



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** P.S.251, THE PAERDEGAT

DBN 22K251

PRINCIPAL: STEVEN BOYER

EMAIL: [SBOYER@SCHOOLS.NYC.GOV](mailto:SBOYER@SCHOOLS.NYC.GOV)

SUPERINTENDENT: DR. RHONDA FARKAS

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Steven Boyer	*Principal or Designee	
Gladys Avila	*UFT Chapter Leader or Designee	
Ashgan Alwan	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
N/A	CBO Representative, if applicable	
Tamara McDonald	Member/Parent	
Andrea Alfred	Member/Parent	
Denise Esbrand-Simon	Member/Parent	
Claudette Dockery-Bey	Member/Parent	
Erica Pryor	Member/Staff	
John Alleyne	Member/Staff	
Maureen Basmagy	Member/Staff	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Students with disabilities in grades 3, 4 and 5 will show improvement in ELA by either increasing a level on the spring 2013 state exam from spring 2012, or increasing their range score within the same ELA level by between 5-10 points.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We have, up until recently, been considered a SINI school due to our SWD in grades 3, 4 and 5 not making AYP in ELA for two years in a row. Therefore, boosting our SWD ELA scores is of prime importance.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

A. Reduced class size keeps student : teacher ratio below DOE guidelines  
Flexible scheduling; i.e. mainstreaming SWD into gen ed classes  
AIS program; small group instruction on targeted areas of need  
Teachers take weekly conferencing notes, design with students individual goals and assess those goals  
Implementation of Close Reading strategies to enhance reading comprehension  
Attention to DOE "Shifts" incorporating the CCSS, i.e. 50-50% fiction and non-fiction reading texts, referring to the text to support a position

B. Pupil Personnel Team discuss and help struggling students  
Differentiation within lessons; planning in advance for multiple entry points and ways of demonstrating understanding addressing the needs, interests and abilities of specific children so that all students engage in rigorous learning experiences  
Using a shared understanding of Danielson's Rubric on questioning and short cycles of actionable feedback teachers will reflect on practice and focus on areas which will improve professional growth and student outcomes, based on coherent curriculum and assessing

Danielson Rubric on questioning, using coherent curriculum and assessing  
Use of technology; Smart Boards, laptop carts, document cameras, computer-based programs (Raz-Kid for reading, Brain Pop, Star Fall)  
Whole class, small group, partnerships and one-on-one instruction  
Peer teaching; Reading Buddies year-long

C. Teacher teams meet at least twice a month; grade meetings and Inquiry Team meetings  
ELL students are assisted by itinerant ELL teacher  
Network experts provide professional development for staff

School professional development team meets weekly and assists staff of SWD

D. The timeline for implementation is from September 6, 2012 through April 18, 2013.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Learning Leaders  
Parents as Reading Partners  
Parent workshops  
Analysis of Parent Survey  
PTA meetings  
Carnival  
Curriculum Night  
Assemblies  
PTA Awards  
School Messenger  
Kiosk

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I   Title IIA  X  Title III   Grants   Other

If other is selected describe here:

ELL Saturday program, K-5 Title III ELP.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Prep schedule provides for at least two common preps a week for each grade for collaborative planning  
ELL teacher coordinates with classroom teachers for push in program  
AIS teacher coordinates with classroom teachers as to the needs of targeted children  
ELA coach/IEP teacher provide professional development for SWD staff  
Parent coordinator works with parents of SWD in workshops  
Guidance counselor works with STH  
Social worker assists families of STH

Monies for STH used to purchase supplies, clothing, etc.  
Test prep materials purchased  
Web-based test practice programs purchased  
New CCSS test prep materials purchased

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, there will be an increase in the number of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring at levels 3 and 4 in mathematics by between 1-3% as measured by teacher-made/in-house assessments and the New York Mathematics exam.**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our math score is usually higher than our ELA score. Having said that, we want to continue to improve the math score by moving more students into levels 3 and 4 from levels 1 and 2.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation

A. Reduced class size keeps student : teacher ratio below DOE guidelines

Flexible scheduling; i.e. mainstreaming SWD into gen ed classes

Teachers take weekly conferencing notes, design with students individual goals and assess those goals

Attention to DOE "Shifts" incorporating the CCSS, i.e. the understanding and use of mathematical vocabulary and modeling

B. AIS program; small group instruction on targeted areas of need

Pupil Personnel/RTI teams discuss and help struggling students

Differentiation within lessons; planning in advance for multiple entry points and ways of demonstrating understanding addressing the needs, interests and abilities of specific children so that all students engage in rigorous learning experiences

Using a shared understanding of Danielson's Rubric on questioning and short cycles of actionable feedback teachers will reflect on practice and focus on areas which will improve professional growth and student outcomes, based on coherent curriculum and assessing

Danielson Rubric on questioning, using coherent curriculum and assessing

Use of technology; Smart Boards, laptop carts, document cameras, computer-based programs (Pearsonsuccessnet), iPads

Whole class, small group, partnerships and one-on-one instruction

C. Teacher teams meet at least twice a month; grade meetings and Inquiry Team meetings

School professional development team meets weekly and assists staff

Network experts provide professional development for staff

SIT- Special Ed reform personnel

D. The timeline for implementation is from September 6, 2012 through April 26, 2013.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Learning Leaders  
Parents as Reading Partners  
Parent workshops  
Analysis of Parent Survey  
PTA meetings  
Carnival  
Curriculum Night  
Assemblies  
PTA Awards  
School Messenger  
Kiosk

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy  X  Title I   Title IIA  X  Title III   Grants   Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Prep schedule provides for at least two common preps a week for each grade for collaborative planning  
ELL teacher coordinates with classroom teachers for push in program  
AIS teacher coordinates with classroom teachers as to the needs of the targeted children  
Math coach provides professional development for SWD staff  
Parent coordinator works with parents of SWD in workshops  
Guidance counselor works with STH  
Social worker assists families of STH  
Monies for STH used to purchase supplies, clothing, etc.

Continue to use math test preparation materials, purchased CCSS-aligned Envision math program  
Web-based practice test programs purchased

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**There will be an increase of between 2-4% from the fall 2012 and the spring 2013 Acuity ELA for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade ELL students.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our ELL population is growing. To ensure that this subgroup continues to achieve we will focus energies and resources within our ELL program.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

##### **A. Saturday School for ELLs in K through 5<sup>th</sup> grade**

Teachers take weekly conferencing notes, design with students individual goals and assess those goals

Attention to DOE "Shifts" incorporating the CCSS, i.e. ELL strategies that include academic vocabulary and using text evidence during topic discussions, 50-50% fiction and non-fiction texts

##### **B. ELL itinerant teacher works between 2-5 days providing required instructional hours per student**

ELL itinerant teacher's program is 25% pull out and 75% push in

ELL itinerant teacher articulates with teachers to ensure curriculum congruence

All staff trained in ELL strategies and techniques

Reduced class size keeps student : teacher ratio below DOE guidelines

Flexible scheduling

##### **C. AIS program; small group instruction on targeted areas of need**

Pupil Personnel Team discuss and help struggling students

Differentiation within lessons; planning in advance for multiple entry points and ways of demonstrating understanding addressing the needs, interests and abilities of specific children so that all students engage in rigorous learning experiences

Using a shared understanding of Danielson's Rubric on questioning and short cycles of actionable feedback teachers will reflect on practice and focus on areas which will improve professional growth and student outcomes, based on coherent curriculum and assessing

Danielson Rubric on questioning, using coherent curriculum and assessing  
Use of technology; Smart Boards, laptop carts, document cameras, computer-based programs (Pearson Success)  
Whole class, small group, partnerships and one-on-one instruction  
Teacher teams meet at least twice a month; grade meetings and Inquiry Team meetings  
School professional development team meets weekly and assists staff of ELLs and SWDs  
Network experts provide professional development for staff  
Task-oriented instruction  
Award remedial program for Title I instruction

D. The timeline for implementation is December 4, 2012, and March 5, 2013.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 15 through 20 in this CEP.

Translation services provided  
Written communication to parents available in all languages  
ELL teacher meets with parents  
Learning Leaders  
Parents as Reading Partners  
Parent workshops  
Analysis of Parent Survey  
PTA meetings  
Carnival  
Curriculum Night  
Assemblies  
PTA Awards  
School Messenger  
Kiosk

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I              Title IIA     X   Title III              Grants              Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Prep schedule provides for at least two common preps a week for each grade for collaborative planning

ELL teacher coordinates with classroom teachers for push in program

AIS teacher coordinates with classroom teachers as to the needs of the targeted children

ELA coach provides professional development for SWD and ELL staff

Parent coordinator works with parents of SWD in workshops

Guidance counselor works with STH

Social worker assists families of STH

Monies for STH used to purchase supplies, clothing, etc.

Assigning work on the McGraw-Hill Acuity site

### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Parent Involvement will increase by between 3-5% from 2011-12 to 2012-13 as measured by the percentage of returns on the Parent Surveys.**

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Finding ways to connect with our parents, guardians and families is always a priority. For example, ten years ago when the current administration took over, barely 10 parents showed up for PTA meetings. Now, 50-75 parents attend PTA meetings on average. However, with more than 615 children, more parent involvement is critical.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

##### A. Encouraging and supporting an active PTA

Encouraging and supporting an active parent membership on the SLT

Translation services provided

Written communication to parents available in all languages

##### B. ELL teacher meets with parents

Learning Leaders

Parents as Reading Partners

Parent workshops

##### C. Analysis of Parent Survey

PTA meetings

Carnival

Curriculum Night

Assemblies

PTA Awards

School Messenger

Kiosk

##### D. The timeline for implementation will be on March 12, 2013, Open School afternoon and evening.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Parent coordinator works with parents and guardians on school-related issues  
 Guidance counselor works with parents and guardians on school-related issues  
 Social worker works with parents and guardians on school-related issues  
 School psychologist works with parents and guardians on school-related issues  
 Special workshops designed to meet the needs and interests of the parent body  
 Learning Leaders organization teaches parents to become tutors  
 Families of STH assisted by SBST  
 Preparation periods arranged for staff to meet with teachers as needed and at fall “Teas” (curriculum conferences)

**ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Conflict resolutions and social, emotional learning programs will continue to improve school climate as measured by an increase of between 1-3% in the number of students receiving 3’s and 4’s in the “cooperation” section on the report card, school wide by June 2013.**

**Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our school continues to provide a quiet, calm, supportive, engaging environment for staff and students alike. This was not always so. Suspensions are almost unheard of for the past several years. Teachers and students can get on with the challenging job of curriculum and instruction without interruptions caused by social, emotional difficulties. This is a direct effect of our use of the Resolving Conflict Creatively Program (RCCP), one which must continue.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation

A. Continued relationship with the Resolving Conflict Creatively Program organization, Morningside Center for Social Responsibility, NYC.  
Teachers take weekly conferencing notes, design with students individual goals and assess those goals

B. Teacher teach bi-monthly RCCP lesson  
Student peer mediators trained in conflict resolution skills  
All staff trained; teachers, paras, school aides, principal and AP  
Yearly June Peace Parade with guest speakers  
Reduced class size keeps student : teacher ratio below DOE guidelines  
Flexible scheduling; i.e. mainstreaming SWD into gen ed classes  
AIS program; small group instruction on targeted areas of need

C. Pupil Personnel Team discuss and help struggling  
Differentiation within lessons; planning for the needs, interests and abilities of specific children  
Danielson Rubric on questioning, using coherent curriculum and assessing  
Use of technology; Smart Boards, laptop carts, document cameras, computer-based programs (Pearson Success)  
Whole class, small group, partnerships and one-on-one instruction  
Teacher teams meet at least twice a month; grade meetings and Inquiry Team meetings

D. The timeline for implementation is from September 6, 2012 through June 26, 2013

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Translation services provided  
Written communication to parents available in all languages  
ELL teacher meets with parents  
Learning Leaders  
Parents as Reading Partners  
Parent workshops  
Analysis of Parent Survey  
PTA meetings  
Carnival  
Curriculum Night  
Assemblies

PTA Awards  
School Messenger  
Kiosk

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Assistant principal oversees the RCCP initiative  
Principal and assistant principal observe RCCP lessons  
SAPIS worker teachers conflict resolution lesson  
SAPIS worker supervises peer mediation  
Prep schedule provides for at least two common preps a week for each grade  
AIS teacher is also the SAVE Room teacher.  
Students given principal suspensions are placed in the SAVE Room for instruction and counseling  
Parent coordinator works with parents of suspended students  
Guidance counselor works with STH  
Social worker assists families of STH  
Monies for STH used to purchase supplies, clothing, etc.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Award Reading program Balanced Literacy Close Reading strategies	Small group and one-on-one	During the day
Mathematics	Envision- Pearsonsuccessnet iReady CCSS-aligned web-based math program	Small group and one-on-one	During the day
Science	Award Reading program Scholastic trade books Guided reading	Small group and one-on-one	During the day
Social Studies	Award Reading program Scholastic trade books Guided reading	Small group and one-on-one	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Teacher	Small group and one-on-one	During the day

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

P.S.251 is a Title I school. As such, our Human Resource department only approves the hiring of highly qualified teachers.

Teachers are recruited in a number of different ways including at hiring fairs, recommendations by colleagues, and observations of substitute teachers.

Support is offered all teachers via the in-house literacy coach, math coach, special education liaison, grade leaders, assistant principal and principal. Additional support is offered by network and central staff.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING**  
**THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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P.S.251  
The Paerdegat  
1037 East 54<sup>th</sup> Street  
Brooklyn, NY 11234  
*"Teaching Individuals"*

Steven Boyer  
Principal

Sheila Phillip  
Assistant Principal

**P.S.251 TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

Opening PTA Meeting, September 20, 2012

**PART I – GENERAL EXPECTATIONS**

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

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118-Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents, activities and procedures in accordance with this definition of parental involvement:

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

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA.*

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

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

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

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

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

3. P.S. 251 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs including Morningside Center for Social Responsibility.

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

4. P.S. 251 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

❖ **DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED:**

*The DOE Parent Survey will be analyzed and reported to the parent body. The Parent Involvement Plan will be reviewed in this manner and modified as per parental input. Informal feedback during the year will be communicated to the school.*

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

*The SLT and the PTA will provide ideas and new ways of doing things so as to increase parent involvement.*

❖ **EXPLAINING WHAT ROLE PARENTS WILL PLAY:**

*The parents in the PTA and on the SLT will take the DOE Parent Survey and help analyze the findings and provide ideas for improvement.*

5. P.S. 251 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child's progress; and
  - how to work with educators.

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

*A combined effort on the part of the PTA, the administration, the staff and the parent coordinator will bring guest speakers to P.S.251 to lead workshops on an array of subjects and topics including understanding State Standards, interpreting assessment reports, reading, writing and math workshops, Title 1, Part A, etc. The school will seek and access the resources and talents within the Department of Education and Network 602 to assist with workshops, conferences and classroom instruction and utilize technology to communicate in various ways.*

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

· The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

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

· The schools will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with the parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:

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

· The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the parents as teachers program and public preschool and other programs, and conduct and/or encourage participation in activities, such as parent resource centers, that support parents in more fully participating in the education of their children by:

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

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

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

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

Other activities may include:

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

## **PS251 SCHOOL-PARENT COMPACT**

The P.S. 251 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2012-13.

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

#### **School Responsibilities**

##### **P.S. 251 will**

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

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

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

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

*All staff will engage in professional development to enhance the creativity and skills of all students.*

*All staff will engage in Envision mathematics program.*

- hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

*Fall 2012 Open School Week is November. Spring 2013 Open School Week is in March.*

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

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

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

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

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

*Staff contacts parents when a child is absent*

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

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

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

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

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

**Parents as Reading Partners invites parents once a month to come read aloud to children in classrooms. Parents will complete the DOE Parent Survey so that they may list ways in which they think the school can be improved.**

#### **Parent Responsibilities**

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

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

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

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Jose Ruiz/ Julia Bove</b>	District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>251</b>
School Name <b>PS 251 The Paerdegat</b>			

### B. Language Allocation Policy Team Composition [i](#)

Principal <b>Steven Boyer</b>	Assistant Principal <b>Sheila Phillip</b>
Coach <b>Helen Stern, ELA</b>	Coach <b>Maureen Basmagy, Math</b>
ESL Teacher <b>Kelli Jean-Pierre</b>	Guidance Counselor <b>Ann Hendricks</b>
Teacher/Subject Area <b>Theresa Cornelius, AIS</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Janet Sanchez</b>
Related Service Provider <b>Dina Lamarca, Speech</b>	Other
Network Leader	Other

### C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>632</b>	Total Number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>5.22%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1a.) Once the student is registered, the licensed ESL teacher administers the Home Language Survey for the parent to complete. The ESL teacher or a teacher pedagogue who has been thoroughly trained on the LEP identification process, reviews the completed Home Language Survey. When a student has been identified as LEP, the ESL teacher or trained teacher pedagogue conducts the informal interview which is conducted in both the student's native language and English. The following languages spoken by staff members include, English, Spanish, Russian, Hatian Creole, French, and Arabic. If it has been determined that the student is limited English proficient, then the ESL teacher administers the Lab-r exam. If the student has a cut score that is in the beginning, intermediate or advanced level then the parent is informed of the 3 program choices. The parents are also informed that if their choice is TBE or DL program and there are none in the school, if a sufficient number of students (15) qualify through TBE or DL parent program choice, then an appropriate program would be formed. All Spanish speaking new entrants who score at or below the cut score on the Lab-r are administered the Spanish Lab-r during the same testing period. The spanish Lab-r is used to inform proficiency level and instruction. Those students who score proficient in all modalities on the NYSESLAT test out of the program. Those students who do not score proficient in all modalities continue to receive ESL services.

2.) The certified ESL teacher invites parents to parent orientation sessions to inform them of the 3 program options available for New York City students who are LEP. Parents are provided with translators who translate information regarding the identification process, ELL programs, testing procedures and program placement. The parent orientation video which includes the 3 program choices is shown and discussed in the parent's language with the parents. School based translators who are our classroom teachers are available to translate for parents who may be limited English proficient. Parents are informed of the 3 program choices available. ESL- English only program with language supports , Dual language, 50 percent of instruction is in the native language and 50 percent in English and Transitional Bilingual ,where most of the program is in the native language while a much smaller portion of the lessons for the day are taught in English. Parents are also made aware of the criteria that needs to be met in order for a school to include a bilingual or dual language program. The process: identification, testing and orientation is conducted within the first 10 days of intake by the certified ESL teacher who is a trained pedagogue.

3.) The ESL teacher distributes entitlement letters, continued entitlement letters and non-entitlement letters to parents based on the student status. The parents of those students who are entitled to ESL services receive an invitation to a parent orientation outlining the programs available to students who are LEP. Parents choose the program that they want. Completed forms are collected from parents during parent orientation and securely stored in the ELL file cabinet. For those parents who are unable to attend the orientation, there are other opportunities for them to meet with the ESL teacher to discuss program placement. If the parent does not select a program, then the default program is transitional bilingual education. Once letters are distributed there are a team of people that follow up with the parent and student to ensure that documents are returned. This team consists of the ESL teacher, the classroom teacher and the parent coordinator.

4.) Once it has been determined that a child is eligible for ESL testing, then the child is administered the Lab-r test to determine English language proficiency. Depending upon which level the student tests (beginner, intermediate or advanced) the number of minutes that they receive ESL services will either be 360 minutes per week for beginner and intermediate or 180 for advanced. During the parent orientation process, there is no partiality placed upon any specific language program. Parents choose from the 3 program choices. Parents are always given information in both their native language and English. If they do not read either language then a translator is available to explain.

5.) After reviewing the parent program, the trend has been parent program choice for free standing ESL. According to the newcomer parent selection forms this year, 4 out of the 4 newcomer's parents selected free standing ESL. No parent this year selected TBE or DL. as a program choice. Each year the data is reviewed. Consistently, parents of students who are LEP have chosen the ESL program as their first choice. Trends in the parent survey and program selection forms is that of the three program choices, parents overwhelmingly choose the English as a Second Language program.

6.) Programs offered at PS 251 are aligned with all parent requests as indicated on parent choice selection forms.

## 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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	24	Special Education	8
SIFE		ELLs receiving service 4-6 years	9	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	24			9						33
Total	24	0	0	9	0	0	0	0	0	33

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

### C. Home Language Breakdown and ELL Programs

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

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2	2	4	2								11
Chinese														0
Russian			1											1
Bengali														0
Urdu	1		1		2									4
Arabic		2		2	1	1								6
Haitian	2		1	4	1									8
French		2	1											3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>8</b>	<b>3</b>	<b>0</b>	<b>33</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a.) At PS 251, the organizational model is primarily a co-teaching push in model. All ELL students follow the mandated English Language Arts curriculum adapted to meet the needs of new comer beginner, intermediate, and advanced students.

1b.)The students are grouped according to their grade level. ELL students span across several classes within the same grade level. The ESL teacher, gathers students from the various classes and pushes in to the co-teacher's room. Students are grouped heterogeneously.

2.) The ESL teacher works cooperatively with all of the teachers of the ELL students to ensure that students will be able to meet their mandates. 2.a.) Native Language Arts is incorporated in ESL classes on a continuous basis. All instruction with students who are in the ESL program is focused in one of the following three content areas; math, science and social studies. Lessons in these three areas are conducted on a rotating basis every week.

3.) Content area subjects are taught in English using ESL and ELA methodologies. The ESL teacher provides content area support by introducing new vocabulary words through visuals, realia, audio, TPR, and hands-on activities. In all lessons there are elements that combine, speaking, listening, reading and writing that help support the language acquisition process. Scaffolding techniques, visual representations, audio, and computer technology are utilized to deliver content information and to support language. Materials used are rigorous instructional resources specifically designed for LEP students. The technological materials that we use in our instruction in all content areas includes, interactive smart board activities and content area website resources. Students utilize glossaries as well as bilingual dictionaries in their native languages.

Classroom and home work is differentiated and tiered according to the student's proficiency levels.

4.) Students who are placed in the ESL program are given mandatory state tests, when necessary in their native language as a support and to assess content area knowledge. Translators are provided, when needed. After identifying the student's native language, content area teachers provide translated tests for students, if necessary.

5.) Each lesson is taught using a multi tiered approach. Students learn the material using an interactive approach that keeps them engaged and focused. The assessment is structured in the same way. Students are given an assessment that evaluates them based on their level of English language proficiency.

5. a) Currently there are no SIFE students in our school.

5. b) At PS 251, the ELL teacher collaborates with the classroom teacher(s) to ensure that the students that are being serviced are getting the content area information for all core subjects needed using ELL methodologies. The lessons are designed so that students will develop higher order thinking skills and ask questions of the teacher and also of themselves, thus making the material relevant and useful in their

## A. Programming and Scheduling Information

lives. In this way, whatever the students are being taught will be life long learning and also prepare them for standardized testing.

5.c.) For ELL's receiving services for 4-6 years, most of their difficulty is with reading and writing. The ELL teacher provides rigorous content area instruction. The Ell teacher focuses heavily on developing the students abilities in literacy.

5.d) There are no long term Ell's at PS 251, because it is a K-5 elementary school.

6. We are learning, and soon to be implementing, a more universal design for learning that wll incorporate the needs of students of varied levels of cognition and language proficiency within the lesson goals, procedure and assessment. Using a combination of manipulatives for the kinesthetic learner and student with disabilities, language and content rich literature for those students who are higher functioning and visual support for teaching different concepts will provide a diverse and successful learning environment.

7.) The ESL teacher works on a schedule that accomodates the student, giving special consideration to their academic needs. Although the grouping of Ell students is heterogeneous, the ESL teacher uses technology and a differentiated instructional approach to teaching.

### Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

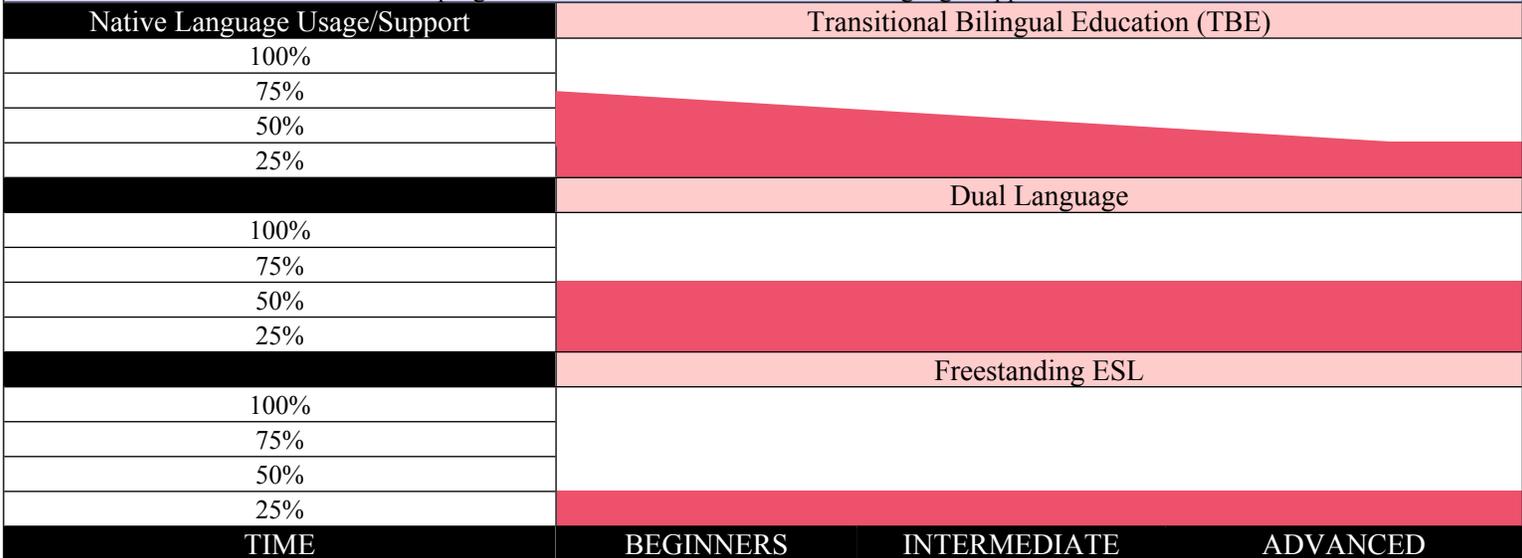
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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

### Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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

8.) Ell students who are underperforming in ELA, Math, Social Studies, and Science are invited to attend after school programs and Saturday programs to increase language acquisition and comprehension. During class instruction learning activities are scaffolded and amplified to support student proficiency level. All services are provided in English.

9.) Students who have reached proficiency on the NYSESLAT are invited to attend after school and Saturday school programs. Test accommodations for former ELLs who passed the NYSESLAT ,within the last two years, are given accommodations for time and a half to complete all state exams as well as school created tests. Former ELLs are provided with academic language supports during instruction to help them improve their vocabulary, writing and comprehension, which helps improve their test scores.

10.) PS 251 has begun implementing an integrated approach to the organization of the ESL program. We plan to eventually use the push in model, exclusively. The curriculum will include a more interactive, technology and content area based curriculum, that will improve student vocabulary, language production and long term comprehension.

11.) In recent years, PS 251 has had an after school program to help struggling Ell students. Our budget will determine if the program will continue..

12.) Ells have equal access and are invited by flyer invitation to attend school programs, specifically AIS tutoring and Saturday school programs to improve their language acquisition and comprehension in content area subjects. ELL students who attend the AIS afterschool programs receive rigorous academic instruction in content area subjects. In compliance with Title III funding ELLs are invited and encouraged to participate and attend afterschool program that teaches English through content area instruction (math, science, social studies, ELA).

The program improves reading, writing, listening and speaking skills through literature and informational text. Promote study and skill strategy as preparation for NYSESLAT as well as develops and deepens language acquisition.

13.) Instruction with the Ell population is includes facilitation with the use of smart boards and computer technology. The ESL teacher incorporates an interactive differentiated approach to instruction. Teachers use materials specifically designed for students who are limited English proficient. Students are also given access to reference materials in their native language that support the instruction as well as using web based electronic language translators.

14.) The Ell teacher uses glossaries, word walls with native language translations and dictionaries in the classroom for the students. Students that are at a higher level of English proficiency also translate for students who speak the same native language and who are at a lower level of English proficiency.

15.) Required Ell services provide for and support ELL's ages and grade levels through the scaffolding of language and differentiated tiered lessons. The resources correspond to the ELL's age and grade level and support researched based skills, strategies and methodologies. Students are expected to perform at grade level. Materials utilized support rigorous language acquisition in content area instruction. The resources are appropriate for the grade levels and cognitive levels of the students. The Ell program has resourceful of materials available. The materials support many levels of content language instruction, ie: science, math, ELA and social studies.

16.) PS 251, offers summer programs to all students including newly enrolled ELL's. Parents have the option of enrolling their children in the summer program prior to the beginning of the school year . The program assists students in acclimating to the school environment and prepare for the upcoming school year. Students receive instruction in ESL strategies and skills and well as the 4 modalities writing, reading, listening, and speaking.

17.) PS251 currently does not have a Dual Language Program.

### **C. Schools with Dual Language Programs**

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

### **D. Professional Development and Support for School Staff**

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

The goal of professional development at PS 251 is to increase teacher ability to incorporate instructional strategies to support language acquisition and content area learning for ELL students. Professional development supports our staff of administrators, ESL teacher, classroom teacher, guidance counselor, parent coordinator, Special Education teachers, paraprofessionals, psychologists, speech and secretaries serving all ELLs. The professional development is geared toward building capacity of teachers for implementing coherent instruction for ELLs.

The professional topics include:

Instructional Expectations for ELLs and all students  
Using ESL strategies in all content areas  
eligibility of ELLs to take mandated tests  
literacy development using the scaffold model  
differentiating instruction for ELLs

Professional development dates:

September 6, and September 7, 2011 Instructional Expectations

November 8, 2011 Using ELL strategies in all content areas

June 7, 2012- Instructional Expectations for ELLs and all students , literacy development using the scaffold model,

Teacher's of Ell students meet with the ELL teacher to discuss strategies, methodologies, and scaffolding techniques for teaching Ell students.

The staff is provided with techniques to assist students in acquiring the language, which includes a rigorous academic program ,and learning and comprehension strategies to support long term growth and development. 3.) The school provides a facilitator who is available to all staff members to discuss the language acquisition process and ELL strategies and methodologies that can be used to improve instruction and student performance.

The 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. is conducted by the network ELL staff on days such as Election Day and/or Brooklyn Day or on other afternoons whereby teachers receive training rate.

## 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?

1.) PS 251 has a diverse population. Translators are available for non English speaking parents so that they are aware of school programs available for studnets and parent workshops.

2.) PS 251 hosts an evening program for adults who are English Language Learners. There is also a GED program for parents seeking to further their education. The after school OST program is provided as a service to all parents including those parents of ELL students. For parent os ELL' s that would like to provide their children with more than an academic education, there are intramural programs available for students to participate in.

3.) Workshops are held for the parents of the students in the school. During the workshops facilitators receive survey feedback from attendees. Translation services are made available to parents of ELL's so that they can fully participate. The needs of our parents are often expressed directly by the parent coordinator based on parent coordinator meetings and discussions with parents. All concerns and questions that parents have are given careful consideration and time by the staff at the school.

4.) Parent involvement activities are addressed in collaboration with the outside agencies. Parents are given opportunities during workshops to learn different strategies to improve their child's academic progress.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	3	2		1	2								12
Intermediate(I)		1	2	2	1									6
Advanced (A)			3	8	2	4								17
Total	4	4	7	10	4	6	0	0	0	0	0	0	0	35

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>			4	2		3							

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	3	6		10
4		3			3
5	2	4			6
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			6		3		1		10
4			2		1				3
5			2		3		1		6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		1		1		4
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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								

### 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.

1.) ELL students are initially placed based on their results on the LAB-R proficiency level. As a school, once students are placed in the appropriate class, all students including ELLs are assessed based on periodic assessment. Students are given writing assignments at the beginning of the year as benchmark assessment. These tools provide necessary information to inform differentiated performance tasks and lesson planning. PS 251 currently uses Fountas and Pinnell as an early literacy assessment. The data indicates that the ELL population needs to demonstrate gains in the following areas; reading, vocabulary and writing. As a result of these findings, instruction for ELL's has

been focused in the these areas. The instructional plan focuses on rigorous reading and writing performance for ELL students.

2.) Based on the data from the LAB-R and NYSESLAT, our students show weakness in reading and writing modalities. The data reveals that students are able to achieve language proficiency when they achieve greater gains in reading and writing. Students who are able to score proficient on the lab-r and NYSESLAT perform better on the reading and comprehension portion of the exams.

3.) In analyzing the patterns and trends based on the NYSESLAT modalities, administrators and teachers have recognized the need to focus on reading and writing. Teachers adjust their lessons and instruction to implement and reinforce reading and writing skills, strategies and learning activities. The instructional focus needs to be on reading and writing. Almost all students that are in the ESL program score proficient in speaking/ listening. The teacher's primary focus is on reading and writing so that students may achieve language proficiency.

4.a) After examining student proficiency levels by grade, observation across grade levels shows that ELL students are making modest gains on standardized tests. Our finding is that in each grade level students with proficiency levels of B, I, and A need improvement in reading and writing to reach a score of proficient on the NYSESLAT.

4.b) School leadership and teachers use ELL periodic assessments to inform lesson planning and determine materials and resources that support rigorous instruction.

4.c) The periodic assessments are used as a learning tool and reveal that ELLS need improvement in reading and writing. The school is learning that , for ELL students, it is important for them to have an academic foundation in their native language. The transference of academic material makes acquiring information in English easier.

5. N/A

6.) We evaluate the success of our program for our ELL students through analyzing data from the results of the NYSESLAT, ELA state exam, school created tests and periodic assessments as well as students ability to assimilate academically. The ESI teacher looks for trends in standardized testing scores to determine how effective instructional approaches are for the current population. The ESL teacher uses this data to inform instruction for the students in the program and improve their performance.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** K251

**School DBN:** N602

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Steven Boyer	Principal		11/21/11

**School Name: K251**

**School DBN: N602**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Sheila Phillip	Assistant Principal		11/21/11
Ms. Janet Sanchez	Parent Coordinator		11/21/11
Ms. Kelli Jean-Pierre	ESL Teacher		11/21/11
	Parent		
Ms. Theresa Cornelius/AIS	Teacher/Subject Area		11/21/11
Ms. Dina LaMarca	Teacher/Subject Area		11/21/11
Ms. Helen Stern/ELA	Coach		11/21/11
Ms. Maureen Basmagy/Math	Coach		11/21/11
Ms. Ann Hendricks	Guidance Counselor		11/21/11
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **22K251** School Name: **The Paerdegat**

Cluster: **6** Network: **602**

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

**Part A: Needs Assessment Findings**

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

We have a hands-on approach to matters such as the need for translations. Our ELL teacher and parent coordinator are close to and in touch with the few families who may need translation services.

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.

Overall, all parents and families in our school prefer written communication in English. There are a few families who speak Spanish. Our parent coordinator is Spanish speaking and translates all communication for them.

## 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.

Whenever an important communication must go out in writing, the DOE office of translation services is emailed a copy and apprised of the languages needed for translation.

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.

Additionally, there are staff members who are available daily as translators and in the evenings during Parent-Teacher conferences.

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>.

As stated above, the parents of our school community prefer written communication in English.

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Paerdegat	DBN: 22K251
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds are being used to provide supplemental language instruction and support to our beginning, intermediate and advanced English proficiency level ELL students in grades K through 5. We serve a total of 38 English Language Learners. After analyzing student data from the LAB-R and NYSESLAT assessments, as well as the English Language Arts standardized test results, it has been determined that many of our ELL students need additional support in reading, and writing.

Our Paerdegat elementary school ELL Saturday Institute will provide support with intensive literacy instruction that is embedded within the content of non-fiction science and social studies texts. The instructional focus is on improving the English proficiency and academic achievement of limited English proficient children at our school. The priority in using the Title III funds is to improve teaching and learning in the core subject areas of English Language Arts, Science and Social Studies.

We will utilize AWARD Reading balanced literacy curriculum to immerse ELL students in disciplinary reading, writing, listening and speaking. Our students will increase English proficiency through immersion in shared reading texts, guided reading books, and independent reading correlated to Fountas and Pinnell reading levels. This program is designed to give students the foundation that they need to succeed academically.

Our ELL Saturday Institute will provide additional ELL support in literacy through content area integration that is skills based and includes vocabulary acquisition, differentiated tasks and instruction based on student English proficiency level, and multiple assessments that are built into the Awards Reading to monitor student progress throughout the ELL Saturday Institute.

Instruction during the ELL Saturday Institute will take place from 9:00AM to 12:00PM. The ESL teacher will provide instruction on a rotating schedule of 30 minutes for each of the classes in the program. The instructors plan together each week for their class sessions. The teachers provide instruction using a co-teaching model while incorporating language building techniques into their lessons. The ELL Institute will run for 8 weeks in three hour sessions from December to February.

Instruction will be in English and include lessons that engage students in literacy in social studies and science. The ELL Saturday Institute will improve English proficiency in reading comprehension, writing coherency, listening, and speaking.

## Part C: Professional Development

### Part C: Professional Development

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

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

Begin description here: The rationale for choosing the AWARD program is that it is a comprehensive program that provides the support that our students need. It encompasses literacy support, non-fiction as well as fiction texts, phonics, grammar, and writing, all within content area instruction. At the Paerdegat elementary school we utilize the push-in model for ELL student instruction. For the push-in classes, the ESL teacher co-plans instruction with the designated classroom teachers. Teachers are also given techniques and strategies that will facilitate the language acquisition process

For the Title III program, each Saturday ELL Institute teacher will receive professional development in the curriculum and resources for literacy in social studies and science provided by the AWARD Reading specialist who is a certified ESL instructor.

November 30th : Topic: Lessons in Social Studies and Science. The facilitator is an Award Reading specialist

December 15th: Topic: How to incorporate the use of technology with the Award program.

January 12th: Topic: How to assess students using the Award program

### Part D: Parental Engagement Activities

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

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

Begin description here: The Paerdegat elementary school encourages parent involvement. All parents are invited to participate in the PTA. Parents are always welcome at our school.

During the first week of school and throughout the school year for new admits, parents are surveyed for their translation and interpretation needs. Communication with parents is based on response to the survey. Our staff who are fluent in native languages spoken by our parents assist with verbal and written translations when needed. If necessary, the phone translation services provided by the DOE translation unit is utilized.

Throughout the year, our parent coordinator will offer workshops that invite parents of ESL students to

**Part D: Parental Engagement Activities**

participate. Every effort is made to provide translation services at the parent meetings. Our workshops for parent often take place during school, after school and sometimes on Saturdays. Refreshments are provided. Those on our staff who are proficient in languages other than English are available to translate for parents who are not English proficient. We have staff fluent in Spanish, Haitian Creole, French and Arabic. The notices sent home are sent to parents with translations as needed.

Title III Parent involvement will include three hours in which parents are encouraged to learn together with their children through participation in and ELL Saturday Institute from 9:00AM to 12:00 PM

On-going: Adult evening GED and ELL classes are offered to parents and neighborhood residents on Monday, Tuesday, Wednesday evenings from 6:00-9:00 PM through a DOE adult ed program.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		