Department of Education

P.S. 051

2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: P.S. 051
ADDRESS: 87-45 117 STREET
TELEPHONE: 718-850-0738
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MARCH 2011

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 342700010051 **SCHOOL NAME:** P.S. 051

SCHOOL ADDRESS: 87-45 117 STREET, QUEENS, NY, 11418

SCHOOL TELEPHONE: 718-850-0738 **FAX:** 718-850-0830

SCHOOL CONTACT PERSON: Magdaly Saint-Juste **EMAIL ADDRESS** MSaintJ@schools.nyc.gov

POSITION / TITLE	**PRINT/TYPE NAME**
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Judith Luxenberg
PRINCIPAL:	Magdaly Saint-Juste
UFT CHAPTER LEADER:	Hadassah Rosenman
PARENTS' ASSOCIATION PRESIDENT:	Patricia McCormick & Ingrid Ordonez
STUDENT REPRESENTATIVE: *(Required for high schools)*	NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 27 **CHILDREN FIRST NETWORK (CFN):** 301

NETWORK LEADER: JOANNE BRUCELLA/Olga Mejia-Glenn

SUPERINTENDENT: MICHELE LLOYD-BEY

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Magdaly Saint-Juste	Principal	Electronic Signature Approved.
Judith Luxenberg	UFT Member	Electronic Signature Approved. Comments: Out until 2/8/11 J. Luxenberg will be out of work until 2/8/11 and therefore cannot approve.
Roxanne Russo	UFT Member	Electronic Signature Approved.
Hadassah Rosenman	UFT Chapter Leader	Electronic Signature Approved.
Jennifer Wolff	UFT Member	Electronic Signature Approved.
Ingrid Ordonez	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Raymond Upton	Parent	Electronic Signature Approved. Comments: Parent was not able to approve at the same time as other SLT members. Mr. Upton asked that we approve for him as he was working and could not do it himself
Vivian Rivera	Parent	Electronic Signature Approved.
Tia Moore	Parent	Electronic Signature Approved.
Maha Sarayreh	Parent	Electronic Signature Approved. Comments: spoke to parent and she asked that I approve for her

		as she was unable to log in

* 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.

☐VISION STATEMENT: Our school community wishes to be recognized and respected as a model for best early childhood education practices.

MISSION STATEMENT: PS 51 strives to create the best opportunity for all students to learn in a creative and nurturing environment. Our entire school community endeavors to provide excellence in education by developing a community of lifelong learners. In an atmosphere rich with cultural diversity, we provide a program that sets the highest standards for all students while celebrating individuality and encouraging creativity.

PS 51 is an Early Childhood School located in Richmond Hill, Queens, We have two half-day Pre-Kindergarten programs, five classes in Kindergarten (one of which is a CTT class) and five classes in Grade One (one self contained ESL class and one CTT class). The majority of students are from low-income families, and when we participated in the Universal Meals Program, 100% qualified for free lunch.In 2009-2010, 75.9% of our students were eligible for free or reduced school meals. This year we will once again be collecting lunch forms. The school population, as of October 25, 2010, of 277 students is comprised of students from many different cultures who speak several languages. The staff has participated in and will continue to participate in various work shops in order to foster a better understanding and appreciation of these differences. PS 51Q is part of the CFN 301 and has received a rating of Well-Developed on all three Quality Reviews conducted by the Department of Education.

Instruction in all our grades is aligned to the New York State Standards and we are currently in the processof implementing and aligning the new Common Core State Standards. Professional development has already been given to the staff on reading and math standards and we will continue to provide professional development for the staff during the school year. Pre-kindergarten incorporates the Pre-kindergarten Core Knowledge (CK) Sequence in the daily lesson plans. Kindergarten and Grade One incorporate the CK curriculum in all areas, except literacy, where we follow a Balanced Literacy model. All classes use Fundations as their phonics component of Balanced Literacy. For the 2010-2011 school year,Grade 1 will be part of a pilot program using 'Simple Solutions" to increase grammar and vocabulary. Since 2008-2009 PS 51 has been part of the piloted Response to Intervention program using Fundations. We use Fundations as our AIS program, using their Double Dose lessons. For the 2010-2011 school year we will continue to follow the model introduced by the DOE's Response to Intervention program.

For 2010-2011PS51Q reapplied for and received approval to design our own assessments(DYO). We will continue using the WRAP (Writing and Reading Assessment Profile) three times a year in Kindergarten and First Grade. We have also created Benchmark assessments in Math, Social Studies, Science, and Writing to be administered three times a year in Kindergarten and First Grade.

In 2009-2010, we added AIS math to our 371/2 minute after school program for those students struggling in math and for 2010-1011 we will continue with the same 371/2 minute after school program. We will continue to have two after school programs for our First Grade students on Tuesday and Wednesdays for one hour. One group of students will be ELLs who need extra help and the other will be low performing students who are non-Ells. Both programs will be using the Leap Track System for instruction and assessment, and other approved resources as needed.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 051								
District:	27	**DBN #:**	27Q051	**School BEDS Code:**					
DEMOGRAPHICS									
Grades Served:	☑ Pre-K	☑ K	☑ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7
	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☑ Ungraded			
Enrollment:				**Attendance:** - *% of days students attended**:*					
(As of October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
Pre-K	36	36	36				TBD	TBD	TBD
Kindergarten	105	91	112						
Grade 1	117	101	101	**Student Stability** - *% of Enrollment*:					
Grade 2	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 3	0	0	0				89.1	87.19	TBD
Grade 4	0	0	0						
Grade 5	0	0	0	**Poverty Rate** - *% of Enrollment*:					
Grade 6	0	0	0	*(As of October 31)*			2007-08	2008-09	2009-10
Grade 7	0	0	0				59.9	59.9	75.9
Grade 8	0	0	0						
Grade 9	0	0	0	**Students in Temporary Housing** - *Total Number*:					
Grade 10	0	0	0	*(As of June 30)*			2007-08	2008-09	2009-10
Grade 11	0	0	0				1	3	TBD
Grade 12	0	0	0						
Ungraded	1	0	1	**Recent Immigrants** - *Total Number*:					
Total	259	228	250	*(As of October 31)*			2007-08	2008-09	2009-10
							1	1	5
Special Education Enrollment:				**Suspensions:** ***(OSYD Reporting) - Total Number*:**					
(As October 31)	2007-08	2008-09	2009-10	*(As of June 30)*			2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions			3	1	TBD
# in Collaborative Team Teaching (CTT) Classes	19	16	14	Superintendent Suspensions			0	0	TBD
Number all others	5	3	3						
These students are included in the enrollment information above.				**Special High School Programs** - *Total Number*:					
				(As of October 31)			2007-08	2008-09	2009-10
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			0	0	0
(As of October 31)	2007-08	2008-09	2009-10	Early College HS Participants			0	0	0
# in Transitional Bilingual Classes	0	0	0						

# in Dual Lang. Programs	0	0	0	**Number of Staff** - *Includes all full-time staff*:			
# receiving ESL services only	56	47	48	*(As of October 31)*	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	4	Number of Teachers	23	20	TBD
These students are included in the General and Special Education enrollment information above.				Number of Administrators and Other Professionals	4	3	TBD
				Number of Educational Paraprofessionals	4	5	TBD
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2007-08	2008-09	2009-10	*(As of October 31)*	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	95.7	100	TBD
				% more than 2 years teaching in this school	69.6	80	TBD
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	73.9	85	TBD
(As of October 31)	2007-08	2008-09	2009-10	*% Masters Degree or higher*	87	100	TBD
American Indian or Alaska Native	1.5	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	6.2	6.1	4.4				
Hispanic or Latino	27.4	27.2	34.8				
Asian or Native Hawaiian/Other Pacific Isl.	49.8	50.9	52				
White	15.1	15.4	7.6				
Multi-racial							
Male	56.4	55.7	51.2				
Female	43.6	44.3	48.8				

2009-10 TITLE I STATUS

☑ Title I Schoolwide Program (SWP)	☐ Title I Targeted Assistance		☐ Non-Title I	
Years the School Received Title I Part A Funding:	☑ 2006-07	☑ 2007-08	☑ 2008-09	☑ 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: **Yes** ☐ **No** ☑	**If yes, area(s) of SURR identification:**	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):		
In Good Standing (IGS)	☑	
Improvement Year 1	☐	
Improvement Year 2	☐	
Corrective Action (CA) - Year 1	☐	
Corrective Action (CA) - Year 2	☐	
Restructuring Year 1	☐	
Restructuring Year 2	☐	
Restructuring Advanced	☐	
Individual Subject/Area AYP Outcomes:		
Elementary/Middle Level		**Secondary Level**
ELA:	Y	ELA:
Math:	Y	Math:
Science:		Graduation Rate:
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:		

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate	Progress Target
All Students	√	√					
Ethnicity							
American Indian or Alaska Native	–	–					
Black or African American	–	–					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	–	–					
Multiracial	–	–					
Students with Disabilities	–	–					
Limited English Proficient	–	–					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4					

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results - 2008-09		**Quality Review Results - 2008-09**	
Overall Letter Grade		**Overall Evaluation:**	W
Overall Score		**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	W
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	W
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	W
Additional Credit		Quality Statement 5: Monitor and Revise	W

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
$\sqrt{}^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◊ = Outstanding

** = 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

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.
After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:
- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

☐

PERFORMANCE TRENDS/DATA

PS 51Q continually gathers and analyzes data from all services available, including Quality Review Reports, School Environment Surveys, teacher-created benchmark assessments, the Writing Reading Assessments Profile (WRAP), Everyday Mathematics Unit tests (Grade One), etc. In 2009-2010 we applied to DYO (Design Your Own) assessments and our plan was accepted. As part of the DYO, we used the WRAP (Writing Reading Assessment Profile) three times a year and we added performance tasks to our assessments in all subject areas. For the 2010-2011 school year we reapplied to DYO and we will once again be using the WRAP and our own benchmark assessments and performance tasks. We will continue longitudinally tracking the students who entered our own Pre-kindergarten classes in the fall of 2007. Analyses conducted during faculty meetings, grade conferences, and data inquiry team meetings provide relevant and timely information about our trends.

In 2008 our Kindergarten Fall benchmark was Fountas and Pinnell level *Below A*. We felt that since most entering Kindergarten students either could not be given a running record, or if given one, scored at the Below A level, the benchmark was not a good indicator statistically. We changed the benchmark to Fountas and Pinnell level A for fall 2009 and we will continue to use this Benchmark for Fall 2010. Of the 130 Kindergarten students assessed using the WRAP taken in the Fall 2010, 10 met the benchmark as compared to the Fall fo 2009 when of 110 Kindergarten children assessed using the WRAP, 14 had met the benchmark of A or better as measured by Fountas and Pinnell (7.6% vs.12.7%). Our goal is to have 75% of our Kindergarten students on level C by June 2010. For the second benchmark to be administered in the winter of 2011 we hope to move up at least 75% of our students by one Fountas and Pinnell Reading level. Our Winter 2010 actual result was 89%.For the June 2011 Benchmark we hope to meet our goal of 75% at level C.In June 2010 for our last WRAP assessment we did meet our goal with 77.59% of the students reading on level C or better. In 2009-2010 28 Kindergarten students who had attended our Pre-kindergarten program attended our Kindergarten. All 28 students went up by at least one Fountas and Pinnell level and only three of these students were not reading on level C (grade level) by June 2010. In 2010-2011 30 Kindergarten students who had attended our Pre Kindergarten are enrolled in our Kindergarten. Of these only 1 is reading at level A or above in Fall 2010 but we are working to meet our goal of raising the others by 1 Fountas and Pinnell level by June 2011.
In the Fall of 2010 of the 110 First Grade students assessed using the WRAP 65% met the benchmark level of 'C" or above as measured by Fountas and Pinnell as compared to the 71% of 101 First Grade students who had met the benchmark in the Fall of 2009. Our goal is to have 75% on level F by the second benchmark to be administered in the winter of 2011. This goal was met last year with

76% of our students reading on or above level F. Our Spring goal of 75% on level I (grade level) by June 2011 was also met with last year with 78.64% of our students reading on or above level I.

In the fall of 2008 61.5 % of the Kindergarten students and 56.9% of the First Grade students were writing at level 3. In May of 2009 83.7% of Kindergarten students and 70.9% of First Grade students were writing on level 3. By June 2010 83.8% of Kindergarten students and 88.8% of First Grade students were writing on level 3. We see this positive trend as proof that the reading intervention programs at our school, as well as the professional development in the area of writing are really bearing positive results. We are hoping to continue this upward trend in reading and writing for the 2010-2011 school year.

As a Pre-Kindergarten to Grade One School, we do not have standardized math assessments. During the 2007-2008 school year, the teachers in grades K and One used the Everyday Mathematics assessments. However, a thorough analysis of the assessments themselves and of the results convinced the school of the need to revise those assessments to meet our needs (more student and teacher-friendly). In order to obtain data about our students for 2008-2009 teachers in Kindergarten and Grade One created three benchmark assessments to be given as baseline, median and end of year guides. These helped the teachers gather data and create more individualized lessons for their classes. Both Kindergarten and Grade One met the benchmark for fall of 2008 (respectively 82.4% and 83.2%). By spring 2009 77.6% of Kindergarten students met the benchmark while 71.2% of first grade met the benchmark. For the 2009-2010 school year, we hoped to increase the percentage of students meeting the benchmarks by having math AIS for our struggling first grade students during the 37 1/2 minutes. The last math benchmark assessment in June 2010 yielded the following results: 82.1% of Kindergarten students and 83% of First Grade students had met or exceeded the benchmark. This improvement confirms that the AIS math program needs to continue, as does the Everyday Mathematics Online program which we implemented throughout the school mid-year. Clearly, all students, including ELL students, should continue to use manipulatives to support their understanding of mathematical concepts. Mathematics literacy is encouraged, as well as integration into other content areas. Problem solving should be stressed to develop students' higher order thinking skills.

The teachers are implementing the Kindergarten and Grade One curricula in order to meet the New York State Standards and the new CCSS for social studies and science. This has been demonstrated by the use of teacher made tests, teacher observations of student performance and student portfolios. Benchmarks created by the teachers will be administered three times a year in order to individualize instruction, and in order to monitor progress. There were some changes in the area of science during the 2009-2010 school year. PS 51Q acquired the FOSS science program which we felt was the most appropriate for our student population. The program which is standards-based is also hands-on, and the students and their families were actively engaged in the process of inquiry and discovery. Our three science benchmark assessments were revised to reflect the new program, and the targeted percentage of success was increased to 90% for both Kindergarten and Grade One. By June 2010, 95.7% of Kindergarten students had met the benchmark and 83% of First Grade students had met the benchmark. Since this is a new program, we will not compare the results to previous years. However, it is clear that First Grade teachers will need more support in order to reach the 90% goal in 2010-2011.

The social studies curriculum will remain the same for the 2010-2011 school year based on NYS standards, the new CCSS and supplemented by the Core Knowledge curriculum. 97.4% of Kindergarten students and 92.5% of First Grade students met the benchmark in June 2010 By the end of the 2008-2009 school year 97.5% of Kindergarten students had met the benchmark while only 78.2% of First Grade students had done so. We hope that during the 2010-2011 school year, both Kindergarten and Grade One students will post increased rate of success, aided by the revised curriculum map, common planning prep, as well as targeted professional development.

In 2009-2010 Pre-kindergarten students were assessed twice a year on letter identification, drawing self- portraits and Everyday Math benchmark skills. In September 2009, 14 out of 36 students could only identify 10 or less letters. By June 2010, only 2 students were still only able to identify less than 10 letters with 23 students able to identify 36 or more letters. By June 2010, 24 of 36 students were able to write or copy their first and last names. In September 2009, 20 of 36 students were drawing in the tadpole or scribble stage. By June 2010, 33 of 36 students were able to draw a figure facing front with only 3 students still in the tadpole or scribble stage. In September 2009, 12 of 36 students could not count to 10 and 19 of 36 were able to recognize numerals 1-10. By June 2010, only 4 of 36 students could still not count to 10 and only 8 of 36 were not able to recognize numerals 1-10. By June 2010, all 36 students were able to identify 1 shape (circle), 32 were able to identify 2 shapes (circle, triangle), 33 were able to identify 3 shapes (circle, triangle, square) and 29 were able to recognize 4 shapes (circle, triangle, square, rectangle).We are hoping to continue this upward trend for 2010-2011 school year.

Based on the data and by looking at student work found in their portfolios for Reading and Mathematics, we found that children in both Kindergarten and Grade One remarkably improved their literacy skills. These gains were demonstrated across all ethnic/racial groups, as well as ELL students, economically disadvantaged, and students with disabilities. Teacher observation of classroom performance supports this conclusion. During the 2010-2011 school year, PS 51Q will continue its best practices, differentiated instruction, implementation of the modeled writing program, implementation of the balanced literacy program supplemented by the Fundations program, implementation of Fundations Double-Dose for AIS in literacy as well as an AIS math program. PS 51Q will also continue to offer differentiated professional development to the staff, as well as curriculum-based workshops to parents.

ACCOMPLISHMENTS

Our parent coordinator, Andrea Kelly has worked to increase parent involvement by offering a variety of activities and programs to meet the parents' needs. During the 2009-2010 school year, our parent coordinator offered many services to parents, including the following workshops: Guided Reading (with the literacy/math coach); How to Talk So Your Kids Will Listen, How to Listen So Your Kids Will Talk; Preventing Child Abuse and Neglect; Pre-K Parent Workshop; Preparing for Parent/Teacher Conferences; School Environment Surveys; ARIS; ELL Orientation (with the ESL teachers); F.R.E.D. (Fathers Reading Every Day) which targeted the participation of dads and other male relatives; Activities for the Winter Recess; Mommy and Me; ESL for Adults (with some preparation for U.S. citizenship exam ~ one student passed the exam!). The parent coordinator also arranged for volunteers to attend Learning Leaders Training at nearby schools. Thanks to her effort, the number of volunteers increased by 24% over the last school year (from 29 to 38). Six of these volunteers were from the community, and not parents from our school.

During the 2009-2010 school year, we also instituted a Math Friday where we welcomed parents from each grade the last Friday of the month to join their children and engage in instructional games. Curriculum meetings (led by the Coach) for parents, alternating between morning and evening, kept our parents informed about what was going on in the classrooms. For the 2010-2011 school year, we will continue the aforementioned practices. During our yearly curriculum planning retreat in May 2009, we revised our curriculum maps to include a "Parent Connection" section. This parent connection is essentially a calendar that formalizes the date and type of communication that will take place between the home and the school.

Professional Development is provided by the Literacy/Math Coach and Principal on an ongoing basis during faculty conferences, common preps, other preparatory periods and lunch periods. Also, the Literacy/Math Coach provides any additional help requested by staff and parents at a time conveniently agreed upon either during or after school hours. The staff met regularly to discuss data and to align instruction to data, including during after-school sessions. The professional development delivered included a book study of The Continuum of Literacy Learning K-2 (Fountas and Pinnell) led by the Principal Saint-Juste for all Grades K and One teachers during their common preps; an after-

school book study of Supporting English Language Learners in Math Class (Bresser, Melanese, and Sphar); an ongoing blog discussion of the book Strategies That Work (Harvey and Goudvis) for all staff with access to PS 51's private ARIS community. CITE also provided professional development for teachers in the areas of math and science; Janet Stahl, provided professional development for teachers in Fundations, and its RTI tool, the Probe, Liz Welsome, a consultant for the Knowledge Network LSO gave professional development to the teachers in the area of writing. Teachers were also encouraged to sign up for off-site professional development. Some elected to go for professional development for the Smart Board, others for writing. Additionally, the literacy/math coach attended regular professional development in the area of writing which the LSO held, and she turned-key for the staff. During the 2010-2011 school year, we plan to take advantage of the whatever professional development activities the network plans to offer. We have already decided that our first professional development activity will be based on the book and professional development DVD of Strategies that Work.

The staff this year worked on setting individual professional goals based on the California Teaching Standards. Principal Saint-Juste used the CTS as a resource in goal-setting. All teachers worked on one standard: Planning Instruction and Designing Learning Experiences for All Students. They chose to work on three elements of the standard and set benchmark expectations which were reviewed with the principal at least three times a year. Teachers used this tool to reflect on their strengths and weaknesses, and to make professional development decisions.

Technology continues to its steady and increasing presence in our school. Although this past year budget constraints did not allow us to hire an F-status technology teacher, we were able to continue to use technology throughout the school. We added Imagine Learning as a program for targeted ELLs, and also added Everyday Mathematics online games to the curriculum. We increased the number of classrooms with Smart Boards. All instructional staff members have signed on to ARIS, and ARIS has become a trusted medium for communication between administration and staff as well as among teachers.

PS 51Q had a highly effective Data Inquiry Team during the 2007-2008 school year which continued into the 2008-2009 school year. This team gathered and analyzed data, created intervention measure for the 15 students in the study, and applied its findings to the rest of the student population. Thus, the school addressed oral language development through the Let's Talk About It program from Mondo, and systematized rhyming instruction in Kindergarten. The school also formed a secondary data team in order to track the performance of the 15 original targeted students who are now in Grade One. During the 2009-2010 school year, the DIT consisted once again of a primary team and a secondary team. The focus continued to be strengthening oral language for the First Graders, and for the Kindergarten students, the team decided to focus on vocabulary. PS 51Q also took advantage of the Inquiry Spaces in ARIS. The Kindergarten teachers focused their inquiry on while the First Grade teachers focused on vocabulary. First Grade teachers however, individualized their vocabulary inquiry based on the needs they saw in their classroom: vocabulary in the content areas, math vocabulary, using "expensive" words in everyday language and in written language. In 2010-2011, the teams will continue to function as will the inquiry spaces.

Finally, the school is extremely proud having been rated WELL-DEVELOPED on the last three Quality Review Reports. It continues to have a high parent and staff rate of response on the School Learning Environment Survey, and in general responses from staff and parents continue to be positive.

AIDS/BARRIERS

The school environment is one that is completely suited to the development needs of our early childhood population. We are a Prekindergarten to Grade One School and are able to immerse ourselves into the needs of this specific age group, unlike a K-5 or K-8 school. On the other hand, due to the quick turnover of students, we have the challenge of maintaining parent involvement at our desired level on a year to year basis. Thus, such reality often impedes or efforts to ensure that there

is a full board PTA/PAC board, and a full School Leadership Team in place by the end of June ready to take on the challenges when school reopens in the fall. Furthermore, parents of this specific age group must often be made aware of the importance of developing good school habits such as attendance and punctuality. In collaboration with the PTA/PAC, we work to ensure that parents recognize how integral they are to the success of their individual children and of the whole school.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. ***Notes:*** *(1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.*

Annual Goal	Short Description
☐☐Goal 1--- Student Performance--PS 51Q will show improvement in student performance in Literacy, Math, Social Studies and Science through the creation and use of benchmark assessments administered three times a year, with at least 75% mastery in those areas, by June 2011.	☐Goal 1--- As an Early Childhood school with no formal assessments the staff of PS 51Q found it necessary to create its own assessment for literacy, Math, Social Studies and Science in order to meet the NYS Standards.
☐☐Goal 2--- Attendance--Attendance for all students, including ELLS and special education students will be at 94% or more as measured by ATS, by June 2011.	☐Goal 2--- We encourage our early childhood students to come to school by celebrating the class with the highest attendance each month with a reward, and posting the photos of students with best attendance.
☐Goal 3--- Parental Involvement--PS 51Q will have at least 12 parents participating in 15 school-sponsored activities such as workshops, and PTA/PAC meetings, 75% of the time, as measured by attendance sheets, by June 2011.	☐Goal 3--- Our parent coordinator works diligently organizing meaningful workshops and trips in order to encourage and increase parent participation in our school. This year, we will continue with initiatives such as Math Fridays, and FRED (Fathers Reading Everyday).
☐Goal 4--- Data Collection and Analysis--90% of the staff of PS 51Q will engage in data collection and analysis	☐Goal 4---The staff meets during grade conferences and faculty conferences as well as after school

	in at least 8 meetings during the school year in order to make decisions about grouping students according to need, refer students for academic intervention, and or special education services, as measured by attendance sheets and ARIS reports of interactions, by June 2011.	meetings in order to look at the data from each assessment in order to make instructional decisions for each child.
☐Goal 5---	Professional Development--By June 2011, teachers will demonstrate growth on 5 of the 5 elements of the California Teaching Standard for California Teaching Standard for Planning Instruction and Designing Learning Experiences for All Students as measured by the successful completion of the evidence listed under each element of the graphic organizer and by my movement on the Continuum of Teacher Development.	☐Goal 5--- All teachers are expected to focus particularly on that standard to inform teaching and learning, as well as to inform individualized professional development agenda.

SECTION VI: ACTION PLAN

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

Subject Area (where relevant) : **Student Performance**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐☐Goal 1--- Student Performance--PS 51Q will show improvement in student performance in Literacy, Math, Social Studies and Science through the creation and use of benchmark assessments administered three times a year, with at least 75% mastery in those areas, by June 2011.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐Plan for Goal 1-- All classes will follow Balanced Literacy Approach-120 minute Literacy Block Using the new Common Core State Standards Everyday Mathematics workshop model for instruction using the new Common Core State Standards Fundations in all Classrooms Full time Literacy and Math Coach Full time AIS teacher in Kindergarten using Fundations Double Dose and RTI Probe Use of ELLIS program with ELL students by ESL teacher After school program for ELLs and children needing reading help with Leap Track program from November 2010 thru May 2011 Professional Development including understanding the the new Common Core State Standards Currriculum Mapping using the new Common Core State Standards Data Collection and Analysis Data Inquiry teams

Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐Resources--- All classroom teachers, $1,199, 174 (FSF, Title IIA) Principal $128, 207 (FSF) IEP teacher and speech) $157, 655(TL IEP, TL Speech) 2 after school teachers $20,000 (1 Title I, 1 Title III) SBST psychologist and social worker OTPS Library Books $1308 (TL NYSTL) Textbooks $5323 (TLNYSTL Textbooks) Equipment General $15,000 (FSF) Equipment General $2465 (TL NYSTL Hardware) Educational Software $2151 (TL NYSTL Software) Educational Consultants $8,000 (FSF) Supplies $30,000 (UPK, TL FSF General Hold Harmless, FSF, TL Children First Network, TL One-time Allocation)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Indicators--- 75% of Grade K and 1 students will be at least on level on 2 of 4 curriculum area assessments in Fall 2010 75% of Grade K and 1 students will be at least on level on 2 of 4 curriculum area assessments in Winter 2011 75% of Grade K and 1 students will be at least on level on 4 of 4 curriculum area assessments in Spring 2011

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

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and*	☐☐Goal 2--- Attendance--Attendance for all students, including ELLS and special education students will be at 94% or more as measured by ATS, by June 2011.

Time-bound.	
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐Plan for Goal 2--- September 2010-June 2011 School Aides making daily phone calls Use of computer tracking system with DOE attendance teacher Awards for class with best attendance for the month Bulletin board for students with perfect attendance for the month Announcements over PA for best attendance monthly
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐Resources--- All classroom teachers, $1,199, 174 (FSF, Title IIA) Coach $99, 855 (Title I, C4E, FSF) Principal $128, 207 (FSF) Secretary $55,862 (FSF) Parent Coordinator $44, 011(TL PC, FSF) 4 School Aides $76,246 (FSF) Part-time Guidance Counselor $6,424 (IDEA Counseling, TL Counseling, Title I)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Indicators--- Benchmark 1: Attendance for September-November 2010 will be at 90% Benchmark 2: Attendance for December 2010-March 2011 will be at 92% Benchmark 3: Attendance for April- June 2011 will be at 94%%

Subject Area (where relevant) : **Parent Involvement**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and*	☐Goal 3--- Parental Involvement--PS 51Q will have at least 12 parents participating in 15 school-sponsored activities such as workshops, and PTA/PAC meetings, 75% of the time, as

Time-bound.	measured by attendance sheets, by June 2011.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐Plan for Goal 3--- September 2010-June 2011 School Leadership Team meetings PTA meetings Classroom volunteers School Newsletter School Website Workshops for parents in Literacy, Math, Mommy Daddy and Me, Fundations, Core Knowledge Curriculum by Parent Coordinator, Principal, Coach and outside agencies such as Learning Leaders Technology based ESL program to increase English proficiency of parents of ELL students Volunteer workshop
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐Resources--- Resources--- All classroom teachers, $1,199,174 (FSF, Title IIA) Coach $99, 855 (Title I, C4E, FSF) Principal $128, 207 (FSF) Parent Coordinator $44, 011(TL PC, FSF) Part-time Guidance Counselor $6,424 (IDEA Counseling, TL Counseling, Title I) OTPS Parent Involvement $84 (Title I ARRA SWP) School Leadership Team $3,000 (FSF) Parent Involvement $500 (UPK) Parent Involvement $1,329 (Title I 1%)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Indicators--- Between September 2010 and December, 2010, 12 parents will attend at least 5 meetings Between January 2011 and March 2011, 12 parents will attend at least 5 meetings Between April 2011 and June 2011 12 parents will attend at least 5 meetings Agendas, attendance, evaluations

Subject Area (where relevant) : **Data Collection**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 4--- Data Collection and Analysis--90% of the staff of PS 51Q will engage in data collection and analysis in at least 8 meetings during the school year in order to make decisions about grouping students according to need, refer students for academic intervention, and or special education services, as measured by attendance sheets and ARIS reports of interactions, by June 2011.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐Plan for Goal 4--- September 2010- June 2011 Longitudinally tracking students from Pre-K through Grade 1
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ Resources--- All classroom teachers, $1,199, 174 (FSF, Title IIA) Coach $99, 855 (Title I, C4E, FSF) Principal $128, 207 (FSF) 1 AIS teacher, 2 cluster teachers $266,447 (Title IIa, FSF, TL One-time, Title I 1 ESL push-in, pull out teacher $83,033(FSF) 2 Special needs teachers (IEP teacher and speech) $157, 655(TL IEP, TL Speech) 2 after school teachers $20,000 (1 Title I, 1 Title III) Professional Development Per Session $8,358 (Title I ARRA SWP)

Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Indicators--- A review of data will be done after each assessment is administered at least 8 times a year. Benchmark Assessments in all subjects 3xs a year WRAP : three benchmarks Fall, Winter, Spring RTI Probe: bi-Weekly Performance Tasks 2xs a year

Subject Area (where relevant) : **Professional Development**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	☐Goal 5--- Professional Development--By June 2011, teachers will demonstrate growth on 5 of the 5 elements of the California Teaching Standard for California Teaching Standard for Planning Instruction and Designing Learning Experiences for All Students as measured by the successful completion of the evidence listed under each element of the graphic organizer and by my movement on the Continuum of Teacher Development.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	☐Plan for Goal 5--- Workshops/Study Groups/Professional books/Journal Articles Core Knowledge Planning/Co-Planning/New Common Core State Standards(CCSS) Inter-visitations/Intra-visitations ARIS/Online resources
Aligning Resources:Implications for Budget, Staffing/Training, and Schedule *Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.*	☐ All classroom teachers, $1,199, 174 (FSF, Title IIA) Coach $99, 855 (Title I, C4E, FSF) Principal $128, 207 (FSF) 1 AIS teacher, 2 cluster teachers $266,447 (Title IIa, FSF, TL One-time, Title I 1 ESL push-in, pull out teacher $83,033(FSF) 2 Special needs teachers (IEP teacher and speech) $157, 655(TL IEP, TL Speech) OTPS

	Curriculum and Staff Development $15,000 (Title I SWP) Educational Consultants $10,000 (Title I SWP) Non-contractual Services $13,288 (Title I SWP) Textbooks $2,000 (TL FSF General Hold Harmless) Professional Development Per Session $8,358 (Title I ARRA SWP)
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	☐Indicators--- Benchmark 1: By December 15, 2010 75% of the teaching staff will improve their level of proficiency on two elements of the California Teaching Standard for **Planning Instruction and Designing Learning Experiences for all students** as measured by the successful completion of the evidence listed under this element on the graphic organizer and movement on the Continuum of Teacher Development. Benchmark 2: By April 15, 2011, 80% of the teaching staff will improve their level of proficiency on four elements of the California Teaching Standard for **Planning Instruction and Designing Learning Experiences for all students** as measured by the successful completion of the evidence listed under this element on the graphic organizer and movement on the Continuum of Teacher Development. Benchmark 3: By June 15, 2011, 90% of the teaching staff will improve their level of proficiency on all five elements of the California Teaching Standard for **Planning Instruction and Designing Learning Experiences for all students** as measured by the successful completion of the evidence listed under this element on the graphic organizer and movement on the Continuum of Teacher Development.

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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	27	26	N/A	N/A	5	1	3	
1	32	20	N/A	N/A	2	1	3	
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

o 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.

o 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.

o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

o 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. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	**Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	☐ AIS-ELA 1) Fundations Double-Dose Students in kindergarten are seen in small groups of six students on a daily basis. An AIS teacher delivers the services in a push in model. Students in Grade One also receive the same service but during the 37 ½ minute program. The groups range from three to four students per teacher. Teachers use the Probe every three-weeks to monitor student progress in their respective groups. 2) An after-school program for ELLs and at-risk students takes place twice a week from 3:15 to 4:15. This program uses the Leap Track Assessments System.
Mathematics:	☐ ☐1) During the day, teachers in Kindergarten and Grade One see their own students in ability-based small groups. Teachers use materials from the Everyday Math Intervention to address the needs of at-risk students. Teachers also use content based books during Read Aloud Time to instruct students in math areas such as counting, shapes etc. For 2009-2010, additional AIS math will take place during the 371/2 minutes for those First Grade students who are in need of extra math help and not ELA. 2) An after-school program for ELLs and at-risk students takes place twice a week from 3:15 to 4:15. This program uses the Leap Track Assessments System.AIS-Math
Science:	☐AIS needs in science are addressed in the classroom using differentiated instruction and small group intervention in the classroom itself. Skills and strategies are further developed in oral language, reading, and writing.☐
Social Studies:	☐AIS needs in social studies are addressed in the classroom using differentiated instruction, and small group intervention in the classroom. Skills and strategies are further developed in reading, oral language, and writing.

At-risk Services Provided by the Guidance Counselor:	☐Traditionally, the guidance counselor offers counseling on an individual basis and on a group basis. The guidance counselor also pushes into every classroom for specific lessons that address character development, discipline, and/or cooperation. This practice will continue this year if we have a guidance counselor.
At-risk Services Provided by the School Psychologist:	☐School psychologist offers counseling services on individual basis as needed.
At-risk Services Provided by the Social Worker:	☐ The social worker offers counseling on an individual basis, as needed.
At-risk Health-related Services:	☐N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)
Kindergarten and Grade 1

Number of Students to be Served:
LEP 51
Non-LEP 0

Number of Teachers 2
Other Staff (Specify) N/A
School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative
Language Instruction Program

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

☐

For the 2010-2011 school year, we will have two full-time licensed ESL teachers**.** P.S. 51 will be using a push in ESL program in Kindergarten and a self contained class in First Grade. Our goal is to assist students to meet New York State Standards. All students are identified as ELLs through their home language survey and LAB-R results. The push-in/pull-out ESL teacher administers the LAB-R to each new student. The ESL teachers administer the NYSESLAT to all ELL students in the spring. PS 51Q became part of the Knowledge Network in July 2007. As such, PS 51Q is implementing the Core Knowledge Foundation program. All students in the school from PreK to Grade 1, including ELLs, participate in Core Knowledge. The language of instruction is English. Our target students mostly speak the following languages: Punjabi, Spanish, Arabic, Bengali, and Urdu. Instruction will be improved for ELLs by aligning all programs for Ells with the comprehensive core curriculum in mathematics and literacy along with the Core Knowledge curriculum. Core content areas are taught using ELL methodologies that allow for the acquisition of academic materials. The school will continue to use Now I Get It! and Let's Talk About It! as additional resources for ELLs. ELLIS (English Language Learning Instructional System) for Kids, a technology-based ESL software program that combines basic vocabulary with beginning reading instruction to promote proficiency in literacy skills, was purchased for all the classrooms that have ELL students. Additionally, Imagine Learning, another technology-based program was purchased last year, and implemented for the ELLs. The teachers found it very effective, particularly for the beginning ELLs. Therefore, we will once again purchase a limited license for that program to enhance language skills through the use of phonics and vocabulary instruction. In addition our ELL students will be involved in the hands on discovery of science through the Hall of Science Outreach Lessons. The ESL teachers will also be using review books purchased to help our young students understand test-taking skills for the NYSESLAT called Getting Ready for the NYSESLAT.

Our after school Title III program will provide small group instruction for10-15 Grade One students. The after school program will be 2 days a week, Tuesdays and Wednesdays from 3:15 p.m.-4:15 p.m. for one hour (1 hour) per session. The duration of the program will be from October 2010 to May 2011. Title III funds for ELL enrichment/supplementary activities will facilitate additional instructional time through the LeapTrack System which is a computer program that allows the teacher to individualize and assess each child's instruction and progress on an ongoing basis throughout the school year. LeapTrack addresses both reading and math needs. The instructors will differentiate instruction based on results from LeapTrack assessments. Partner learning will be encouraged as well. The teacher will also be using a new software program form Imagine Learning which individualizes lessons for every student based on his/her needs. In order to further support our English a parent ELL class is held on Thursday morning from 9:00 a.m.-10:00 a.m. The computer program Rosetta Stone is used and the course is facilitated by our parent coordinator. The program runs from October 2010 through May 2011.

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.

☐The ESL teacher will provide training to all teachers and paraprofessionals throughout the year on an ongoing basis and as necessary. Other ongoing professional development include the use of technology-based programs such as ELLS (ELLIS), and Imagine Learning, as well as many opportunities for the ESL teacher to support classroom teachers and language professionals on the use of ESL techniques and/or programs. Our ESL teachers and classroom teachers with ELL students in their classes will participate in workshops from DOE-approved vendors, such as Schoolwide Inc., The Hall of Science, Math Solutions, CITE, Tequipment, etc. The two ESL teachers will participate on a monthly basis in professional development workshops offered by the school's CFN. The ESL teachers will also participate in the response to Intervention professional development and in the science curriculum professional development that are ongoing for the 2009-2010 school year. Our teachers with ELL students in their classrooms will also be sent to relevant workshops from various sources, including Schoolwide Inc. The Literacy Coach will then work with these teachers after school for two hours after each workshop, on writing lessons for their students in order to incorporate the ideas from the workshops. These lessons will be downloaded on to ARIS for the rest of the teachers to incorporate into their daily lesson plans.

Section III. Title III Budget

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School: 051Q
BEDS Code: 342700010051

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	$8096.58	☐>After School Program 1 teacher x 2 hours a week x 30 weeks x $49.89 = $2993.40 >9 days of per diem subs for teachers attending Schoolwide Workshops 9 x$167 =$1503.00 >After School workshops with Coach to develop lessons for students

		based on Schoolwide workshops 11 teachers + 1 Coach x $49.89 = $598.68 x 6 = $3592.08
Purchased services - High quality staff and curriculum development contracts	$2695.00	☐**Professional Development from Schoolwide Inc.** 11 x $245=$2695.00
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	$58.42	☐Instructional supplies to support the ESL program Chart Tablets/notebooks/loose-leaf paper
Educational Software (Object Code 199)	$4150.00	☐1 day of professional Development from Imagine Learning with program implementation = $2650.00 Licenses for ELL students $150.00 per license x 10 = $1500.00
Travel	NA	☐NA
Other	NA	☐NA
TOTAL	**0**	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

☐Needs Assessment Findings: We reviewed the RPOB report listing the specific languages and their frequency by family for our school. Our parent coordinator compiled information on our families by class and language. Home language Surveys are reviewed, ATS, and emergency cards are used to record and maintain information

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.

☐ Findings: A large number of our families are non-English speaking and need support in their homes languages, particularly Punjabi, Urdu and Spanish. 37% of our parents have requested translators for meetings and workshops. These needs have been discussed at our SLT and PTA meetings in addition to ways in which to assist our school community.

Part B: Strategies and Activities

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

☐1-Parent letters explaining school policy, procedures, school calendar, upcoming educational workshops and events, regulations and school programs will be translated into other languages. A translated Bill of Rights and Responsibilities is available in both the principal's and parent coordinator's offices. The requests will be submitted to our DOE approved translation unit. In-house school staff will be used as needed.

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.

☐2- Oral interpretation services will be provided to parents at PTA meetings, workshops and during the parent-Teacher conferences. We provide live translations as well as over the phone translations. The services will be provided by outside contractors, in-house school staff and parent volunteers. The languages provided are Spanish, Punjabi, Hindi and Urdu.

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.

☐3-☐ Parents will be notified of their rights regarding translation and interpretation services at the start of the school year. A sign in the covered languages will be posted on the parent board in the lobby. All parents will be assisted to ensure access to the school's administrative offices. The translation unit will be used whenever necessary to ensure that non-English speaking parents receive important information from the school. Parents will also be informed about the DOE's website. The parent coordinator created a school handbook and it is given out to each new parent. The handbook explains the procedures for translations.

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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	132875	8442	141317
2. Enter the anticipated 1% set-aside for Parent Involvement:	1329		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	6644	*	
4. Enter the anticipated 10% set-aside for Professional Development:	13288	*	

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 2009-2010 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.
☐n/a

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

Explanation : 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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school.

☐

STATEMENT OF PARENT POLICY

P.S. 51Q is committed to developing and implementing a parent policy that fosters a partnership between the home, school and community. We have identified six key areas that contribute to a partnership that supports greater student achievement.

- The school will join parents in providing for the health and safety of our children, and in the maintenance of a home environment that encourages learning and positive behavior in schools. The school will provide training and information to help families understand their children's development and how to support the changes the children undergo.
- The school will reach out to provide parents with information about school programs and student progress. This will include phone calls, report cards, parent conferences, as well as new information on topics like school choice. Communication will be in a form that families find understandable and useful.
- Parents can make a significant contribution to the environment and functioning of our school. Our school will encourage parent volunteerism and make every effort to match the experience and talents of our parents to the needs of the school.
- With the guidance and support of the school, family members can assist their children with homework and other school related activities. Our school will encourage parents to join in learning activities at home (library cards, home reading corner, Parent Teacher Association (PTA) resource centers, book sales, following directions, reading recipes, etc.)
- The school will work to assist parents in having meaningful roles in the school decision-making process. The school will provide parents with training and information so they can make the most of this opportunity.
- The school will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), and childcare programs.
- Parents will be encouraged to attend PTA meetings that will be held at times that are convenient for parents. A rotational schedule of PTA meetings will be developed in coordination with the PTA executives and the school in order to accommodate parents that cannot attend evening meetings only. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.

- Through the efforts of the Parent Coordinator, the PTA President with appropriate support, an outreach will be made to parents of Students in Temporary Housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend culminating celebrations marking their child's success at the school.
- Student of the month and or/ art show celebrations marking their child's success and accomplishments will be held throughout the school year.
- School publications (i.e. pamphlets, newsletters, and letters to parents) will be used to apprise parents of important upcoming events including assessment dates, school events and open school.
- The school calendar will be disseminated each month to all parents.
- English as a Second Language (ESL) workshops will be held for parents.
- At an Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

Parent workshops will focus on basic educational concerns, health care, and financial planning.

Professional Development:
Monthly professional development for parents is provided by the parent coordinator and other school staff during school hours and/or after school hours. Topics include Building Vocabulary, Developing Reading Skills, Cornell Nutrition Workshop Series, Being Successful in School, Transitioning to Kindergarten, etc. Four times a year, for an event called Math Friday, parents are invited to attend one period of instructional math games in their child's classroom, to gain skills that can be easily transferred to the home. Also, parents have requested professional development on the following topics: Emotional Intelligence and Building Self-Esteem.

Professional Development is also provided by staff and/or outside agencies at monthly PTA meetings in areas of health, school curriculum, assessment and other matters pertaining to family social and educational issues.

Professional Development is provided for parents on the School Leadership Team (SLT) in order to assist team members in making informed decisions about school matters.

ELL Professional Development: Parents of ELLs are given opportunities to learn about NYS-ESL standards, instructional strategies and NYS and NYC assessments given to their children. The parent coordinator also conducts an ESL class for parents.

Students with disabilities/Professional Development: P rofessional development is made available to all parents of students with disabilities. Parents are afforded opportunities to learn about NYS standards, instructional strategies and NYS and NYC assessments given to their children. At the school level, parents are given professional development on Fundations Double-Dose, the AIS program for our struggling readers.

Annual evaluation of the Parent Involvement Policy
At the end of each year, the school's parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA and the school's parent coordinator and administration.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

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

Part B: School-Parent Compact
The school and parents working co-operatively to provide for the successful education of the children agree:

The School agrees:

To provide high quality curriculum and instruction in literacy, mathematics, science, and social studies using the uniform curriculum and prototype, and by addressing the NYS Standards.

- PS 51 staff will be positive role models for students and will create a nurturing environment that addresses the needs of all students.

- To provide instruction and hands-on usage of technological resources, including computers, digital cameras, and audio-visual equipment.

- To implement the Chancellor's initiatives and to provide the opportunity for all students to read and write at or above grade level.

- To implement a K-1 homework policy that includes parents and is developmentally appropriate.

- To convene an annual meeting for Title I parents to inform them of the Title I programs and their rights; to provide timely information on school programs.

- To actively involve parents in planning, reviewing and improving Title I programs.

- To hold Parent-Teacher Conferences in November and March, as well as Meet the Teacher Night in September.

- To provide parents will frequent reports on their children's progress, including report cards at our scheduled conferences and in June, phone calls, and letters.

- To provide several opportunities for parents to volunteer and to participate in their child's class through Open School Week, trips, special events, Learning Leaders, Family Day, and workshops.

- To offer a flexible number of opportunities for parents to meet with teachers and other staff members (including our Parent Coordinator) either before, during or after school.

- To share responsibility for improved student achievement.

- To send their child/children to school appropriately dressed, prepared to learn and on time.

- To provide information to the school on the type of training and assistance they would like and/or need to help them to be more effective in assisting their child/children in the educational process.

- To support and share their children's interests in technology.

- To volunteer in their child's school and participate in school activities.
- To become involved in developing, implementing, evaluating, and revising the school/parent involvement policy.
- To work with their child/children on their schoolwork and to read 15 to 30 minutes per day with their child.

To attend Parent-Teacher Conferences and curriculum meetings.

- To monitor their child/children's attendance, homework, and television watching; to sign the completed homework.
- To use community resources and cultural institutions to support learning.

To participate in the school's PTA and School Leadership Team.

To encourage and enhance their children's reading and writing skills at home by providing home literacy activities (i.e. reading, writing, speaking and listening).

To take advantage of the school's programs, including our English as a Second Language Program for Parents.

Parent-School Compact

Signature Section

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education of our children.

_____

Signature of Teacher Signature of Parent/Guardian

Type/Print Name	Type/Print Name
Telephone Number ____ AM ____PM	Telephone Number ____AM ___PM
Best time to contact	Best time to contact
Date	Date

Signature of Principal

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.

☐ PS 51Q continually gathers and analyzes data from all services available, including Quality Review Reports, School Environment Surveys, teacher-created benchmark assessments, the Writing Reading Assessments Profile (WRAP), Everyday Mathematics Unit tests (Grade One), etc. In 2009-2010 we applied to DYO (Design Your Own) assessments and our plan was accepted. As part of the DYO, we used the WRAP (Writing Reading Assessment Profile) three times a year and we added performance tasks to our assessments in all subject areas. For the 2010-2011 school year we reapplied to DYO and we will once again be using the WRAP and our own benchmark assessments and performance tasks. We will continue longitudinally tracking the students who entered our own Pre-kindergarten classes in the fall of 2007. Analyses conducted during faculty meetings, grade conferences, and data inquiry team meetings provide relevant and timely information about our trends.

Last year our Kindergarten Fall benchmark was Fountas and Pinnell level *Below A*. We felt that since most entering Kindergarten students either could not be given a running record, or if given one, scored at the Below A level, the benchmark was not a good indicator statistically. We changed the benchmark to Fountas and Pinnell level A for fall 2009. Of the 110 Kindergarten children assessed using the WRAP in the first Benchmark taken in the fall of 2009, 14 met the benchmark of A or better as measured by Fountas and Pinnell. Our goal was to have 75% of our Kindergarten students on level C by June 2010. For the second benchmark taken in the winter of 2010 we hoped to move up 75% of our students by one Fountas and Pinnell Reading level and our actual result was 89%. In June 2010 for our last WRAP assessment we did meet our goal with 77.59% of the students reading on level C or better. In 2009-2010 28 Kindergarten students who had attended our Pre-kindergarten program attended our Kindergarten. All 28 students went up by at least one Fountas and Pinnell level and only three of these students were not reading on level C (grade level) by June 2010.

Of the 101 First Grade children assessed using the WRAP in the fall of 2009 71% met the benchmark level of "C" or above as measured by Fountas and Pinnell. Our goal to have 75% on level F by the second benchmark given in the winter of 2010 was met with 76% of our students reading on or above level F. Our Spring goal of 75% on level I (grade level) by June 2010 was also met with 78.64% of our students reading on or above level I.

In the fall of 2008 61.5 % of the Kindergarten students and 56.9% of the First Grade students were writing at level 3. In May of 2009 83.7% of Kindergarten students and 70.9% of First Grade students were writing on level 3. By June 2010 83.8% of Kindergarten students and 88.8% of First Grade students were writing on level 3. We see this positive trend as proof that the reading intervention programs at our school, as well as the professional development in the area of writing are really bearing positive results. We are hoping to continue this upward trend in reading and writing for the 2010-2011 school year.

As a Pre-Kindergarten to Grade One School, we do not have standardized math assessments. During the 2007-2008 school year, the teachers in grades K and One used the Everyday Mathematics assessments. However, a thorough analysis of the assessments themselves and of the results convinced the school of the need to revise those assessments to meet our needs (more student and teacher-friendly). In order to obtain data about our students for 2008-2009 teachers in Kindergarten and Grade One created three benchmark assessments to be given as baseline, median and end of year guides. These helped the teachers gather data and create more individualized lessons for their classes. Both Kindergarten and Grade One met the benchmark for fall of 2008 (respectively 82.4% and 83.2%). By spring 2009 77.6% of Kindergarten students met the benchmark while 71.2% of first grade met the benchmark. For the 2009-2010 school year, we hoped to increase the percentage of students meeting the benchmarks by having math AIS for our struggling First grade students during the 37 1/2 minutes. The last math benchmark assessment in June 2010 yielded the following results: 82.1% of Kindergarten students and 83% of First Grade students had met or exceeded the benchmark. This improvement confirms that the AIS math program needs to continue, as does the Everyday Mathematics Online program which we implemented throughout the school mid-year. Clearly, all students, including ELL students, should continue to use manipulatives to support their understanding of mathematical concepts. Mathematics literacy is encouraged, as well as integration into other content areas. Problem solving should be stressed to develop students' higher order thinking skills.

The teachers are implementing the Kindergarten and Grade One curricula in order to meet the New York State Standards for social studies and science. This has been demonstrated by the use of teacher made tests, teacher observations of student performance and student portfolios. Benchmarks created by the teachers will be administered three times a year in order to individualize instruction, and in order to monitor progress. There were some changes in the area of science during the 2009-2010 school year. PS 51Q acquired the FOSS science program which we felt was the most appropriate for our student population. The program which is standards-based is also hands-on, and the students and their families were actively engaged in the process of inquiry and discovery. Our three science benchmark assessments were revised to reflect the new program, and the targeted percentage of success was increased to 90% for both Kindergarten and Grade One. By June 2010, 95.7% of Kindergarten students had met the benchmark and 83% of First Grade students had met the benchmark. Since this is a new program, we will not compare the results to previous years. However, it is clear that First Grade teachers will need more support in order to reach the 90% goal.

The social studies curriculum remained the same this year: based on NYS standards, and supplemented by the Core Knowledge curriculum. 97.4% of Kindergarten students and 92.5% of First Grade students met the benchmark in June 2010. By the end of the 2008-2009 school year 97.5% of Kindergarten students had met the benchmark while only 78.2% of First Grade students had done so. We hope that during the 2010-2010 school year, both Kindergarten and Grade One students will post increased rate of success, aided by the revised curriculum map, common planning prep, as well as targeted professional development.

In 2009-2010 Pre-kindergarten students were assessed twice a year on letter identification, drawing self- portraits and Everyday Math benchmark skills. In September 2009, 14 out of 36 students could only identify 10 or less letters. By June 2010, only 2 students were still only able to identify less than 10 letters with 23 students able to identify 36 or more letters. By June 2010, 24 of 36 students were able to write or copy their first and last names. In September 2009, 20 of 36 students were drawing in the tadpole or scribble stage. By June 2010, 33 of 36 students were able to draw a figure facing front with only 3 students still in the tadpole or scribble stage. In September 2009, 12 of 36 students could not count to 10 and 19 of 36 were able to recognize numerals 1-10. By June 2010, only 4 of 36 students could still not count to 10 and only 8 of 36 were not able to recognize numerals 1-10. By June 2010, all 36 students were able to identify 1 shape (circle), 32 were able to identify 2 shapes (circle, triangle), 33 were able to identify 3 shapes (circle, triangle, square) and 29 were able to recognize 4 shapes (circle, triangle, square, and rectangle).

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

☐

The curriculum is structured in a way that allows students to work at New York State's proficient and advanced levels of academic achievement. Assessment is ongoing, and instruction is tied to assessments. Based on results, teachers assign students in flexible groups where they can work at their own ability level. Moreover, the type of curriculum choices we have made over the past years, such as Core Knowledge,

balanced literacy, curriculum mapping, Foss science programs, and a certified art teacher are all additions that ensure that all students meet the New York State's standards .

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.

☐

During the 37 1/2 minute program, students will receive AIS in small group settings in mathematics as well as in literacy. In literacy, the teachers will be using Response to Intervention with Fundations Double-Dose, while they will adapt the Everyday Mathematics curriculum to address the needs of at-risk students. Based on funding, two teachers will be providing after school remediation twice a week using the Leap Track Assessment System for literacy and math. Members of the Data Inquiry Team will be providing additional services to identified students, and various teachers will be engaged in inquiry involving 2-3 students at a time. Teachers will also continue to provide services to students who are struggling in science, social studies, math, and literacy by meeting with them in small group, individualizing assignments, and using differentiated materials including computerized programs
.

- o Help provide an enriched and accelerated curriculum.

☐

PS 51Q practices the workshop model which allows instruction to be differentiated when students are in their small groups. In the balanced literacy model, students are able to read independently at their just-right level, and they meet with teachers in groups of six for their guided reading lesson. This allows students who are high-achievers to continue growing at their own pace. Students are grouped (flexible grouping) based on data, so that group needs, and individualized needs are met. The science and social studies curriculum allows teachers to differentiate for their high-achievers via differentiated tasks and projects.

- o Meet the educational needs of historically underserved populations.

☐

This year, our ELL students are benefiting from the services of two licensed ELL teachers. Additionally, the ELL students also receive services from a licensed reading teacher who pushes into the first grade class. Materials such as software, Let's Talk About It, and Now I Get It! also serve to enhance instruction. The special education students also benefit from a reading teacher who pushes into their classroom, an

IEP teacher who gives additional services in small group to students who lag far behind their classmates, and both groups of students participate in Response to Intervention.

- o 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.

☐

The following programs are in place to address the needs of the students: AIS during the day, AIS during 37 1/2 minute program four times a week, afterschool program from October to May twice a week, inclusion in Data Inquiry Team process, etc.

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

☐

All programs are consistent with NYS standards.

3. Instruction by highly qualified staff.

☐

All staff at PS 51Q are deemed 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.

☐

We participate in the Response to Intervention program which allows a specialized consultant to provide professional development to groups of teachers, as well as to individual teachers in their classroom. This is ongoing from September to June. Additionally, teachers participate in relevant professional development offered by the Knowledge Network LSO, as well as offered by consultants such as those from CITE and Math Solutions. In-house professional development includes regular data analysis professional development, book studies, inter class visitations, and inter-school visitations.

.

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

☐

☐ Our teachers are highly qualified.

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

☐

The parent coordinator conducts weekly ESL workshops, plans family trips that are educational in nature, and offers curriculum workshops to parents that are taught by the literacy/math coach. This year, the school implemented a monthly Math Friday so that parents can spend one math period in their child's classrooms, engaging in math games/instructional activities. This was done to improve the home-school connection as well as to help parents understand their child's curriculum.

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.

☐

The school allows Head Start programs in the neighborhood to come in during the spring to visit the site, and to meet prospective teachers. Moreover, an orientation is held in the spring for parents as well.

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.

☐

Regular data collection and analysis meetings are held. Teachers' opinions are gathered via grade conferences. Thus, teachers were instrumental in the decision to not use the GRADE, GMADE assessments this year, and to instead continue using the WRAP. Additionally, teachers devise benchmark assessments, and revise the curriculum maps.

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.

☐

Ongoing assessment is a hallmark of our school, whether through running records, unit tests in math, performance tasks, or benchmark assessments.

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.

☐n/a

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

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically 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.e., Federal, State, or Local)*	**Program Funds Are "Conceptually"[1] Consolidated in the Schoolwide Program**			**Amount Contributed to Schoolwide Pool** *(Refer to Galaxy for school allocation amounts)*	**Check (X) in the left column below to verify that the school has met the intent and purposes[2] of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.**	
		Yes	**No**	**N/A**		**Check(x)**	**Page#(s)**
Title I, Part A (Basic)	Federal	Yes			116614	True	Goal 1, Goal 2, Goal 3, Goal 4, and Goal 5
Title I, Part A (ARRA)	Federal	Yes			8442	True	Goal 3, Goal 4, and Goal 5
Title II	Federal	Yes			451127	True	Goal 1, Goal 2, Goal 3, Goal 4, and Goal 5
Title III	Federal	Yes			15000	True	Goal 1, Goal 4, Goal 5
IDEA	Federal	Yes			38818	True	Goal 3
C4E	Federal	Yes			21250	True	Goal1, Goal 2, Goal 3, Goal 4, and Goal 5
Tax Levy	Local	Yes			1,501,481	True	Goal 1, Goal 2, Goal 3, Goal 4, and Goal 5

[1]**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.

[2]**Note**: The **intent and purposes of** the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.

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

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.
☐We are not a Title I Targeted Assistance school.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
☐N/A

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;
☐N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and
☐N/A

c. Minimize removing children from the regular classroom during regular school hours;
☐N/A

4. Coordinate with and support the regular educational program;
☐N/A

5. Provide instruction by highly qualified teachers;
☐N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
☐N/A

7. Provide strategies to increase parental involvement; and
☐N/A

8. Coordinate and integrate Federal, State and local services and programs.
☐N/A

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:

Part A - For Title I Schools
1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
   At the present time, we have one student who is in Temporary Housing.
2. Please describe the services you are planning to provide to the STH population.☐Outreach will be done by the social worker and the parent coodinator for all those who are identified as Students in Temporary Housing.

Part B:

Part B - For Non-Title I Schools
1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
   N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
   ☐N/A

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.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_27Q051_020311-150004.doc

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 CFN 301	District 27	School Number 051	School Name PS 51Q

Principal Magdaly Saint-Juste	Assistant Principal N/A
Coach Judith Luxenberg	Coach N/A
Teacher/Subject Area Chari Meisel/ ESL Teacher	Guidance Counselor N/A
Teacher/Subject Area Nesrin Balkaya/ESL Teacher	Parent Ingrid Ordonez
Teacher/Subject Area Melanie Aviles/Common Branch	Parent Coordinator Andrea Kelly
Related Service Provider Laurie Siegel	Other N/A
Network Leader N/A	Other N/A

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	241	Total Number of ELLs	63	ELLs as Share of Total Student Population (%)	26.14%

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.

1.Parents whose children are registering for our Kindergarten program are interviewed for their Home Language Surveys by either the literacy coach, Judith Luxenberg or the ESL teacher, Chari Meisel. At that time, we take general note of students WHO SPEAK A LANGUAGE OTHER THAN ENGLISH OR WHOSE ENGLISH IS NOT FLUENT SO THAT WE MAY ADMINISTER THE LAB-R IN SEPTEMBER WHEN SCHOOL BEGINS. Parents are invited in May for Kindergarten orientation and the ELL program options for P.S. 51 are explained at that time BY MRS. MEISEL (ESL TEACHER) AND ANDREA KELLY(PARENT COORDINATOR). Parent Guides and Program Selection forms are handed out in various languages. Notices are translated into Spanish, Punjabi, Urdu, Russian, Arabic, and Chinese. In October, the parents of all ELL students are invited for an Open House where both ESL teachers , CHARI MEISEL AND NESRIN BALKAYA, explain the different program choices and show the parents a DVD in various languages. Parent Guides and Program Selection forms are handed out in various languages. During the school year, new admits to the NYC school system are also administered the LAB-R. The ESL teachers review the ATS reports for accuracy throughout the year to ensure that all eligible students are administered the LAB-R within their first 10 days of school, and are administered the NYSESLAT in the spring.

2. Most parents have two large group opportunities to find out about program choices: in May at the Kindergarten Orientation for all parents, and at the October Open House for parents of ELLs. Parents of students who come in later during the year have the opportunity to discuss the programs at registration and via meetings with the ESL teachers. At the Open House, parents are given the parent survey and the program selection survey in English and their home language (if available). Most parents complete this form at that time. When forms are not returned, the ESL teachers try to reach the parents at dismissal time, and make phone calls as well. If they are unable to reach the parents, they get assistance from the parent coordinator. ADDITIONAL PARENT ORIENTATION MEETINGS ARE SCHEDULED AS NEEDED UNTIL ALL FORMS ARE RETURNED. Over-the-phone translators are used, as well as staff who are fluent in a native language. We have teachers and paraprofessionals who are fluent in Spanish and a paraprofessional who is fluent in Punjabi and Urdu.

3.Entitlement letters are sent HOME to parents of ELLs WITH THE STUDENTS IN THEIR HOMEWORK FOLDERS. Continued Entitlement letters are sent home to parents of First Grade ELLs continuing in the ESL program.

4.We do not have bilingual programs at our schools. Parents are told very clearly, in their native language, the program choices available at our school. If we cannot accommodate the parents, the parent coordinator researches other school options on their behalf.

5.Over the past several years, parents have requested the free-standing English as a Second Language (ESL) program as their program choice. Parents who wish to enroll their children in a self-contained bilingual class are given the option to transfer their child to a school with a bilingual program. This current year, one (1) parent requested a bilingual program rather than the programs available at P.S. 51Q.

6.Our program is aligned with parent requests. TO DATE OF THE 52% PARENT CHOICE SURVEYS RETURNED,ONLY ONE PARENT REQUESTED A BILINGUAL PROGRAM (WHICH IS NOT AVAILABLE AT PS 51Q). THEY TURNED DOWN THE PROGRAM IN FAVOR OF STAYING AT PS 51Q. COPIES OF PARENT CHOICE LETTERS ARE KEPT IN A BINDER IN THE ESL ROOM AND THE ORIGINALS ARE PLACED IN STUDENTS' CUMULATIVE RECORD FOLDERS. 99% OF OUR PARENTS HAVE REQUESTED THE FREE STANDING ESL PROGRAM THAT WE OFFER. IF THEY CHOOSE ANOTHER PROGRAM THEY ARE INVITED TO LOOK AT THE PROGRAM IN THE SCHOOL WHERE THAT PROGRAM IS OFFERED. THEY CAN THEN DECIDE TO ACCEPT THAT PROGRAM OR STAY AT PS 51Q. OUR program is designed to meet the needs of our beginner, intermediate and advanced ESL students. We are using a push-in model for Kindergarten and a self contained ESL class in Grade 1 designed to meet New York State Standards.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☒ 1☒ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☐ 10☐ 11☐ 12☐

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0													**0**
Dual Language (50%:50%)														**0**
Freestanding ESL														
Self-Contained	0	21												**21**
Push-In	38	4												**42**
Total	**38**	**25**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**63**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		**Newcomers (ELLs receiving service 0-3 years)**	63	**Special Education**	6
SIFE		**ELLs receiving service 4-6 years**	0	**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									
	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	Total
TBE										0
Dual Language										0
ESL	63		6							63

Total	63	0	6	0	0	0	0	0	0	63
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	**0**	**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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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	
TOTAL	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
Haitian									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
French									0	0
Other									0	0
TOTAL	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: Native American: White (Non-Hispanic/Latino): Other: 0	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	13												31
Chinese	0	0												0
Russian	0	0												0
Bengali	2	0												2
Urdu	5	1												6
Arabic	7	6												13
Haitian	0	0												0
French	0	0												0
Korean	0	0												0
Punjabi	3	5												8
Polish	0	0												0
Albanian	0	0												0
Other	3	0												3
TOTAL	38	25	0	0	0	0	0	0	0	0	0	0	0	63

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.

Paste response to questions 1-4 here

1.We have a push-in/pull out model in our school in Kindergarten. The ESL teacher pushes in eight periods a week to service the students. For First grade, we have a self-contained ESL class where the children are taught using ESL techniques by a certified ESL teacher; the special education students push into that ESL class for the mandated amount of time on a daily basis. An AIS teacher gives additional services to Kindergarten students and First Grade students who need additional assistance attend the 37 1/2 minute session in the afternoon. Grouping is heterogeneous. Currently, there is also a reduced class size para in the Kindergarten classrooms.

2.The ESL teacher for the Kindergarten students has a program which allows her to service all mandated students. The self-contained ESL class on the First Grade level allows these students to receive appropriate services as well. The Integrated Co-Teachers in the First Grade and the ESL teacher in the First Grade collaborate with each other (including planning together) in order to maximize the service the special education students receive on a daily basis.The push-in Kindergarten ESL teacher analyzes the results of the NYSESLAT to determine the proficiency levels of each student. Groups are created based on the language level and the grade level of students. Kindergarten beginner and intermediate students receive 360 minutes per week of ESL instruction. First grade students are in a self-contained class and therefore receive the mandated 360 minutes of instruction. Students in Kindergarten at the advanced level receive 180 minutes of ESL instruction per week as well as 180 minutes of ELA instruction per week. As new admits enter the school, they receive the appropriate mandated services based on the results of the LAB-R.

3. All instruction is conducted in English. The curriculum for ELL students is the same curriculum taught by classroom teachers. In literacy, we follow a balanced literacy model, using classroom libraries, leveled books, and the Fundations program for phonics and phonemic awareness. All students use the Everyday Mathematics program in grades Pre-K, K, and 1. Lessons are reinforced using ESL methodologies. Science lessons follow NYS initiatives. PS 51Q is using the FOSS science program which meets NYS and CCSS standards. It is well suited to the ELLs population because of its many manipulatives, and the hands-on approach to deliver the curriculum. Social Studies lessons are also based on NYS and CCSS standards, as well as the Core Knowledge Curriculum which the school has been implementing since September 2007.

4. IN KINDERGARTEN WHERE OUR ELL STUDENTS ARE IN CLASSES WITH NON ELLS, ALL CONTENT AREAS ARE DIFFERENTIATED BY STUDENT ABILITY AND UNDERSTANDING. TEACHERS USE THE WORKSHOP MODEL OF LARGE GROUP, SMALL GROUP, LARGE GROUP. OUR ELL STUDENTS ARE FURTHER DIFFERENTIATED WHEN THEY ARE SERVICED BY MRS. MEISEL IN SMALL GROUPS. THE BEGINNERS ARE FOCUSED ON LISTENING AND SPEAKING SKILLS, WHILE OUR INTERMEDIATE AND ADVANCED STUDENTS ARE MORE FOCUSED ON IMPROVING THEIR READING AND WRITING SKILLS. IN ADDITION THE INQUIRY TEAM HAS FOCUSED ON ELL STRATEGIES AND IS CURRENTLY TARGETING 15 KINDERGARTEN ELLS TO INCREASE VOCABULARY SKILLS THROUGH THE USE OF BINGO GAMES IN SMALL GROUPS. IN FIRST GRADE WHERE THE CLASS IS SELF CONTAINED, MRS. BALKAYA WORKS WITHIN THE WORKSHOP MODEL THROUGHOUT THE DAY, SO THAT SHE IS CONSTANTLY MOVING FROM LARGE GROUP TO SMALL GROUP INSTRUCTION IN ALL SUBJECT AREAS. THE STUDENTS ARE GROUPED BY ABILITY AND INTEREST AND THE TASKS REFLECT THE DIFFERENTIATION. THE FIRST GRADE STUDENTS WHO WERE PART OF THE INQUIRY TEAM LAST YEAR ARE STILL BEING TRACKED AND ARE BEING ASSESSED IN THEIR ORAL LANGUAGE DEVELOPMENT USING THE MONDO PROGRAM.

a. As a Pre-K to Grade 1 school, we do not have SIFE.

b. As a Pre-K to Grade 1 school, almost all our ELLs have been in US schools for less than three years. Although we do not have a third grade, our goal is that by the time our ELLs reach the third grade they will no longer need ESL services. In the event that they do, we hope

that a strong foundation will have them meet the standards for that grade.

c.As a Pre-K to Grade 1 school, we do not have ELLS who are receiving service for 4 to 6 years.

d. As a Pre-K to Grade 1 school, we do not have Long-Term ELLs.

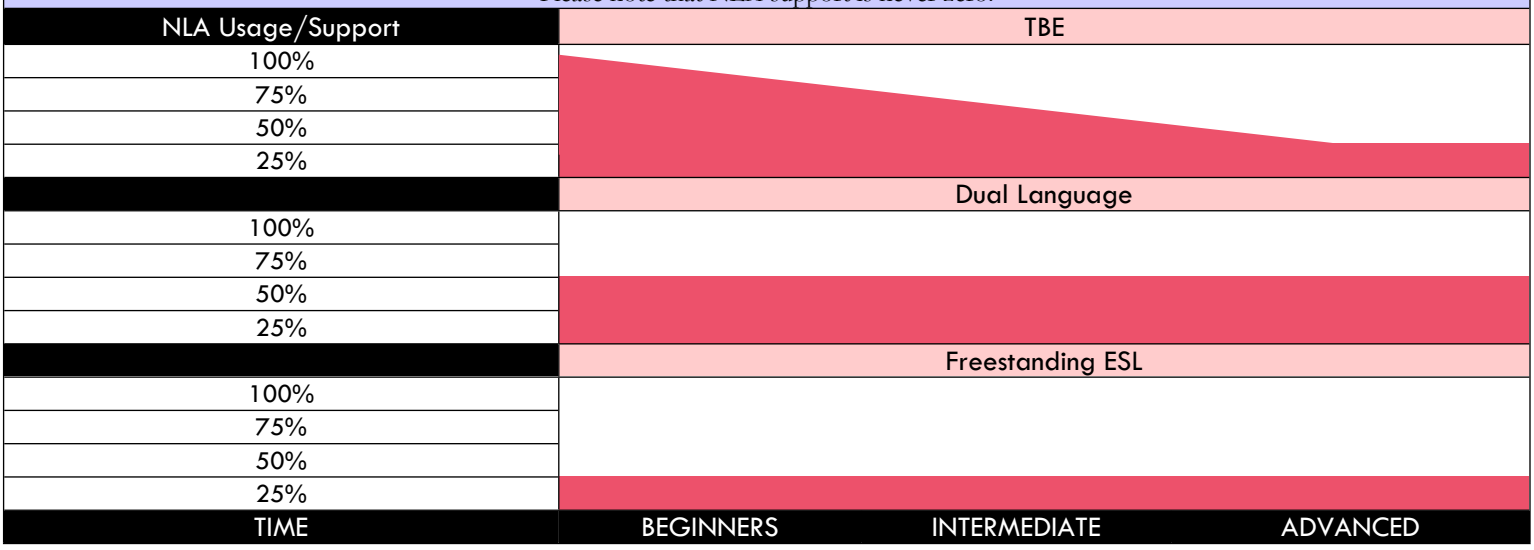
e. All ELLs who are special education students also receive at-risk services. Moreover, in the First Grade although it is not mandated, they are invited to participate in the afterschool program which we have for ELLs (based on Title III funding).

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



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?

Paste response to questions 5-14 here

5.We have a push-in/pull out model that is designed to meet New York State Standards. In First Grade we have a self-contained ESL class. In Kindergarten, students receive services from the ESL teacher who pushes in their classrooms for eight periods a week. First Grade students receive differentiated instruction in a self-contained ESL classroom. The Kindergarten AIS teacher travels to the different classrooms.
There are a variety of ways in which instruction is delivered. Instructional techniques include modeling, bridging, conceptualization, schema building, text representation, and meta-cognitive development. Using a thematic approach, students are exposed to all areas of literacy: reading, writing, listening and speaking. In addition, the five ESL approaches are employed, including Cooperative Learning, The Natural Approach, Total Physical Response, The Language Experience Approach, and the Whole Language Approach. For students at the beginning language level, instruction focuses on Basic Interpersonal Communication Skills (BICS). The focus shifts to Cognitive Academic Language Proficiency (CALP) as students reach the intermediate and advanced levels of language.
6.Students who pass the NYSESLAT in the spring of their year in Kindergarten are monitored for AIS services. These students are also invited to participate in the 37 1/2 minute program that is offered afterschool in the First Grade
7.We will continue to use "Imagine Learning" with the students who are coming into the school with minimal English skills because we have found that the program works well with these students to build up their vocabulary. ELLIS will also be used in Grade One. Additionally, the Grade One ESL teacher is participating in a pilot program for grammar and usage with her students, using the program Simple Solutions. Finally, we will continue to use the NYSESLAT and BEYOND books to familiarize students with the assessment and reinforce other skills.
8.In Kindergarten, the use of the ELLIS program will be delayed. We have found that the students at the beginning of the year benefit more from the interaction with the ESL teacher rather than from the interaction with the computerized program. It will be introduced later in the year.
9.Kindergarten ELLs are considered for AIS services (Fundations Double-Dose) after the first assessment results are gathered. First grade ELLs who are at risk receive intervention services during the 37 1/2 minute session. Instruction is differentiated in the classroom setting. The data inquiry team also works with 15 Kindergarten ELLs and 11 First Grade ELLs for targeted assistance.
10.A variety of instructional materials are used to support the learning of ELLs. In the small group push-in class, the Imagine Learning software program, the ELLIS software program, Fundations, as well as trade books, fiction and non-fiction books are used for the instruction of Balanced Literacy. The Mondo "Let's Talk About It" program is used in all classrooms to develop oral language. Both ESL teachers use an additional program by Mondo called "Now I Get It" to improve comprehension skills. Everyday Math is used to support our ELLs Mathematics needs. Big books and Core Knowledge materials are used for Science, Social Studies and Art. ELLs for the most part use the same materials as their classmates. In our afterschool program the Leap Track program is used to support ELLs in reading and math. We plan to purchase NYSESLAT prep books (Getting Ready for the NYSESLAT and Beyond) and an ESL Library.
11.Teachers try to acquire materials with dual language, particularly Spanish-English to make available to the families of ELL students. The parent coordinator's office also has intructional resources in dual languages which parents can borrow to work with their children. We also have a paraprofessional who speaks Punjabi, and another who speaks Spanish, two main languages for our ELL population.
12.All required services support, and resources correspond to the ages and grade levels of ELLs.

13.Outreach is made to parents to attend orientation. During the spring of 2010 we also interviewed each entering kindergarten student using a teacher-made assessment. This assessment was able to help us determine which skills Kindergartners in general, and ELLs Kindergartners in particular had acquired, and to make suggestions to the parents who accompanied their children.
14.We do not offer language electives.

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)?

6.Paste response to questions 1-5 here
1.N/A
2. N/A
3.N/A
4.N/A
5.N/A

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here
1.Our professional development plan as explained below covers the entire school year and provides more than the 10 hours required by Jose P. legislation.
The ESL teachers attend staff development along with their colleagues to increase their knowledge of ELA and Mathematics curriculum. In addition, they are expected to attend the Knowledge Network ESL professional development meetings. When applicable, they share their knowledge and turn-key information to their colleagues at meetings. The ESL teachers will train any new staff not already certified in ESL training. Several topics are covered including language acquisition approaches, strategies for developing thinking skills, and questioning techniques. At least once a year the staff participates in a book study group specifically geared toward ELLs. In addition PS 51Q provides its staff with professional development by outside NYC approved vendors such as Center for Integrated Teacher Instruction (CITE), Mondo Publishing, and New York Hall of Science. This year, the ESL teachers and their colleagues are participating in year-round professional development that focuses on the Common Core State Standards, on looking at student work, and on the inquiry process, among other topics.
2. Our ELLs transition to PS 56Q for the second grade and beyond. They visit the new school, meet with the principal on designated days. The principal of PS 56Q and the principal of PS 51Q coordinate orientation for the parents, including the ELL parents. The results of the NYSESLAT are discussed with the goal of giving an insight into how best to work with the parents of the ELLs transitioning into the second grade.
3. Our professional development plan as explained above covers the entire school year and provides more than the 10 hours required by Jose P. legislation.

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?

Paste response to questions 1-4 here

1.Parent/community involvement is an essential part of our ESL program. An orientation meeting is held at the beginning of the school year, as well as on-going workshops during the school year. Parents have an opportunity to learn more about the program and to gain knowledge about how to support their children at home. PS 51Q seeks to involve parents in the school by inviting them to family day trips at least four Saturdays during the school year, monthly workshops, and any PTA run activities. Additionally, the parent coordinator offers an ESL class once a week for parents in the morning.

2. The school partners with a few agencies and Community Based Organizations to provide services to ELL parents. For ESL classes and GED program, the parents are referred to Richmond Hill High School and St. John's Lutheran Church. The Queens Public Library also offers ESL services. For Rental Assistance, parents are referred to Catholic Charities, The Salvation Army, and HRA (which also provides Food Stamps). For counseling, parents are referred to The Child Center of NY, the Queens Child Guidance Center, Inc., NY Psychotherapy and Counseling Center, and F.E.G.S. For job training, parents are referred to Workforce 1. For child care, they are referred to NYC Department of Health and Mental Hygiene-Bureau of Child Care. For domestic violence, parents are referred to Sanctuary for Families and the Queens District Attorney's Office for Domestic Violence. For food, clothing, and housing supplies, parents are referred to Holy Child Jesus Social Outreach Center, The St Vincent de Paul Society at St Benedict Joseph Labre Church, and the River Fund.

3. The parent coordinator designs surveys and enlists translators to get input from the ELL parents. When she has her monthly workshops for parents, she solicits ideas from parents regarding the type of outreach they may need.

4.Parent workshops are conducted on a regular basis with the help of translators. The parent coordinator may bring in guest speakers from the community, or may partner with the literacy/math coach to offer workshops to parents that will help them understand the curriculum. Additionally, for the past few years, the parent coordinator has offered an ESL class to parents once a week, as well as a Mommy/Daddy and Me program for the toddler siblings of our students. Parents and children attend the program together.

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)	16	12	1											29
Intermediate(I)		10	2											12
Advanced (A)	22	1	13											36
Total	38	23	16	0	0	0	0	0	0	0	0	0	0	77

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening/ Speaking	B	0	1	1										
	I	0	8	0										
	A	0	8	10										
	P	0	9	13										
Reading/ Writing	B	0	13	1										
	I	0	10	2										
	A	0	2	4										
	P	0	1	17										

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

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
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				
Foreign Language				
Other				
Other				
NYSAA ELA				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test	0							

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

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

Paste response to questions 1-6 here

1.PS 51Q assesses all Grade K and 1 students using the Writing Reading Assessment Profile (WRAP) whose results yield a Fountas and Pinnell reading level for each student. When assessing using the Writing and Reading Assessment Profile (WRAP) this September, the Kindergarten ELLS could not be administered a running record (0%). In Grade One, 50% of ELLs had a first benchmark result of Fountas Pinnell level C (the standard expectation for entering First Grade students). In writing, 20% of Kindergarten ELLs and 38% of First Grade ELLs met the first benchmark goal. In math, 58% of Kindergarten ELLs and 85% of First Grade ELLs met the first benchmark goal. In science, 87% of Kindergarten ELLs and 95% of First Grade ELLS met the first benchmark. These science results do confirm our belief that the hands-on approach built into the FOSS science curriculum really does benefit our ELLs. In social studies, 83% of Kindergarten ELLs met the first benchmark as did 66% of First Grade ELLs.

2.In both Kindergarten and First Grade, ELL students tend to score better on the Listening and Speaking parts of the LAB-R and NYSESLAT assessments than on the reading and writing sections. Most of the Spanish speaking students did better on the Spanish Lab in the Listening and Speaking sections. We attribute this to the fact that they are young and their primary language in the home is Spanish.

The Interim assessments indicate that reading should continue to be the special focus of intervention, and that additional resources need to be

level on the NYSESLAT and therefore do not require ESL services when they transition to second grade at PS 56Q. For the 2010 NYSESLAT one Kindergarten student scored at the proficient level on the NYSESLAT and is therefore the only one who no longer qualifies for ESL services in the First Grade (2010-2011 school year).

5.N/A

6. We evaluate the success of our programs for ELLs on a continuous basis. All interim assessment data in reading, writing, math, social studies, and science are disaggregated for that population of students. On a short term basis, the data indicates whether or not individual students need additional assistance, inform the type of materials and resources that are needed for ELL students, and the type of professional development needed for all teachers, not just ESL teachers. We want to see an increase in the number of ELLs who are meeting the standards or approaching the standards from one benchmark assessment to the next. In the same way, when we examine the NYSESLAT results, we want to see that if our students are not yet proficient, at least they are moving from one level to the next (from beginner to advanced for instance), and that their scale scores are showing significant progress from one year to the next.

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.

Due to limitations on the chart for overall NYSESLAT results, we included our NYSESLAT 2010 scores for Kindergarten (currently First Graders for 2010-2011 school year) and Grade One (Currently Second Graders outside of our school for the 2010-2011 school year) which are listed as Grade 1 and Grade 2. In the Kindergarten column, we have reported the LAB-R scores for the students who are currently in our Kindergarten classes (2010-2011 school year).

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 051								
District:	27	**DBN:**	27Q051	**School**		342700010051			

DEMOGRAPHICS

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

Enrollment			
(As of October 31)	2008-09	2009-10	2010-11
Pre-K	36	36	36
Kindergarten	91	112	130
Grade 1	101	101	111
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	1	1
Total	228	250	278

Special Education			
(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	0	0	0
# in Collaborative Team Teaching (CTT) Classes	16	14	16
Number all others	3	3	6

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	0	0	TBD
# in Dual Lang. Programs	0	0	TBD
# receiving ESL services only	47	48	TBD
# ELLs with IEPs	0	4	TBD

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

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10
			NR

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	89.1	87.2	90.7

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	59.9	75.9	83.2

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	1	3	7

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	1	1	5

Suspensions (OSYD Reporting) - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	3	1	0
Superintendent Suspensions	0	0	0

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

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	23	20	20
Number of Administrators and Other Professionals	4	3	2
Number of Educational Paraprofessionals	4	5	5

Overage Students (# entering students overage for				Teacher Qualifications:					
	2007-08	2008-09	2009-10	*(As of October 31)*			2007-08	2008-09	2009-10
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school			95.7	100.0	100.0
				% more than 2 years teaching in this school			69.6	80.0	95.0
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere			73.9	85.0	90.0
(As of October 31)	2008-09	2009-10	2010-11	*% Masters Degree or higher*			87.0	100.0	100.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers			100.0	100.0	100.0
Black or African American	6.1	4.4	4.0						
Hispanic or Latino	27.2	34.8	37.1						
Asian or Native Hawaiian/Other Pacific	50.9	52.0	49.6						
White	15.4	7.6	8.3						
Male	55.7	51.2	49.6						
Female	44.3	48.8	50.4						

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,							

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

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:		Graduation Rate:	

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

	Elementary/Middle Level			**Secondary Level**			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v					
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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