



**P.S.250
GEORGE H. LINDSAY SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 14K250
ADDRESS: 108 MONTROSE AVENUE
TELEPHONE: (718) 384-0889
FAX: (718) 302-2314**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 250 **SCHOOL NAME:** George H. Lindsay School

SCHOOL ADDRESS: 108 Montrose Avenue, Brooklyn, NY 11206

SCHOOL TELEPHONE: (718) 384-0889 **FAX:** (718) 302-2314

SCHOOL CONTACT PERSON: Nora Barnes **EMAIL ADDRESS:** Nbarnes2@schools.nyc.gov

POSITION/TITLE: PRINCIPAL

PRINT/TYPE NAME: NORA BARNES

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christina A. Medina

PRINCIPAL: Nora Barnes

UFT CHAPTER LEADER: Raquel Cortes-Grimila

PARENTS' ASSOCIATION PRESIDENT: Man-Lai Koo

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** CFN 306

NETWORK LEADER: Margarita Nell

SUPERINTENDENT: James Quail

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

| Name | Position and Constituent Group Represented | Signature |
|------------------------|--|-----------|
| Nora Barnes | *Principal or Designee | |
| Raquel Cortes Grimila | *UFT Chapter Chairperson or Designee | |
| Man-Lai Koo | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Minerva Quinones-Novoa | DC 37 Representative, if applicable | |
| | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Christina A. Medina | Chairperson/Teacher | |
| Sandy Chertok | Secretary/Teacher | |
| Evelyn Agosto-Diaz | Member/Teacher | |
| Ana Placeres | Member/Parent | |
| Ana Mendez | Member/Parent | |
| Leyla Velez | Member/Parent | |
| Carmen Rapisarda | Member/Parent | |

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 250 is a warm, caring and nurturing environment for students and staff where everyone strives to reach his/her full potential. It is organized in self-contained classrooms, with children grouped heterogeneously in grades K through 5. The mission of the school is one that recognizes the need for growth and development in nurturing students' physical, social, emotional, and academic skills in a multi-cultural setting. We recognize that each child is unique with varied and different abilities, learning styles, and talents. Our goal is to meet the needs of our students in a safe, pleasant environment with a challenging curriculum. Total commitment, support, and hard work from each staff member will insure educational success for our students.

The staff receives consistent training and support all year long as we focus on new standards in literacy, math, science, and social studies. We will continue our efforts to recruit the best and brightest teachers for our school. We strive to recognize remedial deficiencies as early as possible to avoid retentions. Academic Intervention Services are provided for students not meeting the standards through a variety of approaches, while utilizing various resources. We currently use Leap Track, Awards Reading, Read 180 and other such tools promoting academic growth.

Our school recognizes, appreciates and welcomes the assistance and dedication of its parents and caregivers. They are made to feel comfortable and needed in the school and are urged to assist in curriculum design, program evaluation, teacher conferences and school productions. Active parental involvement coupled with the vast resources within the school community adds an essential dimension to developing the education of each child.

Attendance is the hallmark of success in the school since children come to learn when they feel comfortable and accepted as distinct individuals with specific needs, talents, and strengths. The current daily attendance rate is 97.5% and is number one in Region 8 for all schools.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

| SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT | | | | |
|---|----------|---------------|--------|---------------------------------------|
| School Name: | P.S. 250 | | | |
| District: | 14k250 | DBN #: | 14k250 | School BEDS Code: 331400010250 |

| DEMOGRAPHICS | | | | | | | | | |
|---|---|---------------------------------------|---------------------------------------|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|----------------------------|
| Grades Served in 2009-10: | <input checked="" type="checkbox"/> Pre-K | <input checked="" type="checkbox"/> K | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 6 | <input type="checkbox"/> 7 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> 9 | <input type="checkbox"/> 10 | <input type="checkbox"/> 11 | <input type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 26 | 30 | | | 96 | 96 | | | |
| Kindergarten | 131 | 143 | | | | | | | |
| Grade 1 | 138 | 141 | | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 151 | 143 | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 138 | 149 | | | 96 | 94 | | | |
| Grade 4 | 146 | 141 | | | | | | | |
| Grade 5 | 141 | 137 | | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | | | | | 75 | 75 | | | |
| Grade 8 | | | | | | | | | |
| Grade 9 | | | | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | | | | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | | | | | | | | | |
| Grade 12 | | | | | | | | | |
| Ungraded | | | | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 841 | 820 | | | | | | | |
| Special Education Enrollment: | | | | Suspensions: (OSYD Reporting) – Total Number | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Number in Self-Contained Classes | 12 | 11 | | Principal Suspensions | 0 | 0 | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 0 | 1 | | | |
| Number all others | 0 | 0 | 0 | | | | | | |
| <i>These students are included in the enrollment information above.</i> | | | | | | | | | |

| DEMOGRAPHICS | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Special High School Programs: Total Number (As of October 31) | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | 2007-08 | 2008-09 | 2009-10 | |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | CTE Program Participants | | | |
| # in Dual Lang. Programs | 0 | 0 | 0 | Early College HS Participants | | | |
| # receiving ESL services only | 109 | 114 | | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 3 | 3 | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 58 | 56 | 56 |
| Overage Students: # entering students overage for grade | | | | Number of Administrators and Other Professionals | 3 | 3 | 3 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | Number of Educational Paraprofessionals | 0 | 0 | 0 |
| | 0 | 0 | 0 | | | | |
| | | | | Teacher Qualifications: | | | |
| Ethnicity and Gender: % of Enrollment | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | % fully licensed & permanently assigned to this school | 100 | 100 | |
| American Indian or Alaska Native | 0.7 | 1 | | Percent more than two years teaching in this school | 96 | 100 | |
| Black or African American | 10.7 | 11 | | Percent more than five years teaching anywhere | 90 | 96 | |
| Hispanic or Latino | 75.7 | 75 | | Percent Masters Degree or higher | 33 | 30 | |
| Asian or Native Hawaiian/Other Pacific Isl. | 11.8 | 12 | | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 100 | 100 | |
| White | 1.2 | 1 | | | | | |
| Multi-racial | N/A | N/A | | | | | |
| Male | 49.9 | | | | | | |
| Female | 50.1 | | | | | | |

| 2009-10 TITLE I STATUS | | | | |
|--|---|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) | | <input type="checkbox"/> Title I Targeted Assistance | | <input type="checkbox"/> Non-Title I |
| Years the School Received Title I Part A Funding: | <input checked="" type="checkbox"/> 2006-07 | <input checked="" type="checkbox"/> 2007-08 | <input checked="" type="checkbox"/> 2008-09 | <input checked="" type="checkbox"/> 2009-10 |

| NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |
| Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| <u>Differentiated Accountability Phase (Check ✓)</u> | | <u>Category (Check ✓)</u> | | |
|--|---|---------------------------|---------|---------------|
| | | Basic | Focused | Comprehensive |
| In Good Standing (IGS) | ✓ | | | |
| Improvement (year 1) | | | | |
| Improvement (year 2) | | | | |
| Corrective Action (year 1) | | | | |
| Corrective Action (year 2) | | | | |
| Restructuring (year 1) | | | | |
| Restructuring (year 2) | | | | |
| Restructuring (Advanced) | | | | |

| Individual Subject/Area Outcomes | Elementary/Middle Level (✓) | | Secondary Level (✓) | |
|---|------------------------------------|---|----------------------------|--|
| | ELA: | ✓ | ELA: | |
| | Math: | ✓ | Math: | |
| | Science: | ✓ | Grad. Rate: | |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | |
|--|--------------------------------|------|---------|------------------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | Progress Target |
| All Students | ✓ | ✓ | ✓ | | | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | ✓ | ✓ | | | | | |
| Black or African American | ✓ | ✓ | | | | | |
| Hispanic or Latino | ✓ | ✓ | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | ✓ | ✓ | | | | | |
| White | - | - | | | | | |
| Multiracial | - | - | | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | | | | | | | |
| Limited English Proficient | ✓ | ✓ | | | | | |
| Economically Disadvantaged | ✓ | ✓ | | | | | |
| Student groups making AYP in each subject | | | | | | | |

Key: AYP Status

| | | | | | |
|-----------------|-----------------------------------|---|---|----|---|
| ✓ | Made AYP | X | Did Not Make AYP | X* | Did Not Make AYP Due to Participation Rate Only |
| ✓ ^{SH} | Made AYP Using Safe Harbor Target | - | Insufficient Number of Students to Determine AYP Status | | |

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------|---|----------------|
| Overall Letter Grade | A | Overall Evaluation: | Well Developed |
| Overall Score | 75.2 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | Well Developed |
| School Environment (Comprises 15% of the Overall Score) | 11.4 | Quality Statement 2: Plan and Set Goals | Proficient |
| School Performance (Comprises 25% of the Overall Score) | 18.9 | Quality Statement 3: Align Instructional Strategy to Goals | Well Developed |
| Student Progress (Comprises 60% of the Overall Score) | 40.8 | Quality Statement 4: Align Capacity Building to Goals | Well Developed |
| Additional Credit | 4.8 | Quality Statement 5: Monitor and Revise | Well Developed |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

After reviewing New York City Predictive Assessments, New York City ITA, New York State ELA and Math Assessments, State Progress Report, Quality Review Report and other pertinent data, we have identified the following:

- In the past three years, there was a trend of slow but steady growth as noted by the NYS ELA and math assessments. However, in 2009-2010 the scores in both curriculum areas suffered a drastic decline. Besides the fact that the state changed the method of scoring, the indication is that the data contained a great number of borderline level 3 and 4 students. There is a need to develop and implement a more vigorous curriculum which is monitored closely
- There is a need to continue training teachers on the implementation of Acuity and ARIS.
- There is a need to use AIS services to differentiate instruction by grade levels.
- There is a need to show more student progress within the levels.
- The ELL and special needs students must also continue to receive support so that they make gains academically.
- Decades of research show that when parents are involved students have higher grades/test scores/graduation rates, better school attendance, increased motivation, better self-esteem, and lower rates of suspension. The earlier in a child's educational process parental involvement begins, the more powerful the effects. A review of attendance logs for parent workshops and participation at other school functions indicates a need to increase parent involvement in our school, the Environmental survey also suggest that there is a need for the staff to develop better communication with families.
- Through the efforts of the partnership with Studio in a School, 100% of our students receive visual arts. There is a need to maintain this level of service.
- Attendance rates are among the highest in New York City. Efforts will be made to maintain this status.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1: The number of students making a minimum of one year growth will increase by 5% by June 2011 as measured by the NYS ELA assessment.

Goal 2: All SETSS students will show a 3% Increase in performance on the NYS ELA assessment from 2010 to 2011.

Goal 3: ELL students will show a 3% increase in performance on the NYS ELA assessment by June 2011 over the previous year.

Goal 4: Improve parent participation by 5% by providing better communication to families.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>The number of students making a minimum of one year growth will increase by 5% by June 2011 as measured by the NYS ELA assessment. .</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Supervisors and grade level teams will work together in planning, writing, and the execution of curriculum to make sure that all students make progress in ELA all components. • Use the results of Periodic Assessments to target students’ needs and plan instruction. • Provide professional development for all staff as related to differentiated instruction, • As a part of professional learning provide time for intervisitation to observe lessons and collaboration for teachers to share best practices. • Schedule 37.5 minutes for extended day activities. • Provide extended day programs for ELL students and special education students. • Assess students with DRA to determine levels and instructional needs. • Target male students and research strategies most effective in helping them improve their reading skills. • Continue the weekly reading skills program. • Schedule the literacy coach to demonstrate, model and co-teach lessons as needed. • Provide materials of instruction that will guide teachers in differentiation and is motivational and helpful to students. • Provide workshops for parents in the core subjects. Invite parents and caregivers to curriculum events to learn strategies that will support student |

| | |
|---|---|
| | <p>learning and ways to help the child.</p> <ul style="list-style-type: none"> • Provide training for parents in ARIS so that they can monitor their child's progress. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Title I SWP, Title I ARRA, NYSTL, Contract for Excellence, Fair Student Funding,</p> <ul style="list-style-type: none"> • Use Contract for Excellence monies to fund the literacy coach • Fund after school programs with Contract for Excellence money. • Purchase materials of instruction with NYSTL funds. • Title I monies for extended day programs. • Title III funds for extended day programs and to purchase materials of instruction. • Title I set asides to be used for professional development and parent workshops. • Title I ARRA to provide AIS teachers • Use NYSTL library funds to purchase library books. • Fair Student funding to hire teachers including the librarian. |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Teachers will assess students at regular intervals using DRA. • Use the results of the Periodic Assessment to note student progress and plan for instruction. • Use Scantron to note the progress of specific students. |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): Math

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>The number of students scoring level 3 or higher will increase by 5% on the NYS Math assessment in June 2011.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Retain the Math Coach. • Schedule common preparation periods for planning, collaboration, and sharing best practices. • Provide professional development activities for teachers including AIS teachers in the use of the new Math series. • Review and revise the curriculum map developed in June • Target students for 37.5 minutes extended day, especially students in the lowest third percentile, ELL’s, and special education students as needed. • Establish benchmarks and assess students using Math Connects unit tests and Periodic assessments. • Schedule extended day after school programs. • Use faculty conferences and grade conferences to meet with teachers to discuss progress, strategies, and best practices. • Purchase instructional materials as needed. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <ul style="list-style-type: none"> • TL Children’s First and TL Fair Student Funding for basic staffing. • Title I SWP to hire Math Coach, provide extended day, and instructional materials. • Title I ARRA to hire AIS providers • C4E for instructional materials • NYSTL hardware and software |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Use Math Connects unit tests to monitor acquisition of skills and progress. • Use the results of the Periodic Assessment to monitor and plan instruction. • Use scantron to track specific students on a more frequent basis. |

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support

accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ESL

| | |
|--|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>ELL students will show a 3% increase in performance on the NYS ELA assessment by June 2011 over the previous year.</p> |
| | <ul style="list-style-type: none"> • Review NYSELAT and LAB data for grouping and planning instruction • Assess students in September using DRA to determine level and needs for planning and instruction. • Review materials of instruction to make sure that it is aligned with standards. • Target students for 37.5 minutes extended day program, AIS, and small group instruction. • Continue AWARDS program for ELL students. • Support special education students who are ELLs with the Wilson Program. • Schedule the literacy coach to assist teachers, co-teach, and/or provide demonstration lessons. • Schedule common preparation periods for planning, collaboration, and sharing best practices. • Provide professional learning activities for all staff as it relates to language development and ESL methodology. |
| | <ul style="list-style-type: none"> • TL Children’s First and TL Fair Student Funding for basic staffing. • NYSTL library funds to update early childhood collection. • NYSTL for hardware funding for computer AWARDS Reading Program. • Title III funds for materials of instruction and extended day. |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Assess students in January using DRA to monitor progress and continue planning for instruction. • Use the results of teacher made assessments to monitor learning and language development, • Utilize the results of Periodic Assessments. |

| | |
|--|--|
| | |
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): SETSS

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>SETSS students will show a 3% increase in performance on the NYS ELA assessment by June 2011 over the previous year.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Work with the SETSS teachers to schedule monthly meetings with parents to increase parent involvement and to provide training and strategies in working with struggling students. • Develop professional development activities to support all teachers working with struggling students and those with learning disabilities. • Establish an assessment schedule with benchmarks so that students can be |

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| | <p>assessed on a regular basis and progress can be effectively tracked.</p> <ul style="list-style-type: none"> • Review closely the results of Predictive and ITA assessments to plan instruction and remediation for students and to purchase materials of instruction, including software for SETSS students. • Use extended day programs to target those students for additional and individual instructions. |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <ul style="list-style-type: none"> • Title 1 ARRA and SWP set asides for parent involvement activities • NYSTL software • FSF and CFN basic staffing and extended day programs • Title 1 5% det aside for professional development |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Use Periodic Assessment to track progress. • Use Scantron with selected students. |

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parent Involvement

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| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Improve parent participation by 3% by providing better communication to families.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <ul style="list-style-type: none"> • Establish and maintain a school website where events and announcements are posted and updated regularly. • Send a monthly calendar home as well as post on the website. • Continue monthly Fabulous Friday events where families are invited to visit and participate in a learning event in the child’s classroom. • Translate all communication that is sent home in the the home language when possible. • Encourage teachers to maintain their page on the website. • Provide the necessary professional development for staff to maintain their page. • Provide workshops for parents in using ARIS and other technology to access and monitor their children’s progress. • Include parent representatives on committees susc as safety, planning events, etc. • Continue Learning Leaders Program |

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| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p> | <ul style="list-style-type: none"> • Title 1 ARRA 1% set aside • Title I SWP 1% set aside for parent workshops • Title I Translation funds |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Monitor attendance at all events via sign in sheets and attendance logs. |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 25 | 20 | N/A | N/A | 0 | 0 | 0 | 0 |
| 1 | 30 | 30 | N/A | N/A | 0 | 0 | 0 | 0 |
| 2 | 35 | 32 | N/A | N/A | 2 | 0 | 0 | 0 |
| 3 | 38 | 35 | N/A | N/A | 0 | 0 | 0 | 0 |
| 4 | 48 | 50 | | 35 | 1 | 0 | 0 | 0 |
| 5 | 37 | 37 | | 40 | 1 | 0 | 0 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

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| <p>Name of Academic Intervention Services (AIS)</p> | <p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p> |
| <p>ELA:</p> | <p>We develop challenging and engaging tasks for each learner. We provide flexible approaches to content and instruction and respond to students' instructional needs, interests, and learning styles working to meet curriculum standards and requirements for each learner. We utilize Read 180, Leap Track, Wilson, Achieve-It Reading and NCLB approved computer software. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel both during the regular school day as well as extended day programs.</p> |
| <p>Mathematics:</p> | <p>After recognizing individual differences we provide challenging instruction to motivate students. WE are currently using a comprehensive, integrated math program with emphasis on problem solving and the use of manipulatives. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel.</p> |
| <p>Science:</p> | <p>In order to facilitate further comprehension of science concepts and instruction, students are given the opportunity to understand, make predictions, and model methods of investigation through a hands-on process. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel.</p> |
| <p>Social Studies:</p> | <p>To provide students with a higher level of understanding of basic concepts, the primary focus of the social studies AIS program will be on authentic research via analysis of primary and secondary source documents as well as trade books. Services are provided via small group instruction and are delivered by the classroom teacher and AIS personnel.</p> |
| <p>At-risk Services Provided by the Guidance Counselor:</p> | <p>Services are provided by a .6 guidance counselor to students deemed at risk. Services are delivered primarily in a on to one setting during the regular school day.</p> |
| <p>At-risk Services Provided by the School Psychologist:</p> | <p>Psychologist provides at-risk counseling on a one on one basis for students with behavioral issues.</p> |
| <p>At-risk Services Provided by the Social Worker:</p> | <p>Social worker extends the AIS services to the home environment. The social worker may also counsel students as needed.</p> |

At-risk Health-related Services:

Speech and language services are provided by a full time Speech Language Pathologist. Services are provided in small group and individual sessions during the regular school day. The school nurse may also provided interventions as needed.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 126 LEP 0 Non-LEP

Number of Teachers 3 Other Staff (Specify) Literacy Coach

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

| Allocation Amount: | | |
|--|------------------------|--|
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits) - Per session - Per diem | (e.g., \$9,978) | (Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00) |
| Purchased services - High quality staff and curriculum development contracts. | (e.g., \$5,000) | (Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements) |
| Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. | (e.g., \$500) | (Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books) |
| Educational Software (Object Code 199) | (e.g., \$2,000) | (Example: 2 Rosetta Stone language development software packages for after-school program) |
| Travel | | |
| Other | | |
| TOTAL | | |

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Part B: Strategies and Activities

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

Pursuant to Chancellor's Regulation A663, the school will identify the primary language needs of the parent population via an informal survey or other means as determined by the Office of Teaching and Learning. Utilizing staff and parent volunteers the school will provide translated documents in identified languages to all parents requiring such services. An outside provider will be utilized should a need arise in a language other than those spoken by the staff and parents. An accurate record of families requiring translated documents will be kept by the school so that all letters/documents sent home will be sent in the appropriate language on the same day (to the extent possible) as the English version. Report cards will continue to be sent home with Spanish and Chinese translations where needed. Parent's Association communications are also sent with Spanish and Chinese translations.

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

Staff and/or parent volunteers will provide oral interpretation services as well. Both assistant principals, the parent coordinator, and numerous school aides speak Spanish, two teachers are fluent in Chinese dialects.

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

School will notify parents of translation and interpretation services via Attachment A of the Chancellor's Regulation A-663. This attachment will be sent home in a multi-language translated format as evidenced below:

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

| | Title I Basic | Title I ARRA | Total |
|---|---------------|--------------|---------|
| 1. Enter the anticipated Title I, Part A allocation for 2010-11: | 461,486 | 453,910 | 898,496 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | 4614.00 | 4538.00 | 9353.00 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | 23,075.00 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | 46,150.00 | * | |

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

1. **School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.**
Public School 250 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education o their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- 1) Public School 250 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
- 2) Public School 250 will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
- 3) Public School 250 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- 4) Public School 250 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under other programs.
- 5) Public School 250 will take actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents whoa re economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies/

- 6) Public School 250 will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards.
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - e. The school will take actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was adopted by Public School 250 on June 1, 2006 and will be in effect for the period of 2 years. The school will distribute this policy to all parents of participating Title I, Part A children.

3. School-Parent Compact – Attach a copy of the school’s Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website at http://schools.nyc.gov/Parents/NewsInformation/Title_IPIG.htm as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed-upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009—10 Title I Parent Involvement Guidelines available at the NYCDOE WEBSITE LINK PROVIDED ABOVE.

Public School 250, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

Public School 250 will:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment tht enables the participating children to meet the state’s academic achievement standards.

- 2) Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- 3) Provide parents with frequent reports on their children's progress.
- 4) Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Describe when, where, and how staff will be available for consultation with parents.]
- 5) Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities.
- 6) Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
- 7) Involve parents in the joint development of any School Wide Program plan, in an organized, ongoing, and timely way.
- 8) Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
- 9) Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
- 10) Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- 11) Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- 12) On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- 13) Provide to each parent an individual student report about the performance of their child on the State assessment in at least Math, Language Arts, and Reading.
- 14) Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television our children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.

- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Public School 250 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the state.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

All new teachers are NYS certified and selected through a series of interviews. They present a series of demonstration lessons observed by supervisors and administrators. Ample staff development is provided for all teachers thus assuring constant compliances with new initiatives and regulations.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
 - Professional study groups to discuss professional books, data, theories and methodology.
 - Professional workshops on data-driven instruction, accountable talk workshop teaching, learning styles, and best practices.
 - Summer institutes for new teachers, training in NYS performance standards, school wide policies and procedures.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|--|--|---|----|-----|--|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | X | | | 461,910 | | |
| Title I, Part A (ARRA) | Federal | X | | | 453,910 | | |
| Title II, Part A | Federal | X | | | 252,248 | | |
| Title III, Part A | Federal | X | | | 19,480 | | |
| Part D: TITLE I TARGETED ASSISTANCE SCHOOLS | | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | X | | | 56,233 | | |
| Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. | | | | | | | |

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

| Type of Review or Monitoring Visit (Include agency & dates of visits) | Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.) | Actions the school has taken, or plans to take, to address review team recommendations |
|---|---|---|
| | | |

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

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: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)
2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

| | | | | | | |
|---------------------|----------------------------|-------------|--------|---------------|--|--------------|
| School Name: | P.S. 250 George H. Lindsay | | | | | |
| District: | 14 | DBN: | 14K250 | School | | 331400010250 |

DEMOGRAPHICS

| | | | | | | | |
|----------------|-------|---|---|---|----|----------|---|
| Grades Served: | Pre-K | v | 3 | v | 7 | 11 | |
| | K | v | 4 | v | 8 | 12 | |
| | 1 | v | 5 | v | 9 | Ungraded | v |
| | 2 | v | 6 | | 10 | | |

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 30 | 19 | 29 | | 96.4 | 96.6 | 95.7 |
| Kindergarten | 94 | 95 | 123 | | | | |
| Grade 1 | 145 | 140 | 104 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 142 | 135 | 140 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 154 | 137 | 127 | | 96.1 | 97.0 | 95.4 |
| Grade 4 | 147 | 146 | 141 | | | | |
| Grade 5 | 137 | 136 | 138 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 0 | 0 | 0 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 0 | 0 | 0 | | 66.1 | 88.1 | 88.1 |
| Grade 8 | 0 | 0 | 0 | | | | |
| Grade 9 | 0 | 0 | 0 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 0 | 0 | 0 | | 2 | 80 | 65 |
| Grade 12 | 0 | 0 | 0 | | | | |
| Ungraded | 1 | 8 | 11 | Recent Immigrants - Total Number: | | | |
| Total | 850 | 816 | 813 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 12 | 10 | 15 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 11 | 20 | 16 | Principal Suspensions | 0 | 0 | 0 |
| # in Collaborative Team Teaching (CTT) Classes | 0 | 0 | 0 | Superintendent Suspensions | 0 | 1 | 1 |
| Number all others | 49 | 43 | 69 | | | | |

These students are included in the enrollment information above.

| Special High School Programs - Total Number: | | | |
|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| CTE Program Participants | 0 | 0 | 0 |
| Early College HS Program Participants | 0 | 0 | 0 |

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 61 | 59 | 58 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 8 | 8 | 7 |
| # receiving ESL services only | 112 | 116 | TBD | | | | |
| # ELLs with IEPs | 1 | 14 | TBD | Number of Educational Paraprofessionals | 3 | 3 | 6 |

These students are included in the General and Special Education enrollment information above.

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 0 | % fully licensed & permanently assigned to this school | 100.0 | 100.0 | 100.0 |
| | | | | % more than 2 years teaching in this school | 90.2 | 93.2 | 89.7 |
| | | | | % more than 5 years teaching anywhere | 60.7 | 71.2 | 81.0 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 85.0 | 85.0 | 89.7 |
| American Indian or Alaska Native | 0.7 | 0.6 | 0.6 | % core classes taught by "highly qualified" teachers | 100.0 | 99.0 | 100.0 |
| Black or African American | 10.8 | 8.9 | 10.3 | | | | |
| Hispanic or Latino | 75.5 | 77.6 | 77.2 | | | | |
| Asian or Native Hawaiian/Other Pacific | 11.8 | 11.0 | 9.5 | | | | |
| White | 1.2 | 1.8 | 2.1 | | | | |
| Male | 49.9 | 52.7 | 52.8 | | | | |
| Female | 50.1 | 47.3 | 47.2 | | | | |

2009-10 TITLE I STATUS

| | | | | | | | |
|------------------|-----------|--|--|---------|---------|---------|---------|
| v | Title I | | | | | | |
| | Title I | | | | | | |
| | Non-Title | | | | | | |
| Years the School | | | | 2007-08 | 2008-09 | 2009-10 | 2010-11 |
| | | | | v | v | v | v |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | | | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|
| SURR School (Yes/No) | | If yes, | | | | | |
|-----------------------------|--|---------|--|--|--|--|--|

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

| | Phase | | Category | | | |
|--|-------------------------------|--|----------|-------|---------|---------------|
| | In Good | | v | Basic | Focused | Comprehensive |
| | Improvement Year 1 | | | | | |
| | Improvement Year 2 | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Corrective Action (CA) – Year | | | | | |
| | Restructuring Year 1 | | | | | |
| | Restructuring Year 2 | | | | | |
| | Restructuring Advanced | | | | | |

Individual Subject/Area AYP Outcomes:

| <u>Elementary/Middle Level</u> | | <u>Secondary Level</u> |
|--------------------------------|---|------------------------|
| ELA: | v | ELA: |
| Math: | v | Math: |
| Science: | v | Graduation Rate: |

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

| Student Groups | <u>Elementary/Middle Level</u> | | | <u>Secondary Level</u> | | | Progress Target |
|---------------------|--------------------------------|------|---------|------------------------|------|-------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad Rate** | |
| All Students | v | v | v | | | | |
| Ethnicity | | | | | | | |

| | | | | | | | |
|---|----------|----------|----------|--|--|--|--|
| American Indian or Alaska Native | - | - | - | | | | |
| Black or African American | v | v | - | | | | |
| Hispanic or Latino | v | v | | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | v | v | - | | | | |
| White | - | - | - | | | | |
| Multiracial | | | | | | | |
| Students with Disabilities | vsh | v | - | | | | |
| Limited English Proficient | v | v | - | | | | |
| Economically Disadvantaged | v | v | | | | | |
| Student groups making | 7 | 7 | 1 | | | | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | | | | | |
|--|------|--|--|--|--|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | | | | | |
| Overall Letter Grade: | B | Overall Evaluation: | | | | | NR |
| Overall Score: | 42.1 | Quality Statement Scores: | | | | | |
| Category Scores: | | Quality Statement 1: Gather Data | | | | | |
| School Environment: | 9.2 | Quality Statement 2: Plan and Set Goals | | | | | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | | | | | |
| School Performance: | 8.4 | Quality Statement 4: Align Capacity Building to Goals | | | | | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | | | | | |
| Student Progress: | 24.5 | | | | | | |
| <i>(Comprises 60% of the</i> | | | | | | | |
| Additional Credit: | 0 | | | | | | |

| | | | | | | | |
|--|--|---|--|--|--|--|--|
| KEY: AYP STATUS | | KEY: QUALITY REVIEW SCORE | | | | | |
| v = Made AYP | | U = Underdeveloped | | | | | |
| vSH = Made AYP Using Safe Harbor Target | | UPF = Underdeveloped with Proficient Features | | | | | |
| X = Did Not Make AYP | | P = Proficient | | | | | |
| – = Insufficient Number of Students to Determine AYP | | WD = Well Developed | | | | | |
| | | NR = Not Reviewed | | | | | |

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|--|--------------------------------------|
| Network Cluster DSSI Cluster 3 | District 14 | School Number 250 | School Name George H. Lindsay |
| Principal Nora Barnes | | Assistant Principal Cathy Alicea | |
| Coach Rosecindy Siegel | | Coach | |
| Teacher/Subject Area Alison Chan / ESL Teacher | | Guidance Counselor Diana Green | |
| Teacher/Subject Area Evelyn Agosto-Diaz / Grade 1 | | Parent Man Lai Koo | |
| Teacher/Subject Area Kathryn Tejada / Grade 3 | | Parent Coordinator Ana Hassan | |
| Related Service Provider Henry Xu | | Other Jason Wu / ESL Teacher | |
| Network Leader Margarita Nell | | Other Harlene Schwartz/Data Spec. | |

B. Teacher Qualifications

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

| | | | | | |
|---|----------|--|----------|--|----------|
| Number of Certified ESL Teachers | 2 | Number of Certified Bilingual Teachers | 0 | Number of Certified NLA/Foreign Language Teachers | 0 |
| Number of Content Area Teachers with Bilingual Extensions | 0 | Number of Special Ed. Teachers with Bilingual Extensions | 0 | Number of Teachers of ELLs without ESL/Bilingual Certification | 1 |

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total Number of Students in School | 814 | Total Number of ELLs | 116 | ELLs as Share of Total Student Population (%) | 14.25% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Initial identification of ELLs is done through a rigorous process. First, during registration a Home Language Identification Survey (HLIS), along with an informal parent interview is completed. Translation services are provided by other teachers or aides in the school, but always with a certified ESL teacher or licensed teacher present. Certified ESL teachers and licensed teachers analyze the HLIS to determine the student's home language. Based on other information provided on the HLIS, if the home language code assigned indicates a language other than English, then the student is administered the LAB-R within 10 days of their registration. Two certified ESL teachers, Jason Wu and Alison Chan, are responsible for reviewing the home language forms, conducting interviews, and administering the LAB-R. The ESL teachers are also responsible for reviewing the NYSESLAT results to determine continued eligibility for services. If the newly enrolled student scores below the cut-off scores for their respective grade, they are deemed eligible for bilingual services. If a Spanish speaking student scores below the cut-off scores for the LAB-R, the Spanish LAB-R is then administered. The parents of these students receive entitlement letters and invitations to the parent orientation. Copies of both are kept in electronic format.

The next step in the process involves parental choice. A number of structures are in place in order to ensure that the parents of our ESL students at P.S. 250 understand all of the program choices, options, and rights to which they are entitled. Each parent of a newly enrolled student who qualifies for ESL services is invited (via written invitation and telephone in their native language of choice) to an ESL parent orientation session. These are held in our school on an ongoing basis and scheduled at a time that enables at least one parent or guardian of each new student to attend. At the parent orientation session, informational materials are provided and a NYC DOE video is viewed by the parents in the language of their choice. In addition, an ESL teacher or other bilingual school personnel offers additional counsel to parents in the language of their choice in order to clearly present the information and to ensure the parents understand the options that are available to them as the parents of an ELL in the New York City public schools. The parent coordinator and the ESL teachers assist in the completion of parent survey and program selection forms, to ensure that all parents complete them accurately and timely. When the program selection process is complete, the school sends out placement letters to confirm placement of students in appropriate programs. The HLIS and the Program Selection are kept in the students' cumulative records whereas copies of the HLIS and Program Selections are kept in the ESL records.

Historically at P.S. 250, the trend shows the parental choice of a Freestanding ESL program. However, if a parent does choose a program that is not offered at P.S. 250, the ESL teachers and the Parent Coordinator work with the parents to find them placement at another school. This year, we have 33 new ELLs and the first choice for each of them is the Freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|-----------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | |
| Dual Language (50%:50%) | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Push-In | 2 | 1 | 0 | 1 | 1 | 1 | | | | | | | | 6 |
| Total | 2 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|-------------------------------|----|
| All ELLs | 116 | Newcomers (ELLs receiving service 0-3 years) | 99 | Special Education | 14 |
| SIFE | 1 | ELLs receiving service 4-6 years | 14 | Long-Term (completed 6 years) | 3 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|------------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 99 | 1 | 8 | 14 | 0 | 5 | 3 | 0 | 1 | 116 |
| Total | 99 | 1 | 8 | 14 | 0 | 5 | 3 | 0 | 1 | 116 |

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) K-8 | | | | | | | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | ELL | EP |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP |
| Spanish | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | 0 | 0 |
| French | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| This Section for Dual Language Programs Only | |
|---|------------------------------------|
| Number of Bilingual students (students fluent in both languages): | Number of third language speakers: |
| Ethnic breakdown of EPs (Number): | |
| African-American: | Asian: |
| Hispanic/Latino: | Other: |
| Native American: | White (Non-Hispanic/Latino): |

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|----|----|----|---|----|----|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 16 | 19 | 18 | 7 | 13 | 17 | | | | | | | | 90 |
| Chinese | 3 | 1 | 6 | 4 | 3 | 2 | | | | | | | | 19 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Arabic | 1 | 1 | 0 | 1 | 0 | 1 | | | | | | | | 4 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | | | 1 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Polish | 0 | 0 | 1 | 0 | 1 | 0 | | | | | | | | 2 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| TOTAL | 20 | 21 | 26 | 12 | 17 | 20 | 0 | 116 |

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Current English Language Learners Instructional Programs

P.S. 250 implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to support students in achieving English Language proficiency within three years as well as:

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

Freestanding English as a Second Language Program

The staff of P.S. 250 makes many considerations and adjustments in order to comply with the mandated service minutes required for each language proficiency level and the needs of our ELLs. The ESL teacher provides services to all eligible students. Three hundred and sixty (360) minutes per week are provided to all students at the beginning and intermediate levels and one hundred and eighty (180) minutes per week of service is provided to students who are at the advanced levels. In addition to serving the students according to the state mandates, students also receive attention during the 37.5- minute intervention period.

In order to meet the linguistic needs of our ELLs, as well as comply with parental choice and CR Part 154, P.S. 250 provides ESL instruction through push-in and pullout programs. This allows students at the intermediate and beginner levels to be seen twice a day; once in a pullout period and once in a push-in period or in two push-in periods. Where scheduling allows, beginners and intermediate students are serviced during two pullout periods. Also, the administration of P.S. 250 makes every attempt to group ELLs together in their classrooms in order to make push-in scheduling and servicing as efficient as possible. ELLs' mandated ELA instruction is delivered by the classroom teacher. For newcomers, P.S. 250 has native language materials available as part of our ESL library as well as a large selection in the school library.

These texts are used to maintain native language literacy.

The ESL Program serves as a focal point of reinforcement for ELLs and provides them with the opportunity to acquire English through ESL methodologies. Teachers use various techniques and approaches taken from the balanced literacy program including Word Study, Guided Reading, Shared Reading, and Read Aloud. Various ESL techniques and approaches employed include Total Physical Response, Language Experience Approach, Cooperative Learning, and the Cognitive Academic Language Learning Approach. Materials being used to teach the ELLs include books on tape, picture dictionaries, guided reading libraries, ESL classroom libraries, texts in native languages, and recently, a new Leap Frog interactive book program has been introduced to ELL students. ELLs in grades K-2 use the AWARD Reading program to support early literacy development.

In order to plan effectively, the three ESL teachers at P.S. 250 meet with the classroom teachers of their students on a regular basis. This promotes continuity between ESL instruction and regular classroom instruction.

Instructional Materials:

The Freestanding ESL program uses a number of programs in set curriculums in addition to teacher-developed materials. The following is a sample:

- AWARD Reading Program
- Sundance Comprehension Strategy Kits
- Weekly Reader Focus on Reading Content Area Intervention Kits
- Buckle Down Test Prep Materials

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- After School Programs- After school programs are offered to ELLs in grades 2-5 from October to May. The programs mainly focus on literacy development. Depending on the program, the groups meet two to three times weekly from 3-5 p.m.
- Adult ESL- We offer adult education ESL classes in our building. The classes take place in the evening and are free to all participants.
- Translation and Interpretation Services- These services are offered to increase the involvement of parents in the ESL program.

Additionally, interpretation services are a daily help in communication between school staff and parents

Plan for Newcomers

Newcomer students at P.S. 250 are serviced with the intention of giving them the language skills they need to function successfully in their new country, community, and school. As is the situation with SIFE students, newcomers will also be placed with English speaking peers in an age appropriate environment in order to present them with language acquisition opportunities and extrinsic motivation as well as support from their peers.

Since many newcomers arrive with little to no English in any of the four language skill areas and often with little to no literacy skills in their native language, our newcomers will receive ESL services that are intended to provide both content area and second language instruction with the intent of developing both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Literacy and language development will take place through student participation in the reading and writing workshops in their classrooms as well as further, more specialized instruction from their ESL teacher. ESL teachers will work to make content area and language instruction accessible to students by employing sheltered English content instruction as well as scaffolding techniques and the use of realia, manipulatives and visual representations (photographs, pictures, etc.) wherever possible. In addition to these supports, newcomers should also receive extra attention through after-school programs and additional academic intervention.

Plan for SIFE

Students with interrupted formal education (SIFE) require special attention in order for them to succeed in our educational system. Currently, we have one student who is classified on the BESIS as SIFE. The instructional approach used at P.S. 250 is similar to that of newcomer students with a further focus on alphabet identification, phonics knowledge, sight words all taught through repeated and reinforced instruction (spiral instruction). Instructional approaches used to reach SIFE pupils will vary depending on factors such as native language and the level of native language literacy skills.

Besides after school programs and additional academic intervention, our plan to service these students includes teaching grade level content as well as the numerous skills that SIFE students are often lacking. Therefore, language classes will be structured in order to address both past content objectives and current content objectives. For example, a SIFE in third grade may need instruction in order to develop literacy skills that his or her peers received in earlier grades. Additionally, a SIFE will receive the opportunity to practice these skills in an age appropriate environment. SIFE students will also be grouped together with peers in order to provide motivation, support, and language

acquisition opportunities.

Plan for Long Term ELLs

We will service long term ELLs under the belief that each student progresses at his or her own rate through the language acquisition process. Furthermore, we believe any group of learners will be made up of students who are at different stages in their language acquisition and cognitive development. Following the natural order of language acquisition presented by theorists many students will develop BICS first and CALP second. Accordingly, our primary focus for long term ELLs will be to develop CALP so that students can achieve mastery of reading, writing, speaking and listening skills for application in academic content areas. In order to provide them with the extra instruction necessary for success, long term ELLs will also receive instruction in after-school programs and in some cases individualized intervention plans.

Plan for Special Needs Students

At P.S. 250 we have a small population of ELLs who are designated as Special Education students. This population receives individualized instruction from their classroom teacher, their SETSS teacher (Special Education Teacher of Support Services), paraprofessionals, and the ESL staff as prescribed by their Individualized Educational Program. Collaboration between teachers is essential to ensuring congruence and focused planning. In addition to this instruction, students in Special Education are also serviced with the Wilson Program by the school's IEP teacher.

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

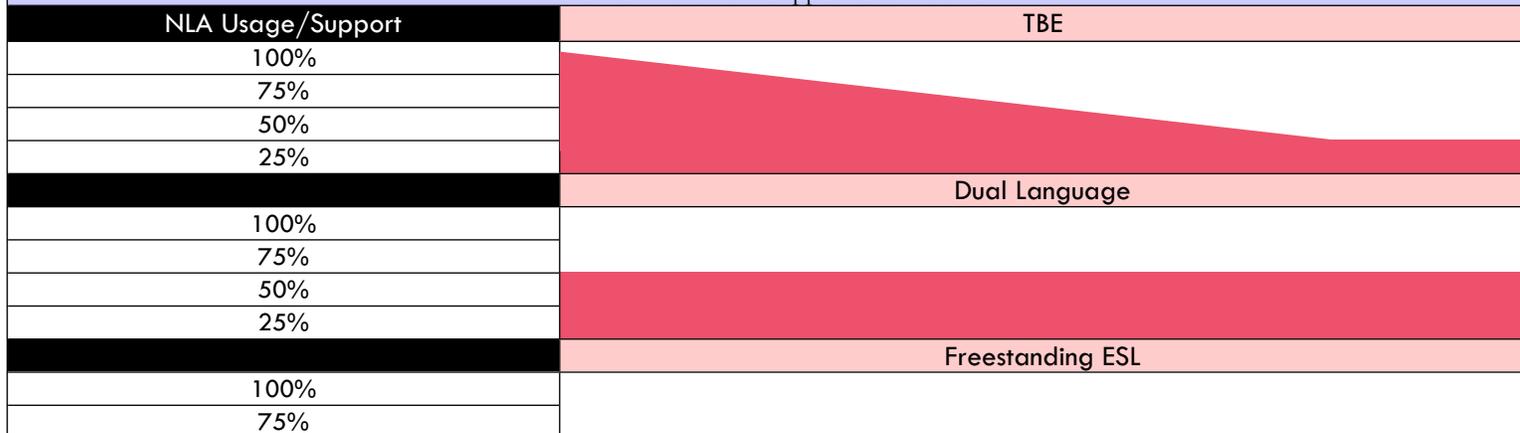
| | Beginning | Intermediate | Advanced |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



| | | | |
|------|-----------|--------------|----------|
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

P.S. 250 has intervention programs for students in grades K-5, both general education and special education. As is the case with all programs at P.S. 250, Academic Intervention Services (AIS) programs are made available to our ELL students. Our population is currently served by one AIS teacher and the programs offered include leap track learning and Read 180. Leap track learning is used for ELA and Math remediation while Read 180 is strictly focused on ELA. ELLs reaching English language proficiency receive AIS support and they are often placed in ESL classrooms so that an ESL teacher is still working with them in whole group lessons and tracking their assessment data in order to ensure continued success for those students.

Other supplemental services for ELLs include:

- 37.5-minute academic intervention period (small group instruction)
- ESL afterschool program for ELLs and Newcomers (small group instruction)

The Freestanding ESL program uses a number of programs in set curriculums in addition to teacher-developed materials. Curriculums employed include the AWARD Reading Program, Sundance Comprehension Strategy Kits, Weekly Reader Focus on Reading Content Area Intervention Kits and Buckle Down Test Prep Materials. We plan to use all of these materials in the 2010-2011 school year. In addition to these programs, our curriculum also uses our large guided reading library to allow for differentiated ELA instruction. For newcomers, P.S. 250 has native language materials available as part of our ESL library as well as a large selection in the school library. These texts are used to maintain native language literacy. The parents of newly enrolled students are provided with information in their native language in order to help them prepare for their child for the upcoming school year.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

There will be ongoing professional development for ESL teachers and general education teachers. The school's Professional Development is organized through The Children First Network, our Administration, our Math coach, and by school faculty. Sessions include:

- Differentiating Instruction in Mathematics
- Monitoring Comprehension: Developing Assessments and Setting Benchmarks
- Goals: What is a goal? Goal writing and goal monitoring
- Instructional Strategies in Literacy for ESL
- Introduction and explanation of the new Core Curriculum Standards
- Professional development for Music, Visual Arts and Technology educators
- ARIS professional development
- LAP and BESIS support sessions for ESL educators
- "Common Core State Standards in Mathematics: Implications for English Language Learners" Workshop
- DOE workshops to "Use Assessment Data to Inform Instruction"
- Materials for the Arts (MFTA) Daytime Workshop Series- Black History Month Art Projects
- Intervisitation to other schools to further staff development

In order to support our staff in assisting ELLs into their transition to middle school, P.S. 250 organizes informational parental meetings, school visits and middle school fairs. The minimum of 7.5 hours of ELL training mandated by Jose P are met at grade level meetings, faculty conferences, half day workshops, and through ELL department updates provided by the ESL teachers.

E. Parental Involvement

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

To address parental involvement, Public School 250 agrees to implement the following statutory requirements:

- o The school will put into operation, programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- o The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (d) of the ESEA.
- o The school will incorporate this parental involvement policy into its school improvement plan.
- o In carrying out the Title I Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative

formats upon request, and, to the extent practicable, in a language parents understand.

- o The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- o The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- that parents play an integral role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at school;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

- 1) Public School 250 will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA.
- 2) Public School 250 will take actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.
- 3) Public School 250 will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
- 4) Public School 250 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under other programs.
- 5) Public School 250 will take actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- 6) Public School 250 will build the schools’ and parents’ capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators.
 - b. The school will provide materials and training to help parents work with their children to improve their children’s academic achievement such as literacy training, and using technology, as appropriate, to foster parental involvement.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
 - e. The school will take actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language the parents can understand.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support

their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement.

Some specific parental activities offered at P.S. 250 include:

- Fabulous Fridays: Once per month, parents are invited into the students' classrooms to celebrate the month's theme. They have an opportunity to interact with the children and to learn more about that theme and discover what the students have been working on. This school year's themes include: Hispanic Heritage Celebration, Family Literacy, Family Math Fun, Chinese New Year, Black History Month, Career Day, Poetry Celebration and Celebrating the Arts.
- Curriculum morning: At the beginning of every school year, parents are invited into the students' classroom to learn about the various (Math, Literacy, Science, Social Studies, etc.) curricula set out for the year.
- Parent workshops like Homework Help, Parenting Skills, Visual Arts, Students' Academic Education workshops, etc.
- Family Art Night, "Evening of the Arts"
- PTA Meetings offered in the mornings and afternoons
- Learning Leaders: Parent volunteers who are trained by the Learning Leaders Organization in Reading and Math instruction, come into the classrooms during school hours to work with students one on one or in pairs with instruction from the classroom teacher.
- School Leadership Team: A group consisting of the Principal, parents and teachers who meet monthly to discuss various school issues.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 8 | 16 | 4 | 2 | 4 | 6 | | | | | | | | 40 |
| Intermediate(I) | 0 | 3 | 12 | 5 | 3 | 4 | | | | | | | | 27 |
| Advanced (A) | 11 | 2 | 10 | 5 | 9 | 9 | | | | | | | | 46 |
| Total | 19 | 21 | 26 | 12 | 16 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |

| NYSESLAT Modality Analysis | | | | | | | | | | | | | | |
|----------------------------|-------------------|---|---|----|---|---|---|---|---|---|---|----|----|----|
| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| LISTENING/ SPEAKING | B | 0 | 1 | 0 | 0 | 1 | 1 | | | | | | | |
| | I | 0 | 2 | 1 | 0 | 1 | 1 | | | | | | | |
| | A | 0 | 8 | 11 | 4 | 4 | 2 | | | | | | | |

| | | | | | | | | | | | | | | |
|---------------------|----------|---|----|----|---|---|----|--|--|--|--|--|--|--|
| | P | 0 | 7 | 12 | 8 | 9 | 11 | | | | | | | |
| READING/ WRITING | B | 0 | 13 | 2 | 2 | 3 | 2 | | | | | | | |
| | I | 0 | 3 | 11 | 5 | 3 | 4 | | | | | | | |
| | A | 0 | 0 | 7 | 4 | 9 | 8 | | | | | | | |
| | P | 0 | 2 | 4 | 1 | 0 | 1 | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 0 | 0 | 0 | 0 | 0 |
| 4 | 5 | 7 | 1 | 0 | 13 |
| 5 | 4 | 7 | 0 | 0 | 11 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | 1 | 1 |

| NYS Math | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | 4 | 2 | 6 | 0 | 3 | 0 | 0 | 0 | 15 |
| 5 | 2 | 2 | 8 | 0 | 2 | 0 | 0 | 0 | 14 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | 1 | 0 | 1 |

| NYS Science | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|--------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | | | | | | | | | 0 |

| NYS Social Studies | | | | | | | | | |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| New York State Regents Exam | | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|--|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | | |
| | English | Native Language | English | Native Language | |
| Comprehensive English | 0 | 0 | 0 | 0 | |
| Math | 0 | 0 | 0 | 0 | |
| Math | 0 | 0 | 0 | 0 | |
| Biology | 0 | 0 | 0 | 0 | |
| Chemistry | 0 | 0 | 0 | 0 | |
| Earth Science | 0 | 0 | 0 | 0 | |
| Living Environment | 0 | 0 | 0 | 0 | |
| Physics | 0 | 0 | 0 | 0 | |
| Global History and Geography | 0 | 0 | 0 | 0 | |
| US History and Government | 0 | 0 | 0 | 0 | |
| Foreign Language | 0 | 0 | 0 | 0 | |
| Other | | | | | |
| Other | | | | | |
| NYSAA ELA | 0 | 0 | 0 | 0 | |
| NYSAA Mathematics | 0 | 0 | 0 | 0 | |
| NYSAA Social Studies | 0 | 0 | 0 | 0 | |
| NYSAA Science | 0 | 0 | 0 | 0 | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

Part VI: LAP Assurances

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

5. For dual language programs, answer the following:

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|----------------------|-----------|-----------------|
| | Principal | | |
| | Assistant Principal | | |
| | Parent Coordinator | | |
| | ESL Teacher | | |
| | Parent | | |
| | Teacher/Subject Area | | |
| | Teacher/Subject Area | | |
| | Coach | | |
| | Coach | | |
| | Guidance Counselor | | |
| | Network Leader | | |
| | Other | | |