



**P.S.251  
THE PAERDEGAT  
2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 22K251  
ADDRESS: 1037 EAST 54<sup>TH</sup> STREET  
TELEPHONE: 718-251-4110  
FAX: 718-241-3200**

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**SECTION I: SCHOOL INFORMATION PAGE**

<b>SCHOOL NUMBER:</b>	P.S.251	<b>SCHOOL NAME:</b>	The Paerdegat
<b>SCHOOL ADDRESS:</b>	1037 East 54 <sup>th</sup> Street, Brooklyn, NY 11234		
<b>SCHOOL TELEPHONE:</b>	718-251-4110	<b>FAX:</b>	718-241-3200
<b>SCHOOL CONTACT PERSON:</b>	Steven Boyer	<b>EMAIL ADDRESS:</b>	<a href="mailto:SBoyer@schools.nyc.gov">SBoyer@schools.nyc.gov</a>
<b><u>POSITION/TITLE</u></b>			
<b><u>PRINT/TYPE NAME</u></b>			
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	Kelly Sanders		
<b>PRINCIPAL:</b>	Steven Boyer		
<b>UFT CHAPTER LEADER:</b>	Kelly Sanders		
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	Andrea Alfred		
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	N/A		
<b><u>DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION</u></b>			
<b>DISTRICT:</b>	22	<b>SSO NAME:</b>	CFN 602
<b>SSO NETWORK LEADER:</b>	Julia Bove		
<b>SUPERINTENDENT:</b>	Linda Waite		

## 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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Steven Boyer	*Principal or Designee	
Kelly Sanders	*UFT Chapter Chairperson or Designee	
Andrea Alfred	*PTA President or Designated Co-President	
Barbara Vulpis	DC 37 Representative, if applicable	
Nikeisha Beaumont	Member/Staff	
Diahann LaPierre	Member/Staff	
Sandler Jacinthe	Member/Parent	
Marlene Lettman	Member/Parent	
Deborah Williams	Member/Parent	
Veronica Fletcher	Member/Parent	

\* 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.

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P.S. 251K is a School Wide Project, Pre-K – 5<sup>th</sup> grade school with a student enrollment of 665 students set in the Flatlands section of Brooklyn. The work of the classroom teachers and paraprofessionals is enhanced by the cluster program which includes health/physical education, computer, math, science, Social Studies, music, library and art. Other support staff includes a school based support team, 50/50 (intervention/IEP) service provider, psychologist, social worker, guidance counselor, a reading/math coach, an AIS coordinator/staff developer.

Classroom teachers provide instruction in the core curricula of literacy, mathematics, science, Social Studies, as well as music and art, physical and health education, drama and dance. Curriculum and instruction is driven by assessments which include ARIS, Acuity, predictive, ITA's and teacher-made assessments. EPAL, ELA, NYS Math Exam, ELSE, NYS Social Studies Exam as well as ongoing benchmarking and running records keep staff informed of student progress. Extended day takes the form of morning school where additional instruction is given to students four days a week for 37.5 minutes. There is a professional development team comprised of the principal and key staff members that sets the instructional course for the school. The Inquiry Team studies the growth over time of several selected children to analyze their learning trends as a sampling of our school at large.

Grades K - 5 use ELA Standards, Teachers College workshop model, Good Habits, Great Readers and Making Meaning (as a supplemental program) in a comprehensive literacy program which focuses on strategies for comprehension as well as social and emotional development. Writing is enhanced by our implementation of Units of Study for the Primary Grades and Units of Study for the Upper Grades by Lucy Calkins.

The mathematics curriculum is the Envisions math series by Pearson which is a combination of traditional skill drill and constructivist concept building. Our Dell computer lab and New Visions library teach children to master the use of hardware, including Smart Boards, software and the Internet to extend core subject knowledge. The structured science program by McGraw-Hill, features manipulatives, live specimens, as well as other necessary materials to perform experiments. The science cluster provides instruction related to the NYS ELSE. The Social Studies cluster teacher helps children learn to use primary and secondary sources, grade appropriate textbooks, trade books, historical fiction, research and current events. Preparation for the fifth grade NYS Social Studies Test is incorporated into the curriculum so students excel on the state test.

Special programs and connections with CBO's include:

Substance Abuse Prevention and Intervention Specialist (SAPIS)

Brooklyn Ballet

Music and the Mind

Common Cents-Penny Harvest

OST after-school with Millennium Development

We strive to extend parent involvement on the PTA, SLT, as Learning Leaders and participants in evening ELL and GED classes, continually seeking their input in academic decisions and initiatives that affect their children's success and performance. Evening meetings prior to any major test as well as end of year showcases and festivals brings in the community.



**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				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

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

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(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				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(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				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input 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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input 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)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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

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

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<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 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 the schools use of resources: last year’s school budget, schedule, facility use, class size, etc.

**2 Year ELA Comparison  
School: Grades 3, 4 and 5**

<b><u>2010</u></b>	<b><u>Total Tested</u></b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
		<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>
	301	48	15.9	141	46.8	95	31.5	17	5.6	102	33.8
<b><u>2009</u></b>	<b><u>Total Tested</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>
	285	14	4.9	63	22.1	197	69.1	11	3.9	208	73.0
Analysis	+16	+34	+11.0	+78	+24.7	-102	-37.6	+6	+1.7	-106	-39.2

*The lower scores in all levels are most probably due to the change in scoring rubric meant to raise the standards bar, though there is a slight increase in Level 3.*

**2 Year ELA Comparison  
Students with Disabilities: Grades 3, 4 and 5**

<b><u>2010</u></b>	<b><u>Total Tested</u></b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
		<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>
	73	30	41.0	27	36.9	7	9.5	1	1.3	8	10.9
<b><u>2009</u></b>	<b><u>Total Tested</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>	<b><u>#</u></b>	<b><u>%</u></b>
	51	13	25.5	26	50.1	12	23.5	0	0	12	23.5
Analysis	+21	+17	+15.5	+1	-13.2	-5	-14.0	+1	+1.3	-4	-12.6

*The lower scores in all levels are most probably due to the change in scoring rubric meant to raise the standards bar, though there is a slight increase in Level 4*

**2 Year ELA Comparison  
ELL Students: Grades 3, 4 and 5**

<b>2010</b>	<b>Total</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
	<b>Tested</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	24	7	29.1	11	45.8	2	8.3	1	4.1	3	12.5
<b>2009</b>	<b>Total</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
	<b>Tested</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	17	3	1.8	8	4.7	6	3.5	0	0	6	3.5
Analysis	+7	+4	+27.3	+3	+41.1	-4	-4.8	+1	+4.1	-3	-9.0

*The lower scores in all levels are most probably due to the change in scoring rubric meant to raise the standards bar, though there is a slight increase in Level 4*

**2 Year Math Comparison  
School: Grades 3, 4 and 5**

<b>2010</b>	<b>Total</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
	<b>Tested</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	254	28	11.0	86	33.8	105	41.3	35	13.7	140	55.1
<b>2009</b>	<b>Total</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
	<b>Tested</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	302	8	2.6	29	9.6	203	67.2	62	20.5	265	87.7
Analysis	-48	+20	+8.4	+57	+24.2	-98	-25.9	-27	-6.8	-125	-32.6

*The lower scores in all levels are most probably due to the change in scoring rubric meant to raise the standards bar.*

**2 Year Math Comparison  
Students with Disabilities: Grades 3, 4 and 5**

<b>2010</b>	<b>Total</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
	<b>Tested</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	79	19	24.0	34	43.4	12	15.1	1	1.2	13	16.4
<b>2009</b>	<b>Total</b>	<b>Level 1</b>		<b>Level 2</b>		<b>Level 3</b>		<b>Level 4</b>		<b>Levels 3+4</b>	
	<b>Tested</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	66	8	12.1	16	24.2	36	54.5	5	7.6	41	62.1
Analysis	+13	+11	+11.9	+18	+19.2	-24	-39.4	-4	-6.4	-28	-45.7

*The lower scores in all levels are most probably due to the change in scoring rubric meant to raise the standards bar.*

**2 Year Math Comparison  
ELL Students: Grades 3, 4 and 5**

<u>2010</u>	<u>Total Tested</u>	<u>Level 1</u>		<u>Level 2</u>		<u>Level 3</u>		<u>Level 4</u>		<u>Levels 3+4</u>	
		<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
	26	4	15.3	12	46.1	4	15.3	1	3.8	5	19.2

<u>2009</u>	<u>Total Tested</u>	<u>Level 1</u>		<u>Level 2</u>		<u>Level 3</u>		<u>Level 4</u>		<u>Levels 3+4</u>	
		<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
	23	2	8.6	3	13.0	13	56.5	3	13.0	16	69.6
Analysis	+3	+4	6.7	+9	+33.1	-9	-41.2	-2	-9.2	-11	50.4

*The lower scores in all levels are most probably due to the change in scoring rubric meant to raise the standards bar, though there is a slight increase in Level 4*

**Social Studies Exam**

*The 2010 5<sup>th</sup> grade Social Studies test is not given this year.*

**Science**

<u>Grade</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
4	76.6%	84.8%	78.7%	85.5%	76.3%

*Science scores dropped 9.2 points from 85.5% to 76.3%. This might be due to our past focus on writing process versus vocabulary study.*

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?

*The Inquiry Team has identified reading comprehension to be the weakest area in literacy. Next is the area of mechanics of the English language.*

- What have been the greatest accomplishments over the last couple of years?

*The greatest accomplishments over the last couple of years has been making AMO safe harbor for our SWD subgroup. If we do so this year we will no longer be considered a SINI school. Another accomplishment is the work the teachers are doing in terms of curriculum planning. Assisted by our AUSSIE, Michelle Kunnen, each grade is writing a month by month comprehensive curricula based upon the CCSS , New York State and New York City guidelines.*

- What are the most significant aids or barriers to the school's continuous improvement?

*The most significant aids to the school's continuous improvement are the increasing professional level of the staff as well as the calm, non combative nature of the student body due to Assistant Principal Sheila Phillip's Social, Emotional Learning initiatives. These include the Resolving Conflict Creatively Program, peer mediators, staff development delivered by the Morningside Center to teachers, paraprofessionals and school aids, and our Peach March. SAPIS worker Craig Rhodes has been an invaluable asset to these initiatives as well.*

*Barriers include the Department of Education's "raising the standards bar" which caused our test scores in ELA and math to be slashed in half.*

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## 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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

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### CEP SMART Goals for School Year 2010-11

#### Goal #1

Ninety percent of the children with disabilities in grades K-5 will meet their IEP annual goals in ELA with at least 75% accuracy or higher by June 2011.

*This is our fourth year in SINI due to the relatively small SWD subgroup underperforming in ELA for grades 3, 4 and 5. While the SWD subgroup made AMO in year 2009-10, they must do so again in 2010-11. Therefore, our primary focus is improving instruction and student performance of the SWD subgroup in ELA.*

#### Goal #2

By June 2011, there will be an increase in the number of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring at Levels 3+4 in mathematics by between 1-3% as measured by teacher-made/in-house assessments and the New York Mathematics exam.

*After a review of New York State math score trends over the past several years, especially with the slashed scores of 2010, our focus continues to increase level 3's and 4's, for our at-grade and gifted children.*

#### Goal #3

There will be an increase of between 2-4% in the number of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELL students performing at levels 3+4 on the on-going teacher-made/in-house, the January 2011 interim assessments and the June 2011 ELA exam.

*Though our ELL subgroup has fewer than 30 students (there are 20 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELL's) and therefore is not tracked by the DOE, we are committed to supporting our ELL students. To this end we are directing energies toward the staff that services these children; including a 3-day Itinerant Status ESL teacher and ELL trained classroom teachers of ELL's, so that with improved instruction, student performance will also increase.*

#### Goal #4

Parent attendance at the fall 2009 and spring 2010 Parent Teacher Conferences increased by 2% from the prior year as measured by totaling classroom sign-in sheets. We expect to increase the fall 2010 and spring 2011 Parent Teacher Conference attendance by another 2%.

*Improving parent involvement has always been a concern of ours. After a review of data from previous years, we are on target in terms of increasing parental attendance at educational workshops, meetings and conferences yearly. We intend to increase this even more so this year.*

Goal #5

By June 2011, the number of incidences reported for physical disputes will decrease between 1-4% from 2010 as reported on OORS.

*This year, through a variety of conflict resolution and peer mediation strategies, we intend to improve student school climate and reduce the amount of incidences logged onto OORS that deal directly with student misbehavior.*

**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 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):**

**English Language Arts**

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<p><b>Annual Goal 1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Ninety percent of the children with disabilities in grades K-5 will meet their IEP annual goals in ELA with at least 75% accuracy or higher by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Professional development will be provided for all staff working with children with disabilities in testing grades 3, 4 and 5. The staff includes special education teachers of self contained classes as well as general and special education teachers in Collaborative Team Teaching (CTT) classes. This will take place in the fall of 2010. PD will be delivered by the AUSSIE organization for a total of 35 days.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>PD Provider: AUSSIE, 352 7<sup>th</sup> Avenue, NY, NY 10001, Floor 12A, for 20 days at \$1,150/day. \$23,000</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Ninety percent of the children with disabilities will meet their IEP annual goals in ELA with at least 75% accuracy or higher given by June 2011.</p> <p>Among the indicators of progress will be quarterly benchmarks, ITA's, bi-monthly review of Predictive Assessments, and Inquiry Team's analysis of data derived from ARIS and Acuity.</p>

The review of ITA's will be monitored by the administration on a monthly basis.

Staff working with children with disabilities will write lessons aligned with New York State Standards reflecting student capacity to ensure differentiated instruction. Lesson plans will be checked regularly as well as formal and informal observations taken.

identification.

**Subject/Area (where relevant):**

**Mathematics**

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<b>Annual Goal 2</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, there will be an increase in the number of 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade students scoring at Levels 3+4 in mathematics by between 1-3% as measured by teacher-made/in-house assessments and the New York Mathematics exam.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Professional development will be provided for all staff working with grades 3-5 via staff developer. Grade leaders will also hold grade meetings aimed at coordinating the math textbook by Pearson, Envision, the State Standards in Mathematics and the pacing calendar.
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	Staff developer and classroom teacher salaries come from Tax Levy monies. Supplies and textbooks come from sources including Tax Levy and OTPS funding.
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<p>By June 2011, there will be an increase in the number of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring at Levels 3+4 in mathematics by between 1-3% as measured by teacher-made/in-house assessments and the New York Mathematics exam.</p> <p>Among the indicators of progress will be quarterly benchmarks, ITA's, bi-monthly review of Predictive Assessments, and Inquiry Team's analysis of data derived from ARIS and Acuity.</p> <p>The review of ITA's will be monitored by the administration on a monthly basis.</p>

identification.

**Subject/Area (where relevant):**

**English Language Learners**

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<p><b>Annual Goal 3</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>There will be an increase of between 2-4% in the number of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELL students performing at levels 3+4 on the on-going teacher-made/in-house, the January 2011 interim assessments and the June 2011 ELA exam.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>All classroom teachers, but most especially those having ELL students, will teach specific vocabulary, fluency and comprehension strategies as part of their reading and writing workshop.</p> <p>The three-day itinerant ELL teacher will push into classrooms and co-teach with specialist (science and Social Studies), as apposed to using the pull-out method of previous years.</p> <p>Maryann Cucchiara, the ELL liaison from our LSO, ICI, has designated PS251 as a lab site for English speaking Caribbean students. She will provide professional development to all teachers of ELL's.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Salaries of classroom teachers paid through many funding sources including Tax Levy, Title I, Class Size Reduction, etc.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>There will be an increase of between 2-4% in the number of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELL students performing at levels 3+4 on the on-going teacher-made/in-house, the January 2011 interim assessments and the June 2011 ELA exam.</p> <p>Among the indicators of progress will be quarterly benchmarks, ITA's, bi-monthly review of Predictive Assessments, and Inquiry Team's analysis of data derived from ARIS and Acuity.</p> <p>The review of ITA's will be monitored by the administration on a monthly basis.</p>

identification.

**Subject/Area (where relevant):**

**Parent Involvement**

<p><b>Annual Goal 4</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Parent attendance at the fall 2009 and spring 2010 Parent Teacher Conferences increased by 2% from the prior year as measured by totaling classroom sign-in sheets. We expect to increase the fall 2010 and spring 2011 Parent Teacher Conference attendance by another 2%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Via needs assessment, parent coordinator, staff and guidance team will create meaningful workshops for parents and guardians on a monthly basis.</p> <p>Incentives such as tickets to plays and sports events will be purchased to encourage parent participation at school programs.</p> <p>Parents will continue to be trained as Learning Leaders using the fluency program, Great Leaps, with targeted at-risk students at least one time a week.</p> <p>Incentives will be given to parents who read in their children’s classes the last Friday of every month in the Parents As Reading Partners program.</p> <p>The new kiosk outside the main entrance will help to notify parents and community of monthly and weekly events.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Incentives to increase parent participation come from the Title 1% set aside funds.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Attendance sign in sheets will be used to monitor this goal. Sign in sheets will be turned in to the parent coordinator after each meeting. The results will be reviewed with the principal.</p>

identification.

**Subject/Area (where relevant):** Social, Emotional Learning

<p><b>Annual Goal 5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the number of incidences reported for physical disputes will decrease between 1-4% from 2010 as reported on OORS.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The Assistant Principal will continue to lead the staff, children and parents through specific strategies designed by the SEL partner, Morningside Center for Teaching Social Responsibility.</p> <p>The SAPIS Worker will continue to train, assign and monitor Peer Mediators.</p> <p>Classroom teachers will continue to incorporate into weekly lesson plans, classroom experiences that build community and respect.</p> <p>The parent coordinator and guidance councilors will continue to hold relevant parent workshops conflict resolution and good parenting behaviors.</p> <p>The Principal will continue to work with the PTA to award certificates to children who are good school citizens and peace-makers at monthly PTA meetings.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Salaries of classroom teachers and other staff paid through many funding sources including Tax Levy, Title I, Class Size Reduction, etc.</p> <p>Refreshments and materials for parent workshops paid through Title I set aside funds; \$4,949.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By June 2011, the number of incidences reported for physical disputes will decrease between 1-4% from 2009 as reported on OORS. Data available on OORS.</p>

## **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	15	5	N/A	N/A	8	15	4	29
1	17	9	N/A	N/A	12	11	5	27
2	21	13	N/A	N/A	20	4	5	21
3	26	25	N/A	N/A	20	15	4	26
4	25	16	0	0	30	11	3	17
5	20	12	0	0	20	5	4	21
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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> 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><b>ELA:</b></p> <ul style="list-style-type: none"> <li>a. Great Leaps</li> <li>b. Wilson</li> <li>c. Lexia</li> <li>d. Foundations</li> <li>e. Soar to Success</li> <li>f. My Sidewalks on Reading Street</li> </ul>	<ul style="list-style-type: none"> <li>a. A three part reading program that addresses phonics, sight phrases and oral reading. Designed to address fluency and build upon reading strategies over a period of time (one-to-one; during school day).</li> <li>b. Directly and systematically teaches students how to fluently and actively decode-encode words (small group; during school day).</li> <li>c. A computer program designed to help students acquire and improve basic reading skills. Includes recording system which provides detailed scored reports (small group; during school day).</li> <li>d. An adoption of the Wilson reading program, multi-sensory method of teaching reading and writing skills to at risk students in grades K-2 (small group; during the school day)</li> <li>e. A reading program that uses authentic literature, reciprocal teaching and graphic organizers in fast paced lessons to help third grade students accelerate their reading growth (small group; during the school day)</li> <li>f. An intensive reading program, designed for students unable to read and comprehend on their grade level. Provides instruction in Priority Skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension skills and strategies. (small group; during the school day)</li> </ul>
<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>a. Great leaps</li> <li>b. Math Steps CD-ROM</li> </ul>	<ul style="list-style-type: none"> <li>a. A workbook based program that is strictly for struggling students, designed to help master basic math skills. Emphasis on critical thinking skill, mathematical reasoning, and problem solving. Diagnostic and prescriptive resource for remediation (small group; during the school day)</li> <li>b. A computer based program that focuses on mastering the basic math skills. It monitors the progress and determines the specific skills that need improvement. (small group; during the school day)</li> </ul>
<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>iOpeners</li> </ul>	<p>A social studies/science based literacy program that supports Non-fiction content. Students are taught skills and strategies with which to assess non-fiction texts. (small group; during the school day)</p>

<b>Social Studies: Quick Reads</b>	<b>This program consists of timed short texts with a focus on fluency and comprehension. Non-fiction text relating to the social studies and science.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Conflict resolution counseling: (one-to-one counseling, small group (mandated), parent conferences/ family support; during the school day)</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Small group counseling, one-to-one counseling and conflict resolution (during the school day)</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Social history portions of the IEP, one-to-one counseling, conflict resolutions; at risk counseling, ERSSA: short term counseling (during the school day)</b>
<b>At-risk Health-related Services:</b>	<ul style="list-style-type: none"> <li><b>a. Gym program: Various physical activities to enhance self-esteem and teamwork skills.</b></li> <li><b>b. Organized Football Team: practices and plays during 5<sup>th</sup> period lunch.</b></li> <li><b>c. Cheerleading: practices after school, develops self esteem and teamwork.</b></li> <li><b>d. School nurse</b></li> </ul>

**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.

**Language Acquisition Policy (LAP)**

**ESL Program Model at P.S.251**

P.S. 251K is a Pre-K - Grade 5 school with a student enrollment of approximately 664 students. It is a competitive neighborhood school set in the Flatlands section of Brooklyn. Of its 34 classes, four are self-contained special education. There is a population of 34 English Language Learners with a few more children to be tested at the time of this writing (Sept '09). P.S. 251 is a School Based Management/Shared/Decision-Making school with a constituency based School Leadership Team (SLT). The school received Title - I status in 1996-1997. There is a Parent Teacher Association (PTA) and P.S. 251 is in compliance with parent participation on the SLT.

The demographics of P.S.251 include the following:

Most of the students were enrolled for the entire year; 95.7%. The ethnicity of the school is 81.5% black, 3.6% white, 10.5% Hispanic, 4.0% Asian and .5% American Indian. The gender statistics are 52.7% male and 47.3% female. We are classified as a universal school meals school.

The distribution of General Education classes at P.S. 251 is as follows:

Pre - Kindergarten	3 Full - day Classes
Kindergarten	4 Classes
Grade 1	5 Classes
Grade 2	5 Classes
Grade 3	4 Classes
Grade 4	4 Classes
Grade 5	4 Classes

The self-contained special education classes are as follows:

12:1:1	Grades 5	1 Class
12:1:1	Grades 3-5	1 Class
12:1:1	Grades 1-2-3	1 Class
12:1:1	Grade K	1 Class

The work of the classroom teachers is enhanced by 9 full time cluster teachers that offer health/physical education, computer technology, math, library, science, music, Social Studies, enrichment and art. Eighteen paraprofessionals assist in general, special education and Title 1 programs and there is a SAVE room.

Other support staff includes a School Based Support Team, 50/50 (Intervention/IEP) service provider, psychologist, social worker and two guidance counselors.

There are reading and math coaches and a staff developer/academic intervention specialist. The administrative staff consists of the principal, assistant principal and two secretaries.

In accordance with Circular 6, P.S. 251 operates on a seven period day and teachers are involved in only professional activities. A staff of six school aides, the assistant principal, and the principal supervise breakfast and lunch.

P.S. 251 uses a push in program for the ELL students whereby the ELL teacher works collaboratively with the classroom teacher. In some cases the ELL teacher also works collaboratively alongside the science and Social Studies cluster teachers when they (the clusters) service the classes with the ELL's. In this manner, little curriculum instruction is lost as the ELL teacher teaches essentially the same curriculum themes as the classroom and cluster teachers. The ELL students' eligibility is first determined by their Home Language Identification Survey. If the student's home language is not English, then the students are given the LAB-R and Spanish LAB-R for Spanish-speaking children. However,

the LAB-R is only given to students entering NYC public schools for the first time. Students that have transferred from another NYC public school should already have a LAB-R score and/or a NYSESLAT score. If the students' scores on either the NYSESLAT or LAB-R indicate a limited level of English proficiency, they are then entitled to ESL services. Parent notification letters are mailed informing them of their child's test results. Next follows a scheduled parent orientation. This session also includes a viewing of a video which has been translated into the parents' native languages. It explains the different language programs that are offered throughout the school system. The parents are also given a survey to choose which program they would like their child to participate in.

The ESL program of P.S.251 focuses on developing the students' listening, speaking, reading and writing skills in English. This is done through the following ESL teaching strategies:

- Total physical response
- The natural approach
- Language experience approach (juicy sentences)
- Music, poetry, role playing and hands on activities

The NYSESLAT is given to all ELLs in May to determine their proficiency in English and entitlement for ESL services for the following school year.

In the ESL program at the time of this writing, the school has been servicing 8 beginners, 12 intermediates and 14 advanced ELLs. Special Ed students who are also ELL's are serviced. There aren't any SIFE pupils. As per CR Part 154, beginners and intermediate level ELL students receive two units (1 unit = 180 minutes) of ESL per week and advanced students receive one unit and a minimum of one unit of ELA as part of the pull-out model. The students' level of proficiency in each one of the four modalities (listening, speaking, reading and writing) is determined by the results of the LAB-R and/or NYSESLAT, in order to plan/strategize for the individual English language needs of the ELL student.

The ELL teacher is aware of the students' proficiency levels and provides in-class support according to their strongest/weakest modalities. Most of our ELLs tend to achieve greater results in listening and speaking than in reading and writing, as evidenced by the scores on the NYSESLAT. An analysis of the content area test results indicates that ELLs have lower scores than those in the general education category.

To plan for newcomers, they first have to be assessed according to the LAB-R, informal assessments, and their academic and proficiency levels. Receiving all resources that the school has to offer (i.e. AIS, ESL, speech and language development, and after-school tutorial) is the way to plan for long-term ELLs, as well as the newcomers.

All ELL children receive the same print rich environment as well as delivery of instruction via the workshop model/mini lesson as any other child including a learning atmosphere of "think, pair and share" and multiple types of experiences for talking and practicing in the new language to achieve academic language development.

In the event of SIFE, they would be provided with as many opportunities for assistance with the A.I.S. before, during and after the school day and be serviced by the ESL teacher 360 minutes per week.

Special Education ELLs will receive mandated ESL services in the same manner described above.

The transitional students that reach proficiency will remain in their regular classroom and be pulled out once every two weeks to keep track of their progress. The ESL teacher will continue to offer support and guidance to the general education teacher.

Leveled libraries, magazines and books on tape to read during independent reading and student drawings that are accompanied by their own writing are ways to use the children's native language.

The English Language Arts is enhanced through the ESL program. Books on a wide variety of subjects, reading programs, language games, posters, charts, graphic organizers, and computer assisted software are some of the instructional materials used to support content area instruction and vocabulary development.

Teachers of ELL and general education will continue to participate in professional development by attending various professional workshops and methodology trainings that deal with new trends in the ESL field.

Throughout the school year there will be ongoing conferences between the classroom teacher and the ESL teacher. The parent coordinator will further implement an outreach program for ELL parents, aiming to get them involved in their children's education.

Every ESL program is executed by a NYS certified teacher in the ESOL field, who possesses an M.A. in Teaching English as a Second Language.

The LAP committee members are:

Steven Boyer, Principal

Sheila Phillip, Assistant Principal

Kelli Jean Pierre, ELL teacher

Dina Lamarca, Speech teacher

Maureen Basmagy, Coach

Theresa Cornelius, AIS/SAVE Room

Janet Sanchez, Parent coordinator

**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: 39 LEP**

**Number of Teachers 1                      Other Staff (Specify) Classroom teachers and speech teacher**

### **School Building Instructional Program/Professional Development Overview**

#### **Title III, Part A LEP Program**

**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.

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Title III funding is earmarked for supplemental programming. With this in mind, the expected outcome for an LEP/ELL program is to learn skills that will enable students to achieve academically at a higher level. If the budget allows, an F Status will be hired to service children 2 days a week in grades K-5.

Students will be in a learning atmosphere of “think, pair and share” and be provided with many experiences for talking and practicing in the new language. Multiple means of representation, including diagrams, models, graphs, charts, graphic organizers, concept maps and other visual aides will be used. Media-rich learning: films, video, audio and computers will also be included.

**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.

Throughout the school year, there will be ongoing meetings between the classroom teacher and the Title III ESL teacher since the latter will be working collaboratively with the former. The aim of the articulations is to devise a workable and fun program that applies modified and enrichment activities in the content areas for the ESL learner. Additionally, teachers’ awareness of the New York State ESL standards will be increased via PD from the ELL liaison from our SSO, ICI.

**Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

**Title III Program**

<b>Allocation:</b>		
<b>Budget Summary</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
<b>Professional salaries</b>	<b>\$13,267</b>	<b>1 teacher F Status 40 sessions, October 2009-May 2010</b>
<b>Supplies and Materials</b>	<b>\$1,733</b>	<b>Instructional Supplies</b>
<b>TOTAL</b>	<b>\$15,000</b>	

### **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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

There are so many LEP/ELLs in the NYC public school system, therefore, it is very important to be able to communicate with, and inform, their parents of all matters that concern their children's education. During the first month of the school year, the general education teacher of an ELL gets to know and surveys the child's/parent's written translation and oral interpretation needs. Also, the Home Language surveys are distributed to family members of newly admitted students, eliciting the prevalent language being spoken at home. The parent coordinator and ESL teacher approach the parents and interview them about their needs at the time of parent intake/orientation, as well as explaining the school's programs. The guidance counselor and other related school services contribute additional clues about the needs of the parents. A staff member that lives in the community has knowledge of its workings, too.

After all the data has been collected, at the end of the first month of the year, the Principal and a School Committee assess the language needs and devise a plan of action to help the parents.

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.

Through the school's strategies and varied activities, the plan of action will attempt to strengthen the ties between school and home. Within the school setting, there are many available resources to help translate and interpret for parents. A list is compiled of all the staff that speak/write the languages that are spoken by the ELLs' parents, namely Spanish, Haitian-Creole, Urdu, Chinese, Bengali and Arabic. This includes the principal, teachers, paras, school-based support team, guidance counselor, parent coordinator, school secretaries, security guards, school nurse, school aides, crossing-guard, and lunchroom and custodial staff. Community workers of neighborhood organizations can also be very helpful to a school. Recruiting of parent volunteers is an essential component in the plan of action. Even a relative can assist because he has been living in America longer than the rest of his family.

#### **Part B: Strategies and Activities**

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

Written translation services will be provided via the Department of Education's translation services. All documents in need of translation will be emailed to this division in Word format. Translation services generally take about 3 days for turn around.

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.

From all these people, oral interpretation services are available for P.T.A. meetings, parent-teacher conferences, open school nights, school-wide events and telephone calling. In-house services (from the above-mentioned resources) will be used for translating written communications, such as brochures, flyers, letters, school reports and newsletters. The school can purchase computer software for translating written documents into the needed languages. If these homegrown services are not sufficient, the Translation Unit of the DOE will be contacted for assistance.

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>.

In order to fulfill Section VII of Chancellor's Regulations A-663, schools will have notices informing parents about their rights to language assistance services for translation interpretation. Postings on how to obtain services will be near the main entrance of the school. A way will be devised to ensure that these particular parents will be able to find the school's administrative offices when necessary. The Department's website will provide information in the parents' native languages about their rights to the language assistance services and how to obtain these services.

**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:	\$494,935	191,941	686,875
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,949	-	4,949
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	24,746	*	
4. Enter the anticipated 10% set-aside for Professional Development:	68,687	*	

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**.

**PS251 School Parent Involvement Policy**  
*Disseminated at Opening PTA Meeting, September 24, 2009*

**PART I – GENERAL EXPECTATIONS**

P.S. 251 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* 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, activities and procedures in accordance with this definition of parental involvement:

*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-Parental Involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. P.S. 251 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP/DCEP Addendum) under Section 1112-*Local Educational Agency Plans* of the ESEA:

*Parents will be notified and participate in monthly Community District Education Council meetings.*

2. P.S. 251 will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:

*Parent members of the School Leadership Team will participate in a needs assessment and review of all school activities and functions and make recommendations to the SLT for school improvement. Meeting for the SLT are monthly and the dates are generated by consensus.*

3. P.S. 251 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: **(Insert programs, such as:** Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs) by:

*Parents will be invited to evening meetings where important information about academics will be disseminated by the teaching staff. For instance, Social Studies Night, ELA and Math Night, etc.*

4. P.S. 251 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. 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.

❖ *DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED:*

*A needs assessment will be created, disseminate, analyzed and reported to the parent body. The Parent Involvement Plan will be reviewed in this manner and modified as per parental input. Informal feedback during the year will be communicated to the school.*

❖ *IDENTIFYING WHO WILL BE RESPONSIBLE FOR CONDUCTING IT:*

*A committee will be established made up of members of the SLT and the PTA. Parents will be asked to provide ideas and new ways of doing things.*

❖ *EXPLAINING WHAT ROLE PARENTS WILL PLAY:*

*The parents will take part in all phases of the needs assessment. They will help use the data to revise the Parent Involvement Policy.*

5. P.S. 251 will build the parents' capacity for strong parental involvement, in order to

ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve academic achievement, through the following activities specifically described below:

- 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 –
  - the State’s academic content standards;
  - the State’s student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child’s progress; and
  - how to work with educators.

*IN STATE AND OUT OF STATE WORKSHOPS, CONFERENCES AND/OR CLASSES:*

*A combined effort on the part of the PTA, the administration, the staff and the parent coordinator will bring guest speakers to P.S.251 to lead workshops on an array of subjects and topics including understanding State Standards, interpreting assessment reports, reading, writing and math workshops, Title I, Part A, etc. The school will seek and access the resources and talents within the Department of Education to assist with workshops, conferences and classroom instruction and utilize technology to communicate in various ways.*

*ANY EQUIPMENT OR OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS:*

· 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 by:

*As one example, the P.S.251 computer teacher will conduct a Parent-Child Computer literacy night workshop whereby all participants will learn the basics of word processing, spreadsheets and graphic design.*

· The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with the 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 by:

*The P.S.251 staff will avail itself to any and all district professional development in terms of working with parents and community at large. This will be facilitated by creating opportunities to build trust and common understanding between staff and parents. Building on successful programs such as Parents As Reading Partners and Learning Leaders.*

· 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 and/or encourage participation in activities, such as parent resource centers, that support parents in more fully participating in the education of their children by:

*The P.S.251 Parent Coordinator will continue to hold parent workshops that involve parenting skills such as stress and anger management, homework help, Dial A Teacher, etc. Parent Resource Center representatives will be invited to speak to the parents of our youngest children offering additional options and making themselves available for private consultations.*

· The school will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of Title 1 participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent possible, in a language the parents can understand:

*All official meetings and workshops will be advertised and reported via letters to parents as well as flyers and postings around the building. Through the P.S.251 Language Policy, letters will be translated into all languages of our parent population. In the case of PTA voting, notification will be sent at least 10 school days prior to an event.*

### **PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities may include:

- 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 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding.
- paying reasonable and necessary expenses associated with parental involvement, such as transportation and child care.
- training parents to enhance the involvement of other parents.
- arranging school meetings at a variety of different times.
- adopting and implementing model approaches to improve parental involvement.
- participating in a District Parent Advisory Council.
- developing appropriate roles for CBO's.
- inviting local police and fire department personnel to visit and lecture.
- providing other support under Section 1118-Parental Involvement as parents may request.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement

policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, 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 involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine major languages on the NYCDOE website 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### **PS251 SCHOOL-PARENT COMPACT**

***Disseminated at Opening PTA Meeting September, 24, 2009***

The P.S. 251 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.

## **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

**P.S. 251 will**

- 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 as follows:

*All pedagogical staff will be State Certified and highly qualified.*

*Academic intervention services will be provided for all children struggling in the areas of ELA, Math, Science and Social Studies.*

*After school, morning school and Saturday programs will be provided to present additional instructional time.*

*All staff will engage in Teachers College writing workshop so as to enhance the creativity and writing skills of all students.*

*All staff will engage in Envision mathematics program.*

- 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. Specifically, those conferences will be held:

*November Open School Week is .*

*Open School Night is*

*Open School Afternoon is*

- provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:

*Standard Department of Education Report Cards will be given to parents three times a year, just prior to the Fall and Spring Open School Weeks, and a final report on the last day of school in June.*

*Parents will be notified by all AIS service providers as to the progress of their children.*

*Parents will be notified by all after school, morning school and Saturday programs as to the progress of their children.*

*Parents will be notified on an as-needed basis.*

*Staff contact parents for positive reasons as well as when there are issues.*

- provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

*All staff will be available to parents on an as-needed basis beyond the above-mentioned formal conference times by appointment and on a mutually agreeable time and date. In case of emergencies, members of the School Based Support Team are available to meet with parents.*

- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:

*P.S. 251 has a wonderful Learning Leaders program whereby parents can receive training and assist not only in classrooms but can take part in a fluency program called, “Great Leaps”.*

*Class Parents gives parents an opportunity to help out throughout the school year on projects and as chaperones on class trips.*

*Parents As Reading Partners invites parents once a month to come read aloud to children in classrooms.*

*Parents will be given questionnaires so that they may list the ways in which they can contribute to their child's class and the school in general.*

## **Parent Responsibilities**

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

*Describe the ways in which parents will support their children's learning, such as:*

*Supporting my child's learning by making education a priority in our home by:*

- *volunteering in my child's classroom;*
- *participating, as appropriate, in decisions relating to my children's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *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;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *leading by example;*
- *making education a priority in the home;*
- *monitoring attendance and punctuality and stressing the importance of both;*
- *having a specific time of day when you create private with your child;*
- *asking the child questions to show you are truly interested;*
- *insuring his/her homework space is quiet, clean and private;*
- *participating and volunteering in school-wide activities; don't wait to be asked;*
- *working with the classroom teachers by suggesting extra curricular activities;*
- *communicating core values: respect, trust, team-work, tolerance (culture), etc.;*
- *understanding consequences of negative behavior: following rules;*
- *setting high expectations;*
- *expressing high expectations and offer praise and encouragement for achievement.*

## 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.

Please refer above to needs assessment, pages 9-13.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

Please see goals and objectives, pages 16-21. Additionally, we are providing professional development for teachers in house as well as through the AUSSIE organization. The focus of the PD will be on differentiation of instruction. This, combined with individual student goals, splitting the ELA and Math State exam levels to determine more precisely where children are at, should ensure an increase in student achievement. Furthermore, reading, writing and math skills and strategies will be taught via Social Studies and science curriculum.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

Extended day is Morning School; 37.5 minutes Mondays through Thursdays.

Summer school is in session from July 1, 2008-August 6, 2008.

Anticipated Saturday Academy for students with disabilities in grades 3-5.

- o Help provide an enriched and accelerated curriculum.

Eagle II program with implementation of content specialty units that are grade specific.

After school programs such as Math Olympiad are geared for enrichment.

- o Meet the educational needs of historically underserved populations.

Professional development for staff working with ELL students.

ELL students invited to summer school.

Students with disabilities invited to summer school.

TEMPLATE - MAY 2010

Increase in numbers of CTT classes on each grade.

- 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.

AIS program continued.

Wilson and Foundations used for at risk students.

Two full time guidance councilors.

Peer mediation program in third year.

Pupil Personal Committee meets bi monthly.

SAPIS worker full time.

- Are consistent with and are designed to implement State and local improvement, if any.

Yes.

3. Instruction by highly qualified staff.

All staff is highly qualified.

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.

PD provided by AUSSIE.

PD provided by Teachers College; Reading and Writing Workshop

In house PD provided by members of the PD Team.

Parent workshops and training provided by parent coordinator, prek family worker and SAPIS.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Attending hiring fairs.

Word of mouth referrals from current staff.

Referrals from colleagues.

Teaching Fellows.

6. Strategies to increase parental involvement through means such as family literacy services.

Parents As Reading Partners program.

Book Fair.

Writing and other academic and social events.

Student awards given at monthly PTA meetings.

Curriculum, ELA, math, science and Social Studies test preparation evening meetings.

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.

At P.S.251 we have three Head start and SuperStart full-day classes. Our pre K program is developmental, ensuring that the physical, intellectual, emotional and social needs, interest and abilities of the children are recognized, nurtured and developed. The core curriculum centers on the lives of the 18 four year olds in each classroom. Literacy, science, math, Social Studies, art, music and physical education are interwoven to provide a seamless transition from self to others. Additionally, there is an emphasis on parent and community outreach; parents and guardians are an integral part of the entire program.

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.

School leadership team.

PD Team.

Acuity, nyStart.

Grade meetings.

AUSSIE

Teachers College.

Intervisitation with PS38Q; Collaborative Community of Practice.

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.

Differentiated instruction.

Workshop model including small group instruction.

Benchmarking, running records, conferring.

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.

SAPIS.  
Career Day.  
Resolving Conflict Creatively Program including peer mediation.  
Student Monitors.  
Football team and cheerleading squad.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

\$15,000

### ***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.

**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” <sup>1</sup> 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 <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.
Title III LEP	Federal	(✓)	\$15,000.	

**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.

**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- ✓ **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.

		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			84% \$415,745	✓	16-25
Title I, Part A (ARRA)	Federal	X			99% \$190,020	✓	16-25
Title II, Part A	Federal	X			100% \$112,838	✓	16-25
Title III, Part A	Federal	X			100% \$15,000	✓	16-25
Title IV	Federal				N/A		
IDEA	Federal	X			100% \$197,926	✓	16-25
Tax Levy	Local	X			100% \$3,018,033	✓	16-25

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. 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:
  - 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 Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 2 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

The information provided below is updated as best as possible, otherwise it reflects 2009-10 school plans. Awaiting budget.

**NCLB/SED Status:** SINI 1, Year 3      **SURR<sup>3</sup> Phase/Group (If applicable):** N/A

**Part A: For All School Improvement Schools**

1. For each area of school improvement identification (indicated on your pre-populated School Data Profile, downloadable from the NYCDOE website at <http://www.schools.nyc.gov>), describe the school’s findings of the specific academic issues that caused the school to be identified.

The identified subgroup was children with disabilities. For the past two years, this subgroup of approximately 56 students, while having met their IEP mandated promotional criteria and did, in fact, get promoted, they none-the-less failed to make AYP.

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.

The place in this CEP where this information is discussed is within Goal 1 and in Goal 1’s action plan.

**School Chart – January 1, 2009 to December 31, 2009**

Complete this chart for **each school** to be funded. Check the status of the school. Duplicate this form as needed.

Name of School: **PS251**    SINI (1)    SINI (2)    CA (1)    CA (2) -Planning for Restructuring  
 Restructured Year-1    Restructured Year-2    Restructured Year-3    Restructured Year-4

List all of the area(s) identified for school improvement. Include the subgroup, grade(s) and subject area(s).

\_\_\_\_\_  
School Under Registration Review (SURR)

1. ELA for Students With Disabilities (SWD)

<b>Activities:</b> Provide a cost breakdown for each activity to be funded. Describe what it is and how it will address the school’s academic issues that caused the school to be identified, including the subgroup(s) identified. If the school is in CA (2) - Planning for Restructuring, describe how these funds will be used to support the planning and restructuring of the school. If the school is a Restructured School, funds should be used to support the implementation of the Restructuring Plan.	<b>Cost of Activity</b>
<p><b>1. Professional Development (ELA):</b> Funds will be used to provide focused professional development to assist teachers of students with disabilities (SWD) working in collaborative team teaching (CTT) and self contained settings with differentiating ELA instruction to meet students’ individual academic needs.</p> <p>A. PD Provider: AUSSIE, 352 7<sup>th</sup> Avenue, NY, NY 10001, Floor 12A, for 20 days at \$1,150/day (discounted due to the large number of days).</p>	<p>A. \$23,000</p>
	<p><b>No grant monies this year. These monies come from Title I.</b></p>

**Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)**

The information provided below is updated as best as possible, otherwise it reflects 2009-10 school plans. Awaiting budget.

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.
  - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$582,371; 10% of Title I allocation = \$58,237.
  - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

The Title 1 funds will be used to pay for professional development services from AUSSIE to work with staff working with SWD’s in differentiating instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

We will continue our relationship with professional development from AUSSIE focusing support on staff in self contained special education classes as well as in upper grade CTT classes. The focus will be on helping staff implement a variety of strategies designed to meet the learning styles of SWD's in alignment with New York State standards. Additionally, Ms. Gail Leavy, former literacy coach and now retired, will return F Status to also provide literacy professional development to early childhood classes with a SWD population. She will also tutor one on one and small groups in reading and comprehension strategies.

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. Additionally, Title I funds will be used to partially fund a literacy coach and a math coach.

Parents will be notified both in writing and at a general public PTA meeting early in the school year (with ample notification of such meeting) when the principal will address the SINI status. He will state clearly the reason for the status (namely, that the SWD subgroup did not make the AYP two years in a row on the ELA exam), the plans for improvement of student scores, as well as the parents' right to transfer children to a non-SINI school. Parents will be notified in writing via backpacks of the above.

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:**   N/A  

**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.

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

## **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>

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### **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 STH population may change over the course of the year).

There are 4 STH.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

Two full time guidance councilors were hired for the 2008-09 school year. They both shared guidance responsibilities with the STH population. Guidance took the form of one-on-one, small group and whole class lessons with teacher staff development provided. However, at the time of this writing, budget constraints may mean reducing on of the guidance councilors to itinerant status for 2009-10: 2 days a week rather than 5 days.

3. Based on your current STH population and services outlined, estimate the appropriate set-aside amount to support the needs of the STH population in your school.

The monies to support the current STH population are the salaries of the two guidance counselors. The funding sources include:

- Idea Mandated Counseling
- Tax Levy Mandated Counseling
- Tax Levy Fair Student Funding

**Part B: FOR NON-TITLE I SCHOOLS**

N/A

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**

<b>School Name:</b>	P.S. 251 Paerdegat					
<b>District:</b>	22	<b>DBN:</b>	22K251	<b>School</b>		332200010251

**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		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	53	54	54		92.7	93.5	93.1
Kindergarten	82	95	98				
Grade 1	106	88	96	<b>Student Stability - % of Enrollment:</b>			
Grade 2	102	112	90	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	108	102	117		95.7	92.3	94.0
Grade 4	95	108	93				
Grade 5	101	99	103	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.4	86.7	86.7
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		4	37	33
Grade 12	0	0	0				
Ungraded	0	3	2	<b>Recent Immigrants - Total Number:</b>			
Total	647	661	653	(As of October 31)	2007-08	2008-09	2009-10
					1	0	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	31	38	48	Principal Suspensions	14	5	0
# in Collaborative Team Teaching (CTT) Classes	52	57	53	Superintendent Suspensions	8	8	6
Number all others	10	15	16				

*These students are included in the enrollment information above.*

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	52	56	53
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	18	8
# receiving ESL services only	39	37	TBD				
# ELLs with IEPs	2	9	TBD	Number of Educational Paraprofessionals	11	8	19

*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	96.4	100.0
				% more than 2 years teaching in this school	67.3	71.4	77.4
				% more than 5 years teaching anywhere	53.8	58.9	60.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	86.0	90.6
American Indian or Alaska Native	0.5	0.3	0.0	% core classes taught by "highly qualified" teachers	100.0	98.7	100.0
Black or African American	81.5	80.5	83.3				
Hispanic or Latino	10.5	10.3	9.6				
Asian or Native Hawaiian/Other Pacific	4.0	4.4	3.8				
White	3.6	2.9	3.2				
<b>Male</b>	47.3	50.2	51.8				
<b>Female</b>	52.7	49.8	48.2				

#### 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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	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:	X	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**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>				NR	
<b>Overall Score:</b>	38.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	4.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
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](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 <b>N602</b>	District <b>22</b>	School Number <b>251</b>	School Name <b>The Paedergat</b>
Principal <b>Steven Boyer</b>		Assistant Principal <b>Sheila Phillip</b>	
Coach <b>Maureen Basmagy</b>		Coach <b>Theresa Cornelius</b>	
Teacher/Subject Area <b>ESL -Kelli Jean-Pierre</b>		Guidance Counselor <b>Ann Hendricks</b>	
Teacher/Subject Area <b>Dina Lamarca, Speech</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Janet Sanchez</b>	
Related Service Provider <b>Rivkie Weber</b>		Other	
Network Leader <b>Julia Bove</b>		Other	

### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>16</b>

### C. School Demographics

Total Number of Students in School	<b>655</b>	Total Number of ELLs	<b>33</b>	ELLs as Share of Total Student Population (%)	<b>5.04%</b>
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## 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.

5. 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.)
6. 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.

The process in identifying English Language Learner's consists of several components. Upon registering a child for school, parents are given several very important documents. These documents consist of questionnaires and surveys that are used to determine ethnicity, nationality and primary language. The parents are given what is called a Home Language Identification Survey in the language that is indicated on their registration packet. The Home Language Identification Survey is a form that is used to identify the child's primary home language. The ESL professional at the school meets with the parent upon completing the Home Language Identification Survey to ensure that the language needs of the student have been properly identified. Once it is determined that the child's home language identification survey meets the requirement for testing, the child is administered the LAB-R to determine his/her level of English ability. Parents are notified that they are entitled to the service, who the teacher is and how many minutes of instruction per week they will need and at what level they scored. Spanish speaking students who are eligible to take the LAB-R, also take the Spanish LAB-R. This entire process of identifying new students is completed within the first 10 days of school. Those students who are transfers (ie: coming from a different school) are placed in the appropriate level group( ie: beginner, intermediate or advanced.) and serviced accordingly.

Parents are notified in a timely manner after their children have been tested if they are eligible to receive English as a Second Language services. Parents are notified of other language programs offered through the Department of Education as well. Translators are available to the parents as well as literature explaining in detail all options available for their children. In addition to literature there is also an orientation video in many different languages that parents have the opportunity to view.

Every Spring all of the students in the ESL program take the NYSESLAT, the New York State English as a Second Language Achievement Test. Parents are notified when the testing period begins. The list of students in the ESL program is given to the testing coordinator at the school. Special considerations for students with modifications, or any other needs are discussed at that time. The ESL teachers, testing coordinators and other staff members, who may be called upon to administer the test are given a specific schedule, detailing the date and modality that is to be administered. This schedule is followed until the end of the testing period.

When parents of students who are eligible for the ESL program are notified, they are invited in for an orientation. The orientation is designed to make them aware of the diverse instructional program choices that the Department of Education offers. There is a video that details the programs offered, as well as brochures, all in the native language. Parents are given the option to select a Transitional Bilingual Education or Dual Language program, with the understanding that it requires enough parents of the same language background to select the same option, to create a complete class. Even if the school does not currently have that program, the parent still has the option to select it or even find a different school that may have the program and then send the child there. In many cases, however, parents settle on the option to put their child in a freestanding ESL class, because, it is the most convenient readily available program offered at PS 251

Our population at PS 251 is very diverse. Currently we do not have a transitional bilingual or dual language program because there are not enough students who speak the same language on any grade level to constitute a full class. Students who are in our English as a Second Language program are placed in general education classes but given instruction by a 3-day itinerant ELL teacher in accordance with their language ability level and given instruction suitable to their needs. Classroom teachers of ELL's are in the process of receiving the mandatory hours (7.5 for general education and 10.0 for special education) of ELL training.

Subsequent to the parents of the ESL students attending an orientation, and ESL teachers addressing the parents' concerns, the parents are asked to complete two forms after all of their questions have been addressed: The Parent Survey Selection Form, and a Parent Choice form. The goal of this orientation is to familiarize the parent with the program, and for teachers to ensure that they have the data available and on file. Should a situation occur where parents are unable to attend, the aforementioned procedure is conducted via telephone and a team consisting of the ESL teacher, the parent coordinator and native language specialists. Together they work as a unit to communicate with the parent and to ensure that the documents are returned in a timely manner. Documents are kept on file, in accordance with compliance regulations and also if future reference is required. In the past 3-4 years, after reviewing the data, parents have most often opted for the ESL program (approximately 65%).

The program that we offer at PS 251 is in accordance with the parents' requests. Should we experience an increase in the number of requests for bilingual or dual language programs and the number of students warrant a change, then we will comply with the needs of our student population.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	4	4	7	10	4	4								33
<b>Total</b>	4	4	7	10	4	4	0	0	0	0	0	0	0	33

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	
<b>TBE</b>										0
<b>Dual Language</b>										0

<b>ESL</b>	25	0	3	8	0	1															33	
<b>Total</b>	25	0	3	8	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33
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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	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			1	4	2	1								8
Chinese				1										1
Russian														0
Bengali														0
Urdu		2		3	1									6
Arabic	2		2	1	1									6
Haitian	2	1	2			1								6
French		1	2	1										4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
<b>TOTAL</b>	4	4	7	10	4	3	0	0	0	0	0	0	0	32

# 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.

Students in the ESL program at PS 251, are taught using a variety of instructional techniques. The ESL teacher co-teaches alongside a general education classroom teacher, using ESL techniques through content area instruction or in a pull-out program, using ESL strategies and methodologies. The teacher uses a variety of materials to ensure that instructional time is maximized. Most recently a National Geographic series designed specifically for ELL students has been the foundation for most content area based instruction, while for students who have achieved a higher level of English proficiency and are most often serviced using a push-in model, the ESL teacher uses reading and comprehension strategies in conjunction with the Teacher's College Reader's and Writer's Workshop methodologies. The students in the program are grouped by grade heterogeneously. It has been found that within the main group of beginners, intermediates and advanced, there is a sub-group consisting of low beginners, high intermediates and low advanced. The ESL teacher uses a differentiated instructional approach to accommodate the various levels within a group. When ESL students at PS 251 are serviced, the teacher always travels to pick up the students from their respective classrooms or they are serviced with a push-in model in their classrooms.

2. In the beginning of the school year, special consideration is given to scheduling to ensure that students are receiving their mandated minutes under Part CR 154. With each program that is used at PS 251, push in and pull-out, the ESL teacher is always the primary instructor, using ESL methodologies and strategies throughout to ensure that instructional time is maximized. The School Administration has worked tirelessly to ensure that each child receives the maximum number of minutes possible. Case in point: this year there is an increase of 50% in the number of days the itinerant ELL teacher works at PS251; from 2 days to 3 days.

3. The ESL instruction offered at PS 251 focuses on content areas. Students are immersed in the English given native language supports where possible. It is the goal of the instructor to expose the students to the rich academic language that is gained through content area instruction. ESL programs are most successful when incorporating a visual and interactive format.

4. The ESL teacher assesses the students in each of her groups and creates subgroupings within the main group. Example: low beginner, high intermediate, etc.. The teacher is also aware of any other learning disabilities or other issues that might affect student performance. Example: Students with an IEP. The teacher teaches the desired skill, however, modifies the activities to the level of the students taught.

a) Currently PS 251 has no SIFE students.

b) The instruction for the students who will be taking the ELA Test focuses on vocabulary, phonics, reading and comprehension. It is our mission to ensure that all students are given every possible opportunity to achieve. Students are given intense hands on interactive lessons to help them explore the language as they are learning.

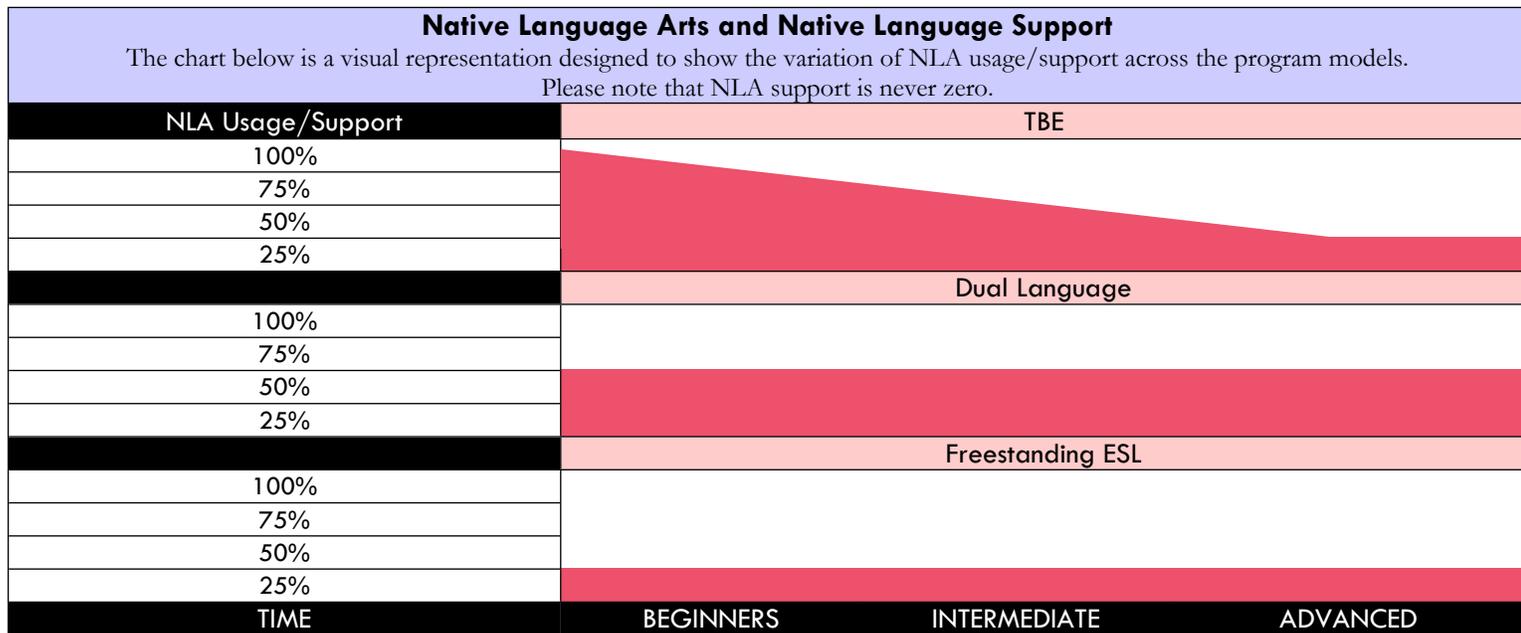
c) The ELL's that have been receiving services for 4-6 years are given instruction that focuses on reading and writing. We at PS 251 are advocates of supporting and nurturing the language acquisition process. ESL students that have been in the program for 4-6 years have acquired social language, however, the academic language may not have developed between the 4-6 year. Students in this category continue to receive Native Language support. Students in this category may often receive other academic interventions to determine if there is a language acquisition deficiency exists or if there is some other underlying problem.

d) There are no students that have been enrolled for 6 years. PS 251 is a K-5 school.

e) For students that are enrolled in the ESL program and who have special needs, the teacher uses a differentiated instructional approach. These students are taught using a multi-sensory approach. Also, an IEP takes precedence over an ELL status. ELL's who also have IEP's receive instruction first that answers their IEP needs. The ESL teacher will confer often with the classroom teacher to discuss progress and any other strategies that they can use that will help the child meet their IEP goal.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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?

### Targeted Intervention Programs for ELLs

5. It is crucial that ELL students in testing grades are identified and assessed. Teachers will provide students with intense instruction targeting the areas that students will have the most difficulty during exams. PS 251 offers several programs to the students through Title III funding. There is the Out of School Time program (OST), which offers after school tutoring, homework, and language assistance for the students who are in need of native language support from 3:00-6:00 PM five days a week. There is also Supplemental Educational Services, which provides funding for a Saturday morning program. This program offers assistance in reading, writing and math, as well as home tutoring for students who need additional help in content area subjects.

### Transitional Services

6. Students who have achieved English Language Proficiency continue to receive support through school programs that are offered such as Supplemental Educational Services and home tutoring. For the parents of students that are limited in their English, this program is a great resource.
7. PS 251 has been fortunate to be able to increase the number of days that the itinerant ESL teacher services the children, from two days to three days. This ensures that more mandated minutes will be met.
8. If no funding is available, PS 251 will not be able to continue a special after school program offered to ELL students this school year.
9. Every child at PS 251 is given the opportunity to participate in supplemental programs that the school offers. At PS 251, we encourage parents to be apart of the educational process. When programs become available parents are notified in their native language and meetings are held.
10. At PS 251, we encourage the students to excel. Although our population only supports the need for an ESL program, we would like our children to receive as much content area instruction as possible. The ESL teacher uses technology and materials that support content based instruction (ex: science, social studies and math) to help improve student performance. The teacher uses computer based programs, smartboards and downloadable programs that are useful and good for student progress.
11. In the ESL program there are many languages spoken. Native language support is always encouraged. Students are paired with other students who speak the same native language. We are also building up the collection in our school library to include many different native language books. Students are encouraged to speak in their native language in the classroom.
12. Resources purchased are aligned with the students' age group..
13. One program that is offered to the students of PS 251 is OST summer camp which offers help in math, science and reading. This summer camp runs during the summer vacation.
14. Students are able to experience informal language practice in the OST after school program at PS 251. There are staff members, some of whom represent the countries, cultures and languages of the children, who speak with the children in their native languages. Students often receive native language support through interactions with others who belong to the same language community. Students also get support from the library and other online resources.

### 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)?

### 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.

The ELL personnel at PS 251 are provided with numerous opportunities for professional development. There are workshops held throughout the year for educators who are seeking ways to improve their pedagogical approach to ELL Students. Additionally, all teachers who have ELL's in the classrooms are required to take 7.5 hours of training (for general ed teachers; 10.0 for special ed teachers). The workshops are occasionally offered through agencies affiliated with the Department of Education and often times privately through schools and other programs as well.

The staff at PS 251 would like to see all of our English Language Learners reach their highest academic potential. We educate our staff on ways to improve the academic progress of their students. Teachers are required to use educationally appropriate materials and learning strategies that will give their students a solid academic foundation.

PS 251 will host a series of professional development workshops for the teachers of English Language Learners. The workshops will focus on ESL teaching methodologies and strategies to engage English Language Learners(see #1 above)

### 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?

The parents at PS 251 are involved and concerned about the academic progress of their children. PS 251 has a diverse population. Translators are available for non English speaking parents so that they are empowered and able to take an active role in their children's academic experience.

PS 251 is proud to be the building host of an evening program for adults who are English Language Learners. It is a wonderful resource for the parents of our ELL students who have limited English skills. The needs of our parents are often assessed through observation. For those parents whose native language is not English, translators are available at PTA Meetings, Parent-Teacher conferences and other meetings so that we may assist them.

We strive to make the parents of our ELL students feel a part of their children's academic experience. Parents know that their questions or concerns are always welcomed. We aim to be a resource not only to the students, but a resource to the parents as well.

## 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)	4	3	2		1									10
Intermediate(I)		1	2	2	1	2								8
Advanced (A)			3	8	2	4								17
Total	4	4	7	10	4	6	0	0	0	0	0	0	0	35

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

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

### NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3					1			4
5	2					4			6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		4		1		6
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
8									0
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

PS 251 currently uses Fountas and Pinnell benchmarking as an early literacy assessment. The data indicates that the ELL population needs to demonstrate gains in the following areas; reading, vocabulary and writing. As a result of these findings, instruction for ELL's has been focused in the aforementioned areas. Aris and student notebooks indicate how we are applying new strategies.

The data reveals that students are able to achieve greater gains in the listening and speaking modalities on both the NYSESLAT and the LAB-R.

The instructional focus needs to be reading and writing. Many students struggle with academic vocabulary and comprehension.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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		
	Other		
	Other		
	Other		