marion Brioso
SLT Chairperson: Ben Gilbert
Title I Parent Representative (or Parent Advisory Council Chairperson): Chris White
Student Representative(s): Not Applicable

CBO Representative: Not Applicable

District Information

Geographical District: 31
Superintendent: Vincenza Gallasio
Superintendent’s Office Address: 715 Ocean Terrace, Bld A room 141, Staten Island, NY 10303
Superintendent’s Email Address: vgallasio@schools.nyc.gov
Phone Number: 718-420-5667
Fax: 718-420-5667

Field Support Center (FSC)

FSC: Staten Island
Executive Director: Anthony Lodico
Executive Director’s Office Address: 715 Ocean Terrace, Bldg. A, Room 141 Staten Island, NY 10301

Executive Director’s Email Address: alodico@schools.nyc.gov

Phone Number: 718-420-5667  Fax: 718-420-5677
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 School Comprehensive Educational Plan (SCEP) 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 and Family Engagement Policy 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 SCEP, 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicholas Mele</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Ben Gilbert</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Marion Brioso</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Maria Nazi</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>F. Bellotti</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Lori Arfanis</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Jeanne McManus</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>M. Attard</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Chris White</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Tizania Russo</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Joanna Licitra</td>
<td>Member/Staff</td>
<td></td>
</tr>
<tr>
<td>Thomas Grillo</td>
<td>Member/Staff</td>
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<td>Member/</td>
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<td>Member/</td>
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Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is 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.

The process of developing and implementing the SCEP is aligned to the Framework for Great Schools. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 has established programs to strengthen ties between schools and communities, and is giving teachers and students supports 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint for continuous improvement 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 increase 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 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.

### The Six Elements of the Framework for Great Schools

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Rubric, School Quality Guide and other quantitative and qualitative data tools.

### NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools called the Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All current Priority and Focus Schools and Focus Districts must use the tool; districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement
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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 2017-18 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)

School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the SCEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the SCEP. For additional guidance on establishing a Title I Parent Committee click here.

Next Steps for SCEP 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:** In Part 1A of the Section 5: Needs Assessment indicate the Statement of Practice (SOP) from the DTSDE Tenets that will be addressed in the action plan. Schools that received an Integrated Intervention Team (IIT) School Review should use the recommendations from the review to select their SOPs. Schools that did not undergo an IIT review should select SOPs informed by the major findings/recommendations from your most recent Quality Review (QR) or Central-led Review (CLR), and other qualitative and quantitative data.

• **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.

• **Step 6:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).

• **Step 7:** 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: SCEP Overview

### 1. What is your school’s mission statement?

**Mission Statement:**

At I.S. 51 we are dedicated to fostering academic excellence for all students. We will do this by setting high expectations for the academic success of all learners. Our goal is to prepare students to advance their education towards college and career readiness. To this end, we will provide a nurturing and safe learning environment that promotes respect for all cultures in our diverse population. Through positive relationships and collaboration, we will engage our students to become productive citizens and future leaders.

### 2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

It is our belief that if teachers know their students and clearly communicate the criteria for success towards standard mastery, then students will be engaged in appropriately rigorous curriculum and able to self-assess and articulate their next steps.

During the 2017-2018 school year, our school worked closely with the UFT Teacher’s Center to bring assessment focused professional development to our teachers. We participate in the Middle School Quality Initiative and as a result have a Strategic Reading period built into the day to support all readers. During the 2017-2018 school year, we utilized this time to teach reading with the READ 180 program to students in 12:1 and 12:1:1 classes. The Writing Revolution is being utilized in ELA, SS, and Science classes to support students’ in understanding and communicating complex concepts. The math department worked closely with National Training Network to support teachers in implementing the SOLVE strategy and focused on including the conceptual understanding of math into lessons and unit plans. Using the data from the 2016-2017 school year, we saw a need for a social emotional initiative thus during the 2017-2018 school year, we began to use Restorative Circles in some classrooms and created a Peer Mediation program for all students that would complement the Mentor-Mentee program currently in place.

### 3. Describe any special student populations and what their specific needs are.
Our school is comprised of 1330 students. The ethnic breakdown is 45% Hispanic, 26% White and 24% Black and 5% other. Students with disabilities account for 33% of our population while 12% are English Language Learners. We are currently utilizing focused reading and writing programs that will support students who are below or approaching grade level.

In the 2017-2018 school year, students with disabilities were 2.84% more likely to be suspended than their non-disabled peers. In 2018-2019, 67% of students with disabilities achieved a proficiency level of 1 on the ELA State Exam and 79.6% achieved a proficiency level of 1 on the Math State Exam. The data suggests a correlation between the academics challenges and behavior of students with disabilities.

4. Identify 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.

During the 2017-2018 school year we focused on creating a supportive environment for students through instituting Restorative Circles in classrooms, providing a safe place for students to work out conflicts in Peer Mediation, implementing READ 180 for a small group of targeted students who needed reading intervention, expanding our work with The Writing Revolution to systematically support learners communicate complex concepts, and utilizing the SOLVE strategy to support all learners in math. As a result, incident reports and the number of students being suspended multiple times decreased. This year we are deepening these practices by implementing the Social Emotional program NaliniKIDS. The philosophy of the program is when students are physically connected, they are comfortable, confident, and energized to listen and engage in learning. The program is targeting a small population of students who need support with both academics and behavior. We have expanded the READ 180 program to include a larger population of students and added System 44 to support students who need phonics. We continue to deepen the teacher’s pedagogy with The Writing Revolution and the SOLVE strategies respectively through focused professional development and collaborative common planning time.
## School Demographics and Accountability Snapshot for 31R051

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08,SE</td>
<td>1315</td>
<td>No</td>
</tr>
</tbody>
</table>

### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>178</td>
<td>35</td>
<td>224</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>78.0%</th>
<th>% Attendance Rate</th>
<th>90.8%</th>
<th>% Free Lunch</th>
<th>73.1%</th>
<th>% Reduced Lunch</th>
<th>4.5%</th>
<th>% Limited English Proficient</th>
<th>8.0%</th>
<th>% Students with Disabilities</th>
<th>29.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.2%</td>
<td>Asian or Native Hawaiian/Pacific Islander</td>
<td>5.8%</td>
<td>Multi-Racial</td>
<td>25.3%</td>
<td>Multi-Racial</td>
<td>1.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Personnel (2015-16)

<table>
<thead>
<tr>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>1%</th>
<th>% Teaching Out of Certification</th>
<th>23%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi</td>
<td>Black or African American</td>
<td>Asian or Native Hawaiian/Pacific Islander</td>
<td>5.8%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>25.3%</td>
<td>Multi-Racial</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>American Indian or Alaska Native</th>
<th>Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Science (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
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</tbody>
</table>

#### Met Adequate Yearly Progress (AYP) in Graduation (2016-17)

<table>
<thead>
<tr>
<th>Hispanic or Latino</th>
<th>Asian or Native Hawaiian/Pacific Islander</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>N/A</td>
</tr>
</tbody>
</table>
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. (Aligned to DTSDE Tenet 3: Curriculum Development and Support)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 3 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
</tbody>
</table>

3.2 The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. **X**

3.3 Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. **X**

3.4 The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. **X**

3.5 Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. |

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the data collected in the 2017-2018 School Quality Guide, our strengths, in relation to the Framework...
rk, lie in collaborative teachers. The data shows that teachers feel that they have resources and opportunities to focus on the Common Core Shifts in literacy and math. This is due to our efforts to create common planning periods and professional development meaningful and transferable into the classroom. This work came out of the 2016-2017 Quality Review Report.
where we rated developing in teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts. The 2017-2018 School Quality Guide also indicates that most students do not feel they are being challenged and teachers do not feel that students respond to challenging questions. The ELA and Math State Exam data tells us that although
students do not feel that they are being challenged, most students are not performing on grade level.

To that end, we are working to look deeper at students' reading level through classroom and school-wide reading assessments and provide appropriate academic intervention and support based on student need. The subgroup we are focusing on is students with disabilitie
s. Our goal is to provide them with the necessary basic reading skills that will help them access grade level curriculum.

### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, the number of incidents in classrooms will decrease from the previous year as measured by the data. The percentage of students with disabilities proficient ELA as measured by the state exam will increase by 3%. The percentage of students with disabilities proficient in math as measured by the state exam will increase by 3%. By June 2019, the Lexile of students with disabilities will increase two grade levels as measured by READ 180 assessments and the Degrees of Reading Power Assessments.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with disabilities</td>
<td>Sept 18-June 19</td>
<td>Academy APs Teachers</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sept 18-June 19</td>
<td>Department APs Instructional Team</td>
</tr>
<tr>
<td>All teachers</td>
<td>Oct 18 - Dec 19</td>
<td>Leadership</td>
</tr>
<tr>
<td>All Teachers</td>
<td>Sept 18-May 19</td>
<td>Instructional Team Department APs</td>
</tr>
<tr>
<td>All Parents</td>
<td>Oct 18-June 19</td>
<td>Teachers Department APs</td>
</tr>
<tr>
<td>Trained Teachers</td>
<td>Sept 18-June 19</td>
<td>Point of Contact for the Writing Revolution</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.
At IS 51 we will work with the PTA to create Parent workshops throughout the school year to help parents become partners in the learning of their children. The focus will be on reinforcing the CCLS skills at home. We are also providing staff development to train teachers to better engage our parents and the community. We are partnering with Scholastic who runs PD sessions grounded in the work of Dr. Karen Mapp out of Harvard.

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.

Logistics:

Common Planning Period will take place during the day. Instructional/Interdisciplinary Team Leaders will meet with administration during the day. Interdisciplinary Teams (Academy Grade teams) will meet in the morning at least twice a month and be paid per session. We will utilize PICs, DTs, and LPP teacher leaders as model teachers and classrooms.

Teacher Team Leaders (Instructional and Interdisciplinary):

Participants and administration will focus on using formative assessment to provide multiple entry points to a curriculum that is aligned to the CCLS.

Inter-visitations:

Teachers who participate in inter-visitations will be paid a prep.

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

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<th>Tax Levy</th>
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<td>SIG Grant</td>
<td></td>
<td>School Achievement Funding</td>
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</tbody>
</table>

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.

Mid Year (February):

Teachers are explicit when explaining what mastery looks like for each standard and the skills students need to reach mastery

The minutes and agendas from department and instructional meetings will reflect work around unpacking the CCLS, identifying skills needed to master standards, aligning CCLS to curriculum and using the CCLS as a vehicle for content.

Learning targets reference skills and unpacked standards.

Assessments are created that align to CCLS in order to gather appropriate data.
Students and teachers are tracking progress toward standard mastery based on data (formative and summative assessments and teacher feedback).

In ELA, SS and Science classes we will utilize the Winter DRP Assessment as a mid point check mark to see how students are progressing from the standard based work we are doing.

In Math we will be looking at Mid year exams that reflect the standards as well a growth data from the IXL program students are on in their classes.

We will also use Mid year Writing samples that reflect the work being done by the Writing Revolution.

Teachers visit each other based on Advance data, suggestions from Admin, and based on personal goals.

LPP Model Teachers meet with cohort and try out new strategies and ideas in their classrooms.

Students begin to articulate the reasoning behind groupings, differentiation, or other differences in the classroom.

Grouping is flexible based upon data.

Teachers routinely share strategies that support differentiation, multiple entry points, and student data during inter-visitation, department common planning time, and interdisciplinary meetings evidenced by agendas and minutes.

**End Of Year:**

Learning targets reflect skills needed to master the CCLS or the standards themselves.

Students can articulate the work that will lead to mastery of the standard.

Students can articulate his/her progress being made toward mastery of a standard based on data.

Teachers can articulate students’ progress toward standard mastery based on data.

LPP Model Teachers turn key information learned from their work with LPP cohort.

Students feel safe to articulate the differences in the classroom. They illustrate a deeper understanding the fair is not always equal and celebrate each others successes.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Progress will be measured by Advance, specifically Component 3D of Danielson, as well as student ability and readiness to articulate where they are on the continuum toward mastery of the CCLS and where they are going.

We will also use the DRP assessments that take place three times during the year. Writing Revolution writing assessments that take place three times a year. Unit and Mid year test in mathematics as well as IXL data.

**Part 5c.** In February 2019, 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. (Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 5 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.</td>
<td>X</td>
</tr>
<tr>
<td>5.3 The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.</td>
<td>X</td>
</tr>
<tr>
<td>5.4 All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.</td>
<td>X</td>
</tr>
<tr>
<td>5.5 The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

In looking at our strengths we have the systems in place and staff members that are trained to carry out a sustainable social emotional curriculum that can address our needs. In looking at suspension and classroom removal data, it was determined that the majority of incidents happen in the classroom. This year, we are initiating the social emotional program NaliniKIDS, to help create a safe environment for students within the classroom. We will continue to provide opportunities for students to work out their conflicts in the Peer Mediation program.
**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, we will establish a systematic response to the social and emotional needs of students who are at-risk of failing academically based on behavior. Progress will be measured by looking at the number of incidents that occur in the classroom over the school year in comparison to previous years. This data will be looked at monthly in our PPT meetings and School Safety Committee meetings. We will continue to make adjustments monthly based on the findings of the data and the minutes and discussion from the two groups that are looking and discussing these incidents.
### 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:

- Evidence-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).

- **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? (Include school, educational consultants and/or CBO staff)

<table>
<thead>
<tr>
<th>Identify students in need of social and emotional support. This will connect the Deans and Guidance Counselors to one of many programs that are already in place in the school.</th>
<th>Students who present social and emotional needs that can be supported by an in house program</th>
<th>Plan will be created Aug 18-Sept 18 but the work will be ongoing throughout the year</th>
<th>Leadership, Deans, Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute, articulate, and promote response protocols to all stakeholders including the already established programs</td>
<td>All stakeholders</td>
<td>Sept 18</td>
<td>Leadership</td>
</tr>
<tr>
<td>Support the role our of NalinKIDS</td>
<td>All Spec Ed teachers</td>
<td>Sept 18 - June 19</td>
<td>Leadership</td>
</tr>
<tr>
<td>Teachers will follow a protocol when discussing student work and behaviors. These conversations will be connected back to the professional development work around engaging students and the use of formative assessments.</td>
<td>Teachers</td>
<td>Nov 18-June 19</td>
<td>Leadership</td>
</tr>
<tr>
<td>This initiative will be discussed during PTA meetings, SLC, Parent Conferences to engage families and help them understand the initiative.</td>
<td>Parents and Families</td>
<td>Nov 18 -June 19</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

At parent workshops we will also focus on the social emotional aspect of the Middle School years. Every other month a workshop should take place with this as the focus.

**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.
Advisory Expansion: In school programs led by guidance counselors and teachers

Advisory Curriculum: created by leadership, advisory team, guidance, deans, and security agents

Leadership: create systematic plan and vision

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

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**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.

Because this area is vital to improve the schools culture and safety of our students we will be looking at incident data, specifically those that happen in the classroom monthly at our PPT meetings and our School Safety Committee meetings. Both of these groups meet each month.

We will also dive into the data to see the types of incidents that are occurring as well to help make improvements \
adjustments to what we are doing.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Number of incident reports, attendance to after school activities

**Part 5c.** In **February 2019**, 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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. Alignment to DTSDE Statements of Practice

<table>
<thead>
<tr>
<th>Tenet 4 Statement of Practice</th>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2 School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.</td>
<td>X</td>
</tr>
<tr>
<td>4.3 Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.4 Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.</td>
<td>X</td>
</tr>
<tr>
<td>4.5 Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).</td>
<td>X</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the 2016-17 Quality Review data and the current 17-18 state scores were we have seen a 5% increase in the number of students that are Proficient in ELA and 2% increase in those proficient in Math. Even though we have seen these gains we still have work to do. We are continually re-evaluating how we teach the CCLS and ensure that teachers provide multiple access points to students based upon data. Teachers use multiple formative and summative assessment but do not routinely analyze the data they collect in teams to inform instruction and often the assessments are content-based, not CCLS aligned. Many teachers share the implications or meaning of the formative and summative assessments is it relates to the standard, with the students. The practice should be common and sustainable for all teachers. For some of our most struggling students we are utilizing the STARI, Read 180 and System 44 program. Students will be exposed to these programs in small groups.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
The goal is for more of our students to achieve a 3 and 4 on the State Exams in both ELA and MATH. We will measure the success based on the state data that is received from these exams next summer. We believe that if we achieve these goals students are meeting the CCLS standards and are at grade level or above.
### Part 3a – 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:

- Evidence-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., average/under-credited, SIFE, STH).

<table>
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<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>What is the start and end date?</td>
<td>Who is responsible for implementing and overseeing the activity/strategy? (Include school, educational consultants and/or CBO staff)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Departments will meet to determine what data needs to be collected. Teachers will analyze the data they collect to inform next instructional steps.</th>
<th>Instructional Team leaders</th>
<th>Sept 18-June 19</th>
<th>Admin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will unpack the standards in common planning periods with their content/grade teams. Teachers will define how the standards progress through the grades in their content.</td>
<td>Teachers</td>
<td>Sept 18-Jan 19</td>
<td>Admin and Instructional Team Leaders</td>
</tr>
<tr>
<td>Administration will do periodic learning walks to gather low inference observation data to be analyzed by the Instructional team of teacher leaders. This data will inform our next steps.</td>
<td>Teachers</td>
<td>Sept 18-June 19</td>
<td>Administration</td>
</tr>
<tr>
<td>Parents will be informed of the initiative through PTA Meetings, School Leader Team meetings, and Parent Meetings with teachers. Administration and teachers will describe the purpose and shift.</td>
<td>Families</td>
<td>Sept 18-June 19</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

#### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

We will continue to utilize Pupil PAt and have the Tuesday private parent meetings with all 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.

Per session for team leaders, Learning Partners, Peer Collaborative Teachers, Max Scholars, professional development, lready Math program

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</table>

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

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### 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 June 2019, students will show mastery of the CCLS in the major content areas. This will be measured by using multiple measures. One will be the DRP exam that is given three times a year. The other will be running records that will be done on our struggling readers at least three times a year and the data we get continually from the Read 180 and System 44 programs.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

The DRP exam is a exam that measures reading comprehension. The use of running records measures comprehension but also fluency as well.

**Part 5c.** In February 2019, 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. (*Aligned to DTSDE Tenet 2: School Leader Practices and Decisions*)

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Part 1a. Alignment to DTSDE Statements of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenet 2 Statement of Practice</td>
</tr>
<tr>
<td>Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.</td>
</tr>
<tr>
<td>SOP(s) Addressed</td>
</tr>
<tr>
<td>2.2 The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).</td>
</tr>
<tr>
<td>2.3 Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.</td>
</tr>
<tr>
<td>2.4 The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.</td>
</tr>
<tr>
<td>2.5 Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).</td>
</tr>
</tbody>
</table>

Part 1b. Needs/Areas of Focus:
Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

We are proficient in Quality Indicator 3.4, communicating high expectations. The Quality Review noted that the leaders consistently convey and provide training to faculty on high expectations and best teaching practices. In the 2017-2018 school year, we created an Instruction Team of teacher leaders who were tasked with supporting teacher teams, coaching teachers, and creating professional development that aligned with our school vision and SCEP goals. In the upcoming school year, we will expand this culture of mutual accountability for expectations that’s been established, by creating opportunities for the teacher leaders to work with teachers in continuing to develop their practice and creating department goals that aligns with the SCEP and vision for the school.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

2018-19 SCEP-FL
By June 2019, teachers will articulate the school vision, how their pedagogical practices aligns with the vision, and what their next steps are. This information will be captured with the use of surveys to the teachers that will be given in the beginning, middle and end of the school year.
### Part 3a – 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:

- Evidence-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).

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<tr>
<th>Target Group(s)</th>
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<tbody>
<tr>
<td><strong>Who will be targeted?</strong></td>
<td><strong>What is the start and end date?</strong></td>
<td><strong>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</strong></td>
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<table>
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<tr>
<th>Activity</th>
<th>Target Group(s)</th>
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<tbody>
<tr>
<td>Administration and Teacher Leaders will routinely share the instructional focus and SCEP with teachers during meetings (faculty/dept/grade).</td>
<td>Teachers</td>
<td>Sept 18-Nov 19</td>
<td>Leadership</td>
</tr>
<tr>
<td>Facilitators of pd will articulate how the information aligns with the instructional focus.</td>
<td>Teacher</td>
<td>Sept 18-Oct 19</td>
<td>Leadership</td>
</tr>
<tr>
<td>Teachers will create personal pedagogical goals that align with the instructional focus and SCEP.</td>
<td>Teacher</td>
<td>Sept 18 - June 19</td>
<td>Leadership</td>
</tr>
<tr>
<td>Teachers will routinely reflect upon their progress toward achieving their goals and make adjustments as needed.</td>
<td>Teacher</td>
<td>Sept 18-June 19</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Engage families to have a voice and utilize survey data in making key decisions.

### 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.

MSQ coach, MSQ PD, Learning Partners, Peer Collaborative Teachers and Demonstration Teachers, model teacher, per session for teachers, supervisor pd, schedule adjustments

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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.

Progress will be monitored by looking at work samples and collecting survey data three times during the school year. The survey will measure

- Teacher pedagogical practices are aligned to the instructional focus and professional development, as evidenced by Advance data

- All teachers reflect on their pedagogical goals half way through the year and make adjustments accordingly

**End of Year:**

- Teacher can articulate the instructional focus, make strategic decisions that align with the instructional focus, and lesson plans reflect the instructional focus

- Teachers reflect on their goals

### Part 5b.
Indicate the specific instrument of measure that is used to assess progress.

Advance data

### Part 5c.
In **February 2019**, 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

#### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>SOP(s) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
</tr>
<tr>
<td>6.3</td>
</tr>
<tr>
<td>6.4</td>
</tr>
<tr>
<td>6.5</td>
</tr>
</tbody>
</table>

#### Part 1a. Alignment to DTSDE Statements of Practice

**Tenet 6 Statement of Practice**

Consider each Statement of Practice (SOP) below, and identify at least one. Place an “X” in the appropriate box indicating SOP(s) addressed in this action plan.

#### Part 1b. Needs/Areas of Focus:

Briefly summarize your needs assessment by answering each question below using the SOP(s) selected above and the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Integrated Intervention Team Review, Central-led Review, Quality Review, NYSED Diagnostic Tool for School and District Effectiveness Self-Reflection, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

According to the Quality Review, parents have “the chance to either speak to school personnel or track their own child’s daily progress over the Internet.” We are proficient at communicating and sharing data. We scored a 3.30 out of 4 in the ‘Strong Family-Community Ties’ category of the Framework for Great Schools Report. This indicates that those parents, students, and teachers surveyed feel that we are proficient in parent outreach and involving parents in school activities. We want to continue to strengthen this relationship by continuing partnerships with community organizations who support our students social emotional health and bring in organizations who will help us to encourage students to set and maintain high academic expectations for themselves and support student success.

#### Part 2 – Annual Goal

Indicate your school’s 2018-19 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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2019, we will partner with Wagner College to bring college access to all students thus, encouraging students to set and maintain high expectations for their academic careers. bring High School and College Awareness to our community. In doing so we are partnering with Scholastic to deliver PD to our teachers to have them play a more pivotal role in connecting parents with our school. With a cohort of 15 teachers we will measure the amounts of interactions they have each month. We would like them to increase throughout the year measuring one month to another.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>Students who have between a 80 and 90 average and will have parent involvement.</td>
</tr>
<tr>
<td>Teacher group consisting of 15 teachers who will be part of our focus work based on the philosophy of Dr, Karen Mapp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who have between a 80 and 90 average and will have parent involvement.</td>
<td>September 18 to May 19</td>
<td>Principal and AP's</td>
</tr>
<tr>
<td>Teacher group consisting of 15 teachers who will be part of our focus work based on the philosophy of Dr, Karen Mapp</td>
<td>Teachers who show a willingness to participate in PD session</td>
<td>Nov 18- June 19</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Sports and Art and NYSED

### 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.

Wagner is hiring a employee and we have set up office space

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

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>P/F Set-aside</th>
<th>21st Century</th>
<th>C4E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I 1003(a)</td>
<td>Title III</td>
<td>PTA Funded</td>
<td>SIG Grant</td>
<td>School Achievement Funding</td>
<td>Other</td>
</tr>
</tbody>
</table>
### 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. Measure the amounts of interactions that our teachers are having with families and the community utilizing the tool given to us by Scholastic. |
| Part 5b | Indicate the specific instrument of measure that is used to assess progress. Student Performance data and Surveys will be used to measure the effectiveness of the program. |
| Part 5c | In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>DRP Scores, ELA State Exam Scores</td>
<td>Max Scholars, Writing Revolution (Hochman Method), blended learning</td>
<td>Small group</td>
<td>During school (Max Scholars will be done in Strategic Reading and Hochman Method will live throughout the school) and after school/Saturday Academy</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math State Exam Scores, iReady Diagnostic</td>
<td>iReady and Ready Programs, blended learning</td>
<td>Small Group</td>
<td>During School (Basic Skills Period), and after school/Saturday Academy</td>
</tr>
<tr>
<td>Science</td>
<td>Classroom Assessments, Unit Assessments</td>
<td>Hochman Method, Interactive lessons, differentiated instruction</td>
<td>Small Group</td>
<td>During School, After School HW help, Saturday Academy</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Classroom Assessments, Unit Assessments</td>
<td>Hochman Method, Interactive lessons, differentiated instruction, Making History (project based learning)</td>
<td>Small Group</td>
<td>During School, After School HW help, Saturday Academy</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>All 7th and 8th grade students, Dean and Guidance Referrals based on behavior and need</td>
<td>Advisory, M&amp;M, NY Foundling Mental Health Services, SAPIS, CBO</td>
<td>One to one counseling, small group</td>
<td>During School and After School</td>
</tr>
</tbody>
</table>
Section 7: Support for Students in Temporary Housing (STH)

Directions:
- All Title I schools must complete Part A of this section.
- All Non-Title I schools must complete Part B of this section.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
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</table>

<p>| | |</p>
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<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

We will provide students with school supplies, clothing and basic necessities such as shampoo, toothpaste, deodorant etc...
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

We will work to identify candidates that are in excess that could be good candidates for our school. Administrative staff observes teachers who come to us from Teacher Preparation programs as well as substitute teachers to identify them for potential full time positions. The payroll secretary works closely with our HR Partner to ensure that non HQT meet all requirements. We will continue our close relationship with the College of Staten Island and their Education Department to attract their best prospective teachers.

In order to ensure retention of our highly qualified teachers, we provide high quality and focused professional development based upon the needs of the teachers. Inexperienced teachers work closely with assigned mentors, the Peer Collaborative Teachers, and the Demonstration Teachers to ensure they are supported. First year teachers attend a New Teacher Meeting to ensure they are being supported appropriately.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

This year we are part of the Teacher Incentive Fund where we have Peer Instructional Coaches and Demonstration teachers on staff to help teachers reflect and improve their practice by utilizing the Danielson Rubric. We have been assigned an Ambassador and Team Leader who works with our teachers to develop their pedagogy and the new Evaluation System. The Ambassador will provide various PD sessions on the Danielson Framework and Evaluation system throughout the year.

We are also part of the Middle School Quality Initiative. In being part of this program our teachers will be receiving Professional development geared to improving literacy across the content areas.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

N/A

### 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).

N/A

### 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/information, early intervention services, etc.).

N/A

#### 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.

Each Department has a grade teams. These teams provide artifacts of their reflections and make adjustments concerning instructional practice and student achievement. The assessments that will be used are discussed by teachers in grade/department teams. The teacher teams determine appropriate assessments and the Instructional Team, comprised of teachers and the Administration, ensure that the assessments are aligned to the instructional focus.

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. **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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column B, section references where a related program activity has been described in this plan.</th>
</tr>
</thead>
</table>
### School Allocation Amounts and Allocation Flexibility

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Source</th>
<th>Allocation Amount</th>
<th>Verify</th>
<th>Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>1,052,399</td>
<td>X</td>
<td>na</td>
</tr>
<tr>
<td>Title I School Improvement 1003(a)</td>
<td>Federal</td>
<td>16,979</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Title I Priority and Focus School Improvement Funds</td>
<td>Federal</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td>X</td>
<td>na</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>13,646</td>
<td>X</td>
<td>na</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>7,322</td>
<td>X</td>
<td>na</td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>9,052,858</td>
<td>X</td>
<td>na</td>
</tr>
</tbody>
</table>

### Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The intent and purposes of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
• **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

• **Title I Priority and Focus School Improvement Funding:** To 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 and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

• **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

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

• **Grant funds awarded via a competitive process, including Title I 1003(g) SIG funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Edward Markham I.S. 51, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Markham I.S. 51 will support parents and families of Title I students by:</td>
</tr>
</tbody>
</table>

- 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;

### Parental Involvement and School Quality

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., ESSA/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

● host the required Annual Title I Parent Meeting on or before December 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 ESSA;

● 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;

---

**Encouraging School-Level Parental Involvement**

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)**
School-Parent Compact (SPC)

Edward Markham I.S. 51, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

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

● assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

● sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

● supporting parental involvement activities as requested by parents;

● ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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 2018-19 SY

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

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.

- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.

- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any updates or revisions to this plan must be made through the [iPlan portal](http://schools.nyc.gov/Academics/ELL/default.htm) by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Edwin Markham I.S. 51</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBN:</td>
<td>31R051</td>
</tr>
</tbody>
</table>

This school is (check one):

- conceptually consolidated (skip part E below)
- NOT conceptually consolidated (must complete part E below)

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- Before school
- After school
- Saturday academy

Total # of ELLs to be served: _____

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

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
## Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>Total # of teachers in this program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of certified ESL/Bilingual teachers:</td>
<td>_____</td>
</tr>
<tr>
<td># of content area teachers:</td>
<td>_____</td>
</tr>
</tbody>
</table>

5
4
1

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____

- Based on the results of the NYSESLAT, beginning and intermediate level ELL students will be provided with supplemental services to improve on English language proficiency in all modalities. Ongoing data analysis will be dependent on the yearly results of the NYSESLAT and will result to program adjustments in SY 2018-2020. Our goal is to boost literacy by providing our ELL students with extra help in the areas of English Language Arts.
- The Supplemental program will include students across the 6, 7 and 8th grades. Beginner/intermediate level ELLs will be invited to the program.
- Title III funds will provide a before school program from 7:30 AM to 8:10 AM using small group instruction to support English language development for ELLs every Thursday throughout SY 2018-2020. The Title III funds will also provide an after school program from 2:30 PM to 4:30 PM every Wednesday targeting small group instruction with beginner and intermediate ELLs throughout SY 2018-2020.
- Our program is delivered in English with supplemental support in student’s native language. Supports will include glossaries, visuals, auditory aids and books in various languages.
- Two certified ESL teachers will be funded using Title III allocation for this proposed supplemental program.
- At I.S. 51, Title III funds will be used to purchase supplemental programs such as Read 180, Rosetta Stone and System44. These programs will be used to promote comprehension, vocabulary building and conversational skills in the English language. Writing skills will be touched upon as proficiency becomes more evident. As an additional scaffold and support, content area books in the students’ native language as well as fiction and non-fiction books for strategic reading will be purchased with Title III funds. Our goal is to promote speaking, reading, writing and listening skills in the English language.

## Part C: Professional Development

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
### Part C: Professional Development

Begin description here: ____

- Sustainable professional development for the Title III ESL teachers will be provided to ensure pedagogical alignment in second language acquisition in order to achieve consistency with instructional strategies and practices that will be evident in the classroom.
- Topics to be covered during this time may include: (1) Modifying and Differentiation for ELLs, (2) Strategic Literary Devices for Optimal Comprehension, (3) Integration of the Instructional Shifts with Common Core aligned Lessons, (4) Academic Vocabulary Instruction for English Learners. Other professional developments may include training conducted by network staff as well as collaboration with Center for Applied Linguistics.
- Ongoing professional development will be vetted by ESL teachers that are being offered by Our coaches, FSC staff, outside vendors and DELLSS workshops. All these PD opportunities will take place on Monday afternoons during PD time from 2:30-3:45.

### Part D: Parental Engagement Activities

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

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

Begin description here: ____

- The rationale of parent engagement is to ensure the security of the student. To make them feel supported both by the school and family simultaneously. Parents will be invited to attend morning class with their child to encourage learning. Translators will be available in order to assist in the transition of learning a new language. Parents will also be invited to workshops which will allow them to be participants in educating their children and at the same time gaining knowledge for themselves.
- Parents will be invited on Wednesday afternoon once a month for the remainder of the school year.
- Homework help, literacy (basic skills in both English and math), strategies such as vocabulary building, phonics and basic reading skills that can be used in all subject areas are some of the topics that will be covered during parental engagement activities.
- Mrs. Orzylowska and Ms. Fazio will be providing parent engagement activities that will impact higher achievement for ELLs.
- Parents will be notified of these activities via telephone and back packing notices provided in their home language. In addition, information will be offered through our online communication system Skedula, which can also be provided in Spanish.
### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
</table>
| Professional salaries (schools must account for fringe benefits)  
  - Per session  
  - Per diem | N\A | N\A |
| Purchased services  
  - High quality staff and curriculum development contracts. | N\A | N\A |
| Supplies and materials  
  - Must be supplemental.  
  - Additional curricula, instructional materials.  
  - Must be clearly listed. | N\A | N\A |
| Educational Software (Object Code 199) | N\A | N\A |
| Travel | N\A | N\A |
| Other | N\A | N\A |
| **TOTAL** | $13,646 | N\A |
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

**Part I: School ELL Profile**

**A. School Information**

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>Staten Island</td>
<td>051</td>
</tr>
</tbody>
</table>

School Name: Edwin Markham Intermediate School 51

**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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Assistant Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Nicholas Mele</td>
<td>Mrs. Stoupakis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach</th>
<th>School Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>John Romer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher/Subject Area</th>
<th>Teacher/Subject Area</th>
<th>Parent</th>
<th>Parent Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janine FAzio</td>
<td>Mrs. Sirico</td>
<td>Jeanne McManus</td>
<td>Mrs. Joann Wojick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related-Service Provider</th>
<th>Field Support Center Staff Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carla DeStefano</td>
<td>Enrico Domingo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Other (Name and Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Lodico</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Number of certified</th>
<th>Number of certified</th>
<th>Number of teachers who hold both content area/common branch and TESOL certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL teachers currently teaching in the ENL program</td>
<td>bilingual teachers not currently teaching in a bilingual program</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified bilingual teachers currently teaching in a bilingual program</th>
<th>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs (applicable to grades 7–12)</th>
<th>Number of teachers who hold both a bilingual extension and TESOL certification</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of certified ENL teachers not currently teaching in the ENL program</th>
<th>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]</th>
<th>Number of special education teachers with bilingual extensions</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**D. Student Demographics**
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

<table>
<thead>
<tr>
<th>Program</th>
<th>Yes</th>
<th>No</th>
<th>If yes, indicate language(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Dual language program (DL)</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Freestanding ENL</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>DL</td>
<td>Span</td>
<td>2014-15</td>
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<td>0</td>
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<td>3</td>
</tr>
<tr>
<td>DL</td>
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<td>3</td>
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</tbody>
</table>

Part III: Assessment Analysis

After reviewing and analyzing the assessment data, answer the following:

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?
   IS 51 uses Performance Series Scantron for entire school, DRP testing and Running Records TCRWP for our ELL population. IS 51 also uses the ELL Periodic Assessment to drive classroom instruction. Read 180 and Lightsail are also used for proficiency and phonics. All types of assessments further differentiate instruction by using the scale scores outlined by the NYSESLAT coupled by the ELL Learning Standards. In analyzing the subgroup of the NYSESLAT results, student performance varies in each modality and in each grade. However, it clearly highlights the need to develop the listening and reading in general while identifying speaking as its area of strength. It is through the formation of the Language Allocation Policy Team that it is hoped that these valuable data be shared to other teachers of ELLs within the school community. This is done once again through
department and grade level meetings at the same time being a critical indicator to the Academic Intervention Team in the middle school level. We also provide all teachers of ENL students with native language glossaries. The Dual Language program currently utilizes the Degrees of Reading Power assessment to assess students literacy skills. Less formative assessments are through teacher observations, and teacher-student conferences. The data collected helps indicate the various struggles students may have in regards to phonics, fluency and/or comprehension. The information is used for grouping, differentiation and to guide instruction.

2. What structures do you have in place to support this effort?
We will continue to review the assessment data on a monthly basis to help make key instructional decisions depending on the students achievement. The team that will review the data is the cabinet along with the ENL teachers and Dual Language teachers.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We evaluate the success of our ENL program by studying assessment data. We look at informal assessments and formal assessments such as the NYSESLAT, New York State ELA exams, New York State Math Exams, NY State Science tests, Acuity, Performance Tasks, and Reading levels. In addition, we check to see if we met AYP for the ELLs and our AMAOs. Within the Dual Language program and the Free Standing program, student success is evaluated through various measures. Students are assessed on their success through teacher observations, class assessments, portfolios, interactives, quarterly projects and student performance (participation and ability to complete tasks independently). In math, students are also assessing through an MRI; a basic skills test given every 12 weeks. For literacy, students are assessed using the DRP.

4. What structures do you have in place to address interventions once the summative data has been gathered?
We have morning tutoring, Friday Academy and Saturday Academy to help provide intervention to these students.

5. How does your school use 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.] In order to guide instruction for ELLs within the Response to Intervention framework, the classroom teachers monitor the students at the Tier I level. They provide meaningful lessons, set challenging academic goals and build abilities through dialogue, questioning and sharing ideas. At this level, the teacher uses unit tests, performance tasks, classroom assignments and class participation to determine who needs further assistance. The teachers use the data from the assessments to see which students have not mastered certain skills or concepts and need to be re-taught. On the Tier II and III levels, the ESL teacher and SETTs teacher provide more targeted instruction and additional academic support to help students. Data such as classroom and participation in these smaller groups is evaluated to see if the child is progressing successfully with this extra assistance. Classroom teachers work with out of classroom personnel to improve the Tier II and III services. The out of classroom teacher uses different strategies to try to help students master skills and concepts. If the child still does not make any progress, the teacher meets with the School Based Support team. The ENL Department along with the Special Education Department collaborate and make sure that all possible interventions are provided for any student before he or she is referred for Special Education evaluation. We want to prevent any student from being referred to Special Education unnecessarily.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS]. The data from the NYSITELL and NYSESLAT exams reveal data patterns across proficiency levels that are surprising. The strongest result is in the speaking modality. The majority of our students have been in the system for some time and have no problem expressing themselves in English. The second strongest result, unlike previous years, is in the writing modality. The ELA teachers have introduced the Writing Revolution to our students with the hopes that they can enhance their basic writing
skills and flourish in their future writing pieces. Surprisingly, many students showed a weakness in the listening modality. These students are addressed on an individual basis with small group practice to improve this skill. During the year their progress on the ongoing assessments are noted. The greatest weaknesses of the students are in reading and listening. This finding is reinforced by other assessments as previously noted. According to the data, the ELL population has shown growth within the Dual Language program. Though it is not reflective on State Exams, through classroom observations and the DRP, improvement has been shown on their progress.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
We meet on a continuous basis and the teachers review their data during common planning which takes place at least three times a week.

### Part IV: ELL Programming

#### 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.
      1.a The Freestanding English as a Second Language model is used in our school. Students are placed into the freestanding program based on student choice and/or what is currently available at our school. All instruction is done in English. Students receive the mandated units of instruction based on the proficiency levels of the student as determined by the NYSESLAT/NYSITELL exam. Students who are at the Entering level receive 360 minutes of ELA and ENL instruction. Students who are at the Emerging level 90 minutes in a stand alone setting and 180 minutes in ELA or ENL. Transitioning level students receive 90 minutes in their ELA class and an additional 90 minutes in any of the other major content areas. Expanding level students receive 180 minutes of ENL services in any of their content area classes. Finally, those students who are proficient in the English language or on the Commanding level (based on the passing of the NYSESLAT) still receive 90 minutes of extra ENL help in any of their major subject areas. Students are placed in classes using the heterogeneous model.

   b. TBE program. If applicable.
      TBE program is not available in our school at this time.

   c. DL program. If applicable.
      1. Within the DL program, various instructional strategies are used in order to support ELL’s. The program currently mimics the roller coaster model as well as the Gomez and Gomez model. The class travels together, and receives their ESL services within the program. Various techniques are used to reach ELLs, such as small groups, in which ELL’s are heterogeneously mixed with non-ELLS when needed and homogeneously when needed. (Dependent on student needs and outcomes). Tasks are differentiated according to student need. Teachers use discretion in translation when needed. Assignments are given in the native language when following the NL blocks. Technology is also used (smartboard interactives, iPads, videos etc) in order to provide various types of support.

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)?
      All students receive the required amount of minutes of ENL instruction. Students who are at the Entering level receive 360 minutes of ELA and ENL instruction. Students who are at the Emerging level 90 minutes in a stand alone setting and 180
minutes in ELA or ENL. Transitioning level students receive 90 minutes in their ELA class and an additional 90 minutes in any of the other major content areas. Expanding level students receive 180 minutes of ENL services in any of their content area classes. Finally, those students who are proficient in the English language or on the Commanding level (based on the passing of the NYSESLAT) still receive 90 minutes of extra ENL help in any of their major subject areas. Students are placed in classes using the heterogeneous model. In addition Mrs. Biscutti is teaching a Spanish elective class. Annually, our ELL teachers design a matrix that is given to all of our staff members; that includes information about our ELLS and highlights their data. The matrix is updated monthly and includes the results of the NYSESLAT/NYSITELL, Spanish LAB-R (if necessary), ELA and Math performance tests. Also, it includes the students proficiency levels and years of service.

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.

Core content is delivered in the Freestanding program using English and uses a variety of instructional approaches and methods to cater to each child respectively. Classroom teachers are aware of the levels of the students in their classes and work with the ENL teachers to address the students' needs. Teachers are expanding their understanding of the needs of their students and how to best help them by participating in ongoing professional development. The teachers use a variety of methods which create visual and concrete examples for their students as they teach standardized curriculum. Teachers who have worked with ENL students work closely with the ENL teachers at all times. Vocabulary and concepts are broken down to simpler terms as necessary. All teachers in other areas such as science, social studies, health, art, drama, etc. are aware of all the ENL students in their classes and the ENL teachers work with these teachers as well. Student buddies work with transitioning and expanding level students in small groups to provide extra assistance and develop vocabulary and social skills. Classroom teachers and ENL teachers review curriculum expectations in advance so that the ENL teacher can preview the lesson in advance for areas that need further clarification, development or eliciting of background knowledge. Teachers also meet to co-plan lessons, creating a variety of activities during the group and/or independent work time to differentiate instruction to accommodate the ENL students' needs. In the ENL program model, content is delivered in English with native language support. ENL teachers, provide students with native language glossaries, dictionaries, iPads to research or translate and if available with native language textbooks and readings. We currently have resources in Spanish, Arabic and Urdu. The ENL teachers use the same model adapted with QTEL techniques. Content and ENL teachers are encouraged to plan cooperatively to the extent possible during common planning periods. ENL teachers are trained in common core learning standards. All lessons that are taught are aligned with the CCLS. All teachers use Inquiry Team methods to study ATS data to drive their instruction.

Core contents, such as ELA and Math are taught in English, with translations used at discretion when deemed necessary through teacher observations. A native language arts (NLA) block is used to mirror strategies and skills taught in ELA and develop the target language. Social studies and science are taught in the native language 3 days of the week and in English 2 days of the week (roller coaster model) with supports and translations when needed. This method reaches students at all levels in both English and the target language. Interactive notebooks are used in order to support students with visual supports and organization. Various bridging techniques, such as word endings and cognates are taught and encouraged to help promote student proficiency in both languages.

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

The initial evaluation in students’ NL is based on informal interview in students’ mother tongue about their achievements in the former schools, their studying, reading techniques, attitude towards education, as well as hobbies and interests. Students whose native language is Spanish are evaluated with the Spanish Lab. Our school has also implemented the use of screeners to further assess our students and the progress that they are making.

Due to the recentness of the program (we are currently in our second year), year to year progression has been difficult to track. Currently evaluations have been based on formal and informal teacher assessments (given in home language). Teacher conferences have also aided in the success evaluation. Portfolios are used to show student progression within the school year.
Portfolio assignments and assessments include, but are not limited to, unit assessments, lesson exits, projects and class work. Students also took the DRP last year, in which will be used in comparison to this year.

5. 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

6. a. This current school year we have 1 SIFE student. This particular student is monitored closely by the ENL teachers and regular classroom teachers. The student receives extra attention and help especially in the areas of reading and writing. They are also granted access to computer programs that they can use at school as well as at home. Our SIFE student has differentiated instruction that uses computer programs, supplemented Common Core Aligned vocabulary and workbooks and visuals when necessary.

b. Within the first year, the entering students from 6th and 7th grades are pulled out together. Beginning students, especially those brand new to the English language receive 360 minutes of ESL instruction: they are pulled out of their class 180 minutes per week and given intensive English and content area support instruction in small groups. They are also included in small flexible groups in our push in model for academic intervention the remaining 180 minutes per week. We are integrating ENLs into heterogeneous classes with constant regrouping with English proficient students to maximize instruction and learning styles. These students in this group receive intensive instruction and intensive use of computers, including Rosetta Stone software, Max Scholar Phonics and Access Code. They also receive all the help they need with their classwork, projects, etc. Additionally, because NCLB requires ELA testing for ELLs after only one year, these students are receiving even a more rapid introduction and more attention given to reading and writing they will need to succeed on the ELA exam. They also receive extra help and attention in morning tutoring sessions and Saturday tutoring which provides additional homework help and extra reading and writing practice. In the second and third year all these activities are continued and intensified to bring these students to the highest level possible so they can do well in classwork and standardized tests.

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

d. For ELLs who have completed six years the same procedures are in effect as outlined in answer c above. These students, in particular, receive even closer motivating and monitoring. Students are strongly encouraged to attend all possible extra programs, including morning tutoring, Saturday Academy, and teachers are encouraged to give these students additional homework and extra reading and writing practice. These students also are part of the special intensive reading done in the Max Scholar program during their Strategic Reading classes. Long Term ELLs have IEP’s most of the time and it is important that the ENL teachers work with the students Special Education teacher to come up with the goals necessary for the student to meet in order to pass the NYSESLAT exam.

e. All former ELLs (two years or less) receive extended time for all NYS exams. In addition, bilingual dictionaries are provided to the same specifications as current ELLs. To the extent possible, former ELLs are placed in classes of ESL licensed teachers. Teachers of former ELLs are trained in the appropriate ways to scaffold instruction when needed. After careful examining data, students are placed in classes that appropriately support their language needs. Students that need literacy support are placed in ICT classes. When possible, students are placed in a class that is currently servicing ELLs. Former ELLs are also offered tutoring and have access to computer programs to ensure growth.
In order to ensure parent understanding of program options, the school holds various walkthrough throughout the year for incoming students. This provides an opportunity for parents to (a) become familiar with the programs given and (b) understand how each program is run.

6. 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?
ELLs with special needs are provided with plenty of visuals and dramatized reading material. Total Physical Response methodologies building academic vocabulary, simplifying content and concept knowledge are ways to provide access to academic content and accelerate English language development. The technology that is used to help these students includes Smart Boards, CD players and computers. The ESL teacher meets with the School Based Support Team and the Assistant Principal and/or the Principal to make sure ELL-SWDs get the correct ELL services. In some cases, a Bilingual Assistant helps the student in class throughout the day. The ELL-SWDs use the same materials and do the same work as the mainstream students. However, the tasks and assignments are differentiated based on the student’s abilities and on the IEP. Some students may need simplified instruction using only one or two words while others may need simpler language or have the task broken down into smaller components. Furthermore, multiple intelligence problem solving strategies are also used by teachers to promote academic success. These strategies include linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal and naturalistic. Dual Language: In order to address ELL-SWDs teacher use various materials and technologies. Sites such as Nearpod, 1x1, math, and brainpop are used to address student’s needs (may be given whole class or individually on iPad, depending on student needs). Grouping is used both heterogeneously and homogeneously to support students, and to provide differentiation. Assessments are also given in both English and the target language.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
Our school uses curricular, instructional and schedule flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment through Saturday School, morning tutoring, after school programs, small group instruction, trips, special events like Field Day, lunch time and recess. The ELL-SWD are in the same classes with the mainstream students in Saturday School, morning tutoring, after school programs and in small group instruction. I.S. 51 ensures that flexible programming is used to maximize time spent with non-disabled peers through meetings between the general education teachers, special education teachers, the out of classroom teachers, SETTs teacher and School Based Support Team as well as the administration. At lunch time, ELL-SWDs eat at the same tables and at the same time as the non-disabled students. They also interact at recess. By encouraging mainstream children to interact with ELL-SWDs, we are able to help these children achieve their IEP goals. ESL strategies are infused into content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing; teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated, scaffolded for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematics, social studies and science classes: usage of visuals and manipulatives to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, sample problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review. Academic language development is planned in a variety of ways. The Common Core approach is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work.
8. 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.

ESL strategies are infused into Common Core content instruction using comprehensive strategies including directed reading-thinking approach (preview, predict, read, review, summarize); writing (brainstorming, organizing, drafting, reviewing, getting feedback, revising, editing, proofreading, and publishing); teacher read-alouds; focused strategies including graphic organizers, think alouds, think-pair-share and modeling. Language structures including mini lessons of grammar in connection with the content lesson, academic vocabulary including content-related vocabulary in each lesson, semantic webs, personal word banks and scaffolding on an ongoing basis. Instruction is differentiated for ELL subgroups using the following methods to help teachers support the learning of ELL students in the mathematics, social studies and science classes: usage of visuals and manipulatives to illustrate and import ideas, usage of visual cueing, color coding and graphic organizers used as a way of focusing attention, sequencing steps, increasing ability to recall information, minimize the number of problems assigned and the amount of copying required, usage of tactile cues, capitalize on problems to promote understanding, simple problems and charts available, use of sequencing instruction in small steps with adequate provision for practice and review. Academic language development is planned in a variety of ways. The Common Core model is employed in all language arts classes as well as other content area classes. Word work, which includes vocabulary, grammar, spelling, and usage is incorporated into double blocks to address the needs demonstrated by students through ongoing assessment of both oral and written work. The ELL teachers push into classes with ELL students, working with the regular classroom teacher to address the particular needs of this population. Teachers collaborate during common planning and inquiry team’s time in order to address the increasing need for best ENL methodology. They work with the target population to enhance their understanding of reading passages and to assist the development of written language conventions. Special attention is given to basic language skills for these students. such as phonemic awareness, conventions for word endings such as plurals, tenses and comparisons, idioms, sentence structure parts of speech and dictionary skills. Students are given time during the regular class block to work on supplementary materials that focus on these skills. ENL teachers also utilize laptop computers in the classroom. Computer programs such as Max Scholar Phonics, Access Code and Rosetta stone help students learn both visually and auditorily. In addition, all Entering and Emerging students are given dictionaries to work with at home as well as in school.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

For the next school year, we plan on continuing the weekend, morning and after school enrichment that will allow the student to interact with others socially and academically. The data to support these programs includes binders that show progress and scores on the assessments. The school is also using the reading improvement program ESL Brain-POP, Max Scholar Phonics and reading and Access Code. The ELL teachers are working on increased, intensive vocabulary study with all ELLs. Word Generation is used by I.S. 51 in Language Arts as well as all content areas to promote extended knowledge in vocabulary.

10. If you had a bilingual program, what was the reason you closed it?

No programs or services will be discontinued for ELLs since the children have shown improvements in all academic areas.

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

13. All students are welcome to join in any activities that the school provides. The classroom teachers, ENL teachers, Administration and Parent Coordinator send translated letters home telling parents about the programs and calling parents to encourage them to send their children to these programs. Signs are posted outside the school as well. There are specific programs tailored to the needs of the ELL population. The school offers morning tutoring, Saturday Academy and after school enrichment. The goals of these programs are to help the student in literacy, math and content area subjects through the use of supplemental activities and materials designed to improve the student’s knowledge base and improve strategies to decode words, solve mathematical problems as well as improve comprehension in reading and academic language.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Currently, we are using a variety of Common Core Aligned text books in all content areas. In terms of technology, the students use computers, Smart Boards, and have access to iPads that are used for research and translations when needed. They research subjects on the internet. They play internet games that reinforce math and literacy skills. Leveled libraries in classrooms (including material in native languages), excellent library which is easily accessible to all well stocked with leveled materials (including large numbers of native language material and English/Spanish side-by-side books), excellent librarian providing additional support for ELL students, translated versions of many textbooks, dictionaries and glossaries to help during the year and with standardized testing, and additional support by the ENL teachers when eighth grade students are filling out high school applications. In addition, our school has started strategic reading and Max Scholar programs this year.

In order to address ELL-SWDs teacher use various materials and technologies. Sites such Nearpod, 1x1 math, and brainpop are used to address student’s needs (may be given whole class or individually on iPad, depending on student needs). Grouping is used both heterogeneously and homogeneously to support students, and to provide differentiation. Assessments are also given in both English and the target language.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
In the ENL model, to provide native language support, students are encouraged to read additional material in their native language. As previously mentioned classrooms have materials in the native language (books, magazines, dictionaries). The library has materials in the native language. Textbooks are available in the native language. Dictionaries and glossaries are provided to encourage use of both languages as well.

Dual Language: Core contents, such as ELA and Math are taught in English, with translations used at discretion when deemed necessary through teacher observations. A native language arts (NLA) block is used to mirror strategies and skills taught in ELA and develop the target language (Gomez and Gomez model). Social studies and science are taught in the native language 3 days of the week and in English 2 days of the week (roller coaster model) with supports and translations when needed.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
The support services are based on student needs, assessments and teacher input. Teachers, Administrators and other personnel take into consideration the students age and grade level in deciding whether an ENL student needs additional support services and which ones they need developmentally. The Read 180 program allows students to read on their level and allows them gradually develop their oral, reading and speaking skills. Services and supports correspond to ELL’s age and grade level by allowing the student to read the same story or article as their classmates however, it is given to the student on their own reading level using programs such as NewsELA.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Currently, we are using a variety of Common Core Aligned text books in all content areas. In terms of technology, the students use computers, Smart Boards, and have access to iPads that are used for research and translations when needed. They research subjects on the internet. They play internet games that reinforce math and literacy skills. Leveled libraries in classrooms (including material in native languages), excellent library which is easily accessible to all well stocked with leveled materials (including large numbers of native language material and English/Spanish side-by-side books), excellent librarian providing additional support for ELL students, translated versions of many textbooks, dictionaries and glossaries to help during the year and with standardized testing, and additional support by the ENL teachers when eighth grade students are filling out high school applications. In addition, our school has started strategic reading and Max Scholar programs this year.

In order to address ELL-SWDs teacher use various materials and technologies. Sites such Nearpod, 1x1 math, and brainpop are used to address student’s needs (may be given whole class or individually on iPad, depending on student needs). Grouping is used both heterogeneously and homogeneously to support students, and to provide differentiation. Assessments are also given in both English and the target language.
16. 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).

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

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

18. 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)?

   (a) The DL program currently utilizes the roller coaster model and the Gomez and Gomez model.
   (b) Core contents, such as ELA and Math are taught in English and a native language arts (NLA) block is used to mirror strategies and skills taught in ELA and develop the target language. Social studies and science are taught in the native language 3 days of the week and in English 2 days of the week (roller coaster model). According to period breakdown, students are receiving a 50/50 breakdown in both languages.
   (c) Lessons in social studies and science are continuations and are not repeated. Students are expected to understand and develop content and academic vocabulary in both languages.
   (d) Native language arts (NLA) block is used to mirror strategies and skills taught in ELA and develop the target language.

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 and non-pedagogic staff.) 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?

   Every Monday teachers in our school take part in professional development. Teachers will collaborate with Ms. Fazio and Mrs. Orzyłowska along with our Dual Language teachers in order to address the increasing need for best ESL methodology across the content areas. Assistant Principals also engage in development to ensure that all ELLs are being properly addressed. Our goals at these professional developments is to compile a collection of ESL strategies that can be used in content area classes by
monolingual teachers in order to scaffold instruction for ELL students within their classes. In addition, our ESL certified teachers will be solicited to provide staff development to ELL teachers or to mainstream teachers with ELLs. ELL teachers regularly attend professional development workshops throughout the year. There are many good opportunities for Professional Development throughout the city. They are constantly reviewing new materials for ELL students and the latest research available. Our parent coordinator, secretaries and speech therapists are also educated on any new ENL policy and learning updates. It is our goal that everyone in the building attend a Professional Development based on the needs and goals for the ENL students in the building. Finally, ELL teachers attend additional professional development workshops during and after school whenever possible. We are also creating time where the ELL and mainstream teachers collaborate with one another to look at strategies that can best benefit our students as they engage in Common Core learning standards.

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

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The support that we provide to staff(teachers and guidance counselors) to assist with the transition from middle school to high school includes data on students and Portfolio assessments as well as binder assessments. The teachers and parent coordinator are also supported by the school leadership when dealing with parents who have difficulties with the process of applying to high schools and finding the right high school for their child. The guidance counselor is given professional development on the NYSESLAT and reading the NYSESLAT scores from the ATS as well as information on for the ELL students. The ESL teacher also meets with guidance counselors to explain potential difficulties ELL parents and children may have in going to high school. Guidance counselors with the assistance of the ELL teachers help the ELLs with their high school applications and any information they need to aid in their transition to high school. If necessary, a Spanish translated high school directory is available. If the parent has any questions about the process, they are invited to come in for a meeting. After the students have received their high school assignment, they meet with the guidance counselor and the programmer/guidance counselor from the high school they will be attending to select courses and insure that the student will continue to receive ELL services as needed. In the event they score proficient on the May NYSESLAT exam, the student is assured not to have ELL services in high school, although they will still be entitled to transitional support as needed. I.S. 51 is a very diverse community. We promote cultural and religious awareness. Students are treated with respect and they are held to high expectations with cultural and religious understanding and respect for each other. We hold anti-bullying seminars to help promote the high standards. If a guidance counselor is not available, ELLs can come to their ELL teacher for support and help with their problems. In the beginning of the school year 6th grade orientation and back to school night are provided to secure small transitioning from elementary school to middle school. Classroom visits are done by guidance counselors; especially in the beginning of the year and also when a new student is admitted into the school. ELLs specifically are observed to ensure that the student is comfortable and aware of the school environment. At risk counseling and mandated counseling is also provided by the two full time employed guidance counselors. 8th grade students particularly ELLs are assisted with high school applications. Assemblies on bullying and cyberbullying are also conducted regularly throughout the year for all students.

The 7.5 hours of ELL training for all staff and 10 hours for special education staff of training involves providing teachers and paraprofessionals with professional development on the process of becoming an English Language Learner, NYSITELL and NYSESLAT testing, Second Language Acquisition Theory, Strategies and Methodologies in ESL, Programs for ELLs, helping students meet the CCLS, and data for the ELLs. This is done on Staff Development days and grade meeting and conferences.
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?

Parental involvement is an intricate part of our community. The school has an active PTA organization which reaches out to all parents including the parents of the ELLs. Parents are encouraged to attend PTA meetings, become involved in all school activities, and be involved in the education of their children. Teachers are in constant contact with parents, with or without translation, to make sure parents are aware of the issues facing their children and to assist them if their children are having any problems of any kind. Parents come to school regularly, including open school conference time, to meet with the teacher in person to discuss their child’s education. Parent Teacher Conferences are held twice a year and parents are strongly encouraged to attend as this is when they can receive their child’s report card. All activities are sent out in Spanish (and other languages, as necessary) and translators are available. Parents are asked to complete a survey to indicate areas of need. The Parent Survey is reviewed by the leadership and inquiry teams to determine areas of need that can be addressed by changes in the CEP or by scheduling workshops. The Parent Coordinator does outreach to parents who have students in need of SES services. Assistance is given to complete these applications. Our population consists of students representing cultural and language diversity including our top language groups (Spanish, Arabic, and Urdu). It is recognized that within and among these language groups there are cultural differences, which will be reflected in the school environment. Parents are aware of the school’s high expectations about non discrimination against any culture or any religion. In consideration for student success, it is important that a school and home relationship be heightened. Parents must be made aware of the importance of explicit socialization of students to the cultural expectations of the classroom, for example, interaction with other students, classroom behaviors, group work, whole class discussions; etc. It is in this regard that we continuously strengthen our parent edification through various workshops using the native language through in-house consultants. In addition, conversations and communication about student performance will be ongoing throughout the school year. In doing so, we increase the parents’ understanding of academic standards, assessments and tests. Also, translation services are utilized as a means of communicating information about the school’s various academic programs and students’ participation to LEP parents. These activities are in part but are not restricted to the use of in-person interpretation and for translation of appropriate school documents not available from the central board. Every Tuesday afternoon during the extended day for teacher’s, time is set aside for parent engagement. Our school stresses the importance to ELL parents and invites them to come to the school and meet with teachers to discuss the students’ progress.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The school closely studies the parent surveys to further evaluate the needs of parents. The teachers, the ELL teachers, guidance counselors, assistant principals and the parent coordinator meet with parents whenever necessary. During the initial orientation of new admits the ELL teachers spend as much time as necessary explaining everything about the school and finding out the needs and concerns of the parents. Translation and Interpretation services are provided to assist in helping the parents. Specific activities geared towards ENL and ENL parents include trips, mentor and mentee programs. Our ESL licensed teacher Ms. Fazio is involved in mentoring 8th grade students and parents. M&M program holds annual celebrations Parents are always welcome to come in and assist within the school setting. Translation services are available in the school through teacher and staff members that speak that particular language as well as through the DOE translation unit. Letters to the parents and school calendars are translated into applicable languages based on the Home Language Surveys that were filled out at registration. We also have parents who translate during PTA meetings. The Parent Coordinator plays an important role in the school in that he holds meetings and workshops to help parents meet the educational, physical and psychological needs of their children. She gives out surveys, and checklists to see what areas parents need workshops to improve their knowledge and coping skills. She also meets with parents who are having problems with teachers or school staff and tries to work out these issues.
### 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.

We also have a spring and fall orientation tours to inform parents of the incoming 6th graders for the upcoming school year. During these learning walkthroughs, parents have an opportunity to visit the school, get informed about programs in the school, visit classrooms, meet teachers, and get an overall idea of how the school functions in a daily basis. Translators are available for these parent orientations. Parents will leave the school with an idea of what are the school expectations, rules and regulations, assessments, instructional standards, academic rigor and support on their part to work with the school community to their children’s best interest. We invite parents to send out letters with questions and concerns in order to address their needs.
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Nicholas Mele, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interrupted-inconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Nicholas Mele</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Stoupakis</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Wojcik</td>
<td>Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Fazio ENL</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeanne McManus</td>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Orzylowska ENL</td>
<td>Teacher/Subject Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Contreras DL</td>
<td>Teacher/Subject Area</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td></td>
<td>Coach</td>
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<tr>
<td>Mr. Romer</td>
<td>School Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Lodico</td>
<td>Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrico Domingo</td>
<td>Field Support Center Staff Member</td>
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<td></td>
<td>Other ____</td>
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<td>Other ____</td>
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</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 31R051  School Name: Edwin Markham Intermediate Schoo  Superintendent: Anthony Lodico

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

Parents of ELL’s state their translation needs during the initial interview with ESL certified teachers Ms. Orzyłowska and Ms. Fazio, or our Dual Language teachers, Ms. Contreras, Ms. Nevareaz, Ms. Raffelini and Ms. Montoya

Parents of all students fill in the Blue Emergency Cards where they indicate their oral and written language preferences.

If and when a content area needs to send something specific home to a particular student, the teachers ask their students if the information that is being sent home needs to be translated for their for parents.
A separate survey which contained information about parents’ preferred language of communication (both written and oral) was sent home in September. The survey was returned to their teachers. The majority preferred English language notices.

The parent coordinator ensures that appropriate translations and interpreters are provided at PT Conferences at the parent and/or teachers request. Our school gathers this data by taking a Home Language Survey, through the RAPL report and Emergency blue cards.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.

<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish, Arabic, Urdu, Chinese</td>
<td></td>
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</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The year begins with our welcome letter that is translated into the languages that are represented by our families presently at IS 51.</td>
<td>September - we send home translated letters for Curriculum Night, our dates for PTA meetings throughout the year, and our After School program sign up forms,</td>
<td></td>
</tr>
</tbody>
</table>
October - Letters are sent to families to sign up for our Saturday and Friday Academic Academy. These sessions provide students with Academic Intervention or Enrichment. We also send home School picture letters as well as notices about our Open House for perspective students. Letters are sent for Private Teacher Conferences beginning in October.

November - Notice that Election Day and Veterans Day there is no school for students is sent home. Parent Teacher Conference notices are sent home as well as information about how families can get first report card.

December - All of our show dates for the Holiday and Winter Break reminders.

January - MLK Day no schools and the end of the 2nd Marking period and distribution of report cards.

February - Mid winter Recess and Lunar New Year no school for students. Private Parent meeting notices

March - Parent Teacher Conferences and Good Friday holiday alerting parents of no school.

April - Testing Schedule, Arista Ceremony, Spring Break

May - Parent teacher Conferences, Band Concert and Chorus Show, Memorial Day

June - Staff Development Day and Cerlical Day no school. Summer School Notification letters, last day of school.
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night- September 16 and May 11</td>
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<td></td>
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<tr>
<td>Parent teacher Conferences November 17 and March 17</td>
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</tr>
<tr>
<td>We reach out and call parents on a regular basis. We utilize the languages spoken by staff to help reach out to families that speak their language to help communicate concerns or positive aspects of the child's experience. For those parents that we do not have someone to call home we utilize translated letters or phone translators.</td>
<td></td>
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</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc..)
IS 51 fulfills Section VII of Chancellor's Regulations A-663.

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

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

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

Parent Orientation Video:

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

Parents' Preferred Language Form:

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

The Home Language Identification Survey:

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

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

The ELL Parent Brochure:

(provides information on ELL identification and eligibility, the three types of ELL programs, and ways parents can participate in their child’s education):

Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish, Urdu

Parent Survey & Program Selection Form:

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

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

Parent Notifications:

(informing parents of the status of their child's ELL program eligibility)
Entitlement Letter: (Albanian, Arabic, Bengali, Chinese, English, French, Haitian Creole, Hindi, Korean, Polish, Punjabi, Russian, Spanish, Urdu)

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

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

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

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

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

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

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

Translation Cover Letter Content:

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

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

o هذه الرسالة ذات أهمية عالية . إذا كنت بحاجة إلى ترجمة هذه الرسالة من فضلك ضع علامة في المربع اللغة والتوقيع أدناه . وقد طالب إحضارها إلى 
   تعريفه / مرشد لها.

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

o یه خط زی ادا ابیم یت کا حامل پیپ . اگر آب کو اس خط کا ترجمہ کی اضطرد پیپ ترو ار میران ی زیان کا بیکس کوچ ی گ کری ن اور ی
   تی لیم ی ن دستخط . بیم آب کے بچے کو اس کا / اس رسمائی ی مشی ی ران می ن

o Kjo letër është e një rëndësie të lartë. Nëse keni nevojë për përkthimin e kësaj letra ju lutem shikoni kutinë e gjuhës dhe shenjë më pohtë. Lëreni fëmijën tuaj të sjellë atë në këshilltarin e tij / saj udhëzim.
For some documents of high importance the translation services are obtained by contacting the DOE Translation and Interpretation (T&I) Unit or searching for previously translated critical documents on the DOE website.

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

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

Number of LEP parents in our school: 61

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

A separate survey which contained information about parents’ preferred language of communication (both written and oral) was sent home in September 2016. The survey was returned to the teachers. The majority preferred language was English.

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

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

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**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

Surveys are sent out asking parents how they wish to have our school communicate with them.