



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P. S. 257, THE JOHN F. HYLAN MAGNET SCHOOL OF THE PERFORMING ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14k257

PRINCIPAL: BRIAN LEAVY DEVALE

EMAIL: Bdevale@schools.nyc.gov

SUPERINTENDENT:

MS. ALICJA WINNICKI

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
Brian Leavy Devale	*Principal or Designee	
Lisa Berman	*UFT Chapter Leader or Designee	
Silvia Lopez	*PA/PTA President or Designated Co-President	
Brenda Jusino	Parent Coordinator	
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	
Ivonne Rivera	Member/PTA Secretary	
Denise Santiago	Member/PTA Treasurer	
Elizabeth Santiago	Member/SLT Chairperson	
Joanne Stafford	Member/Teacher	
Melvin Martinez	Member/Assistant Principal	
Rosaura Mendez	Member/Teacher	
Monica Tejada	Member/Parent	

** 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.
 - ***By June 2013, 60% of students in grades 3 – 5 will read and comprehend grade-specific informational texts, including history/social studies and science, proficiently as measured by our teacher made checklists and unit-customized rubrics reflective of the Common Core State Standards.***

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.
 - Rigorous reading instruction is planned for and delivered daily to our upper grade students during the regular instructional school day for 45 minutes. Using a Balanced Literacy model, teachers will incorporate Guided Reading, Shared Reading, Independent Reading, Conferencing, Read Aloud and Book Clubs to push stamina, comprehension and fluency. Additionally, third grade classroom teachers will utilize the Wilson Foundations Language Program through whole-group instruction to supplement the reading workshop. Using Macmillian/McGraw-Hill Reading Triumphs Program, an intervention model has been provided for students who are currently below the academic standards for Literacy implemented by the state. Using this program, the skills focused on are Decoding, Fluency, and Comprehension.

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,
During pull-out sessions, the Special Education Teacher Support Services (S.E.T.S.S.) provider will deliver small group instruction utilizing Wilson Language, the research-based S.R.A. Reading Laboratory Program, and other multisensory instructional strategies. All students in need of remediation will be serviced through the Mandated Afternoon Tutorial Program. This program runs for 37.5 minutes three times per week (2:20 p.m. – 2:57 ½ p.m.).

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.
Workshops for parents sharing ARIS supports that can be used at home.

Provide parents with information regarding performance profiles and individual student assessment results including information from class assessments and teacher observations.

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 select Funds – Outside Professional Development describe here:

The Federal, State, and city program, for which our school presently receives allocations, are as follows: Tax Levy (TL), Title I, IDEA /IEP, AIS, Title III, Universal Pre-K, Extended Day Violence Prevention Grant, Contracts for Excellence, United States Department of Education Magnet Grant and school wide fundraisers. These allocations are utilized to fund during and after school programs. These programs provide instruction, academic intervention, and enrichment for our

students. Funds are used to pay staff salaries, instructional supplies and/or equipment for our students. These allocations are used to provide professional development, Pre-K, teacher Inquiry Teams, Leadership Team, Parent Coordinator, and most importantly provide instructional materials and equipment for our students. The coordination and integration of our city, state, and federal resources ensure effective realignment of these resources to improve instruction and student learning in line with the CCSS.

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).

- As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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, a minimum of 55% of our English Language Learners in grades K-5 will improve their vocabulary skills, as evidenced by an increase of at least one level on the New York State English as a Second Language Achievement Test (NYSESLAT) to be administered in April through May.

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.
This need was generated to improve vocabulary skills in grades K-5 with a noticeable improvement on both Standardized tests (Gr. 3-5) and assessments (K-2) in alignment to CCSS.

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:
 - Strategies/activities that encompass the needs of identified student subgroups,
 - This need was generated to improve vocabulary skills in grades K-5 with a noticeable improvement on both Standardized tests (Gr. 3-5) and assessments (K-2) in alignment to CCSS.***

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.
Workshops for parents of ELLs to share strategies for ways in which parents can support their children's needs at home.

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 X 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).

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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.
- ***By June 2013, a minimum of 30% of our students in grades K-5 will increase their sophistication in all aspects of language use, from vocabulary and grammar to the development and organization of ideas, as measured by standardized formative assessments (teacher made assessments, E-PAL and E-CLAS assessments) and unit-customized writing rubrics reflective of the Common Core State Standards.***

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.
 - ***This need was generated in order to increase our schools standardized testing scores and other school assessments based on the CCSS. Speaking, Listening, and Writing performance skills were also considered as a needs assessment.***

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,
 - A. Rigorous writing and word study instruction is planned for and delivered daily to our early childhood students during the regular instructional school day for one hour and 15 minutes. This includes Modeled Writing, Shared Writing and Independent Writing. Additionally, classroom teachers will utilize the Wilson Foundations Language Program and the Write Source Program through whole-group instruction to supplement the writing workshop. Using Macmillian/McGraw-Hill Reading Triumphs Program, an intervention model has been provided for students who are currently below the academic standards for Literacy implemented by the state. Using this program, the skills focused on are Decoding, Fluency, and Comprehension.***
 - B. During the regular instructional school day, the Teacher's College Reading and Writing Project writing units of study will be utilized as the heart of our teachers' instruction. Through the writing workshop, and small group instruction (i.e. targeted strategy lessons, conferencing) teachers will model the use of writing mechanics according to the standards for their particular grade. In addition, during the regular school day, the S.E.T.S.S. teacher will provide additional writing instruction via small group instruction and individualized assistance.***
 - C. All students in need of remediation will be serviced through the Mandated Afternoon Tutorial Program. This program runs for 37.5 minutes three times per week (2:20 p.m. – 2:57 ½ p.m.).***

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.
 - Presentations at PTA meetings in which curriculum maps are shared so parents are aware of the curriculum and assessments.
 - Parent workshops are held so that strategies for working with students at home can be shared.

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).

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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.

By June 2013, a minimum of 1% of students in grades 4 and 5 will improve their reading comprehension skills by moving from a Level 3 to a Level 4 as measured by the 3 – 8 New York State English Language Arts assessment.

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.

This need was generated to improve the childrens' bench mark levels to grade level or above during independent reading time with a focus on comprehension. Although children were using successful decoding strategies, there was a need to understand the text in order to raise reading levels based on the CCSS.

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,

A. During the regular instructional school day, the Teacher's College Reading and Writing Project (TCWRP) reading units of study will be utilized as the heart of our teachers' literacy instruction. Through the Balanced Literacy components of the reading workshop, read aloud, and small group instruction (i.e. targeted strategy lessons) teachers will model how readers think critically about the texts they are reading. Teachers will weave test preparation strategies throughout the curriculum and daily instruction. A specific test preparation unit will be studied prior to the Standardized Test dates in order to provide our students with specific strategic-based test-taking skills. In addition, during the regular school day, the S.E.T.S.S. teacher will provide additional instruction via small group instruction in consultation with the classroom teachers.

B. All students in need of remediation will be serviced through the Mandated Afternoon Tutorial Program. This program runs for 37.5 minutes three times per week (2:20 p.m. – 2:57 ½ p.m.).

C. Each student will be given a Raz-Kids account. This program will be used both at home and during the school day. This program is designed to improve both fluency and comprehension utilizing personalized electronic libraries. The program works on a point system and encourages our level 3 students to increase their reading level.

D. The Young Leaders Program is tailored to meet the needs of our academically advanced fourth and fifth grade students. The program meets one time a week for 2 hours. This program ensures that top performers, such as high level 3 students, are given the tools and skills necessary to elevate their reading comprehension through Book Clubs and Literacy Circles.

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.

1. Presentations at PTA meetings to share information on the new Common Core aligned assessments.
2. Parent workshops will be held to assist parents with ways to support their children's work at home.

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).

As a Title I SWP school conceptual consolidation allows us to combine federal and local funds (FSF/Tax Levy, Title I, Title IIA, Title III to support teacher per-session, the purchase of instructional materials and professional materials.

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.

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,

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:

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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.

_____ 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)

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 Wilson Language Foundations Program Wilson Language Program Lexia Primary Reading Lexia Strategies for Older Students Imagine Learning S.R.A. Reading Laboratory Program Write Source Extended Day Sessions: Afternoon Tutorial Small Group Instruction/After-school Enrichment Program Triumphs Intervention Reading Program	The Special Education Teacher Support Services (S.E.T.S.S.) teacher utilizes the Wilson Language Foundations, and the S.R.A. Reading Laboratory Program in order to provide students with extra practice that supplements regular classroom instruction via small group settings. The Wilson Language Program is also used for students who participate in the Newcomers Program during afternoon tutorial and the regular instructional day via small group instruction. The Lexia Primary Reading and Strategies for Older Students and Imagine Learning are technology-based phonics and language-based programs that supports regular classroom instruction. Lexia is used during the afternoon tutorial in small group settings, and during the regular instructional day. The Young Leaders Program addresses the needs of our academically advanced second-fifth grade students providing them with challenging activities and experiences throughout the academic school year.	Small group setting One-to-one tutoring Peer support	These programs and strategies are also offered In addition to our Mandated Afternoon Tutorial Program: Monday, Tuesday, and Wednesday for 37.5 minutes daily from 2:20 p.m. – 2:57 ½. Service provided during the day by the Special Education Teacher Support Services (S.E.T.S.S.)

<p>Mathematics</p> <p>Afternoon Tutorial/After-School Program/After-School Enrichment Program</p>	<p>The Special Education Teacher Support Services (S.E.T.S.S.) teacher utilizes math game activities during afternoon tutorial, and the regular instructional day to reinforce daily lessons from the classroom-based My Math- McGraw-Hill. Our Music Programs helps students compose songs using (whole, half, eighth, and quarter) notes and make the connection to mathematics.</p>	<p>Small group One-to-one tutoring Peer support</p>	<p>During the regular instructional school day</p> <p>These programs and strategies are also offered In addition to our Mandated Afternoon Tutorial Program: Monday, Tuesday, and Wednesday for 37.5 minutes daily from 2:20 p.m. – 2:57 ½.</p> <p>Service provided during the day by the Special Education Teacher Support Services (S.E.T.S.S.)</p>
<p>Science</p>	<p>Two months prior to the New York State Science Exam, a Saturday Science Academy program is implemented using an inquiry-based approach via a small group setting to further enhance students knowledge and test-taking strategies. Our Science Progress Checklists were created using the N.Y.C. Science Scope and Sequence and used to monitor individual student progress throughout the school year.</p>	<p>Small group One-to-one tutoring Peer support</p>	<p>During the regular instructional school day/Saturday Science Academy</p> <p>Science cluster teacher</p>
<p>Social Studies</p>	<p>Social Studies Progress Checklists using the N.Y.C. Social Studies Scope and Sequence were created to monitor individual student progress throughout the school year. Houghton Mifflin Harcourt, Social Studies curriculum is used as well.</p>	<p>Small group One-to-one tutoring Peer support</p>	<p>During the regular instructional school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Meetings during the regular instructional school day; once per week; half hour sessions in a small group of three to five students. These meetings provide opportunities for the students to discuss issues pertaining to their lives. Examples of these topics are a student's perception of his/her life and family matters, peer pressure, bullying, and anger management. During the regular instructional school day, at-risk counseling is provided to incorporate behavioral cognitive therapy (change of thought processes and behavior).</p>	<p>Small group One-to-one tutoring Peer support</p>	<p>During the regular instructional school day</p> <p>Guidance Counselor School Psychologist Social Worker</p>

	<p>Individual and group counseling is provided during school hours. Crisis intervention, family intervention, and referral to outside agencies. Treatment by registered nurse, provide use of elevator (barrier free site), address dietary concerns (diabetics). Provide workshops to asthmatic children.</p>		
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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.

Our staff is 100% fully certified and has no teacher turnover. All of our teachers are specialized in their field of expertise such as General Education (Monolingual), Bilingual Education, and Special Education. Our school is unique in that it truly is a community school filled with many resources which contribute to the educational success of the students both during the regular instructional day, and during after school enrichment programs. Ongoing differentiated professional development opportunities enable all staff members to broaden their pedagogical practices.

Our Professional Development Team and Instructional Cabinet include the Principal, Assistant Principal, U.F.T. Chapter Leader, Grade Leaders, Data Inquiry Team members, and specialized support staff. The Professional Development team and Instructional Cabinet will continue to ensure effective professional development opportunities for teachers in order to develop best practices while meeting the needs of our diverse student population. The Parent Coordinator in conjunction with the Parent Teacher Association will offer parent workshops during and after the school day.

During the 2012-2013 school year, Public School 257 will continue implementing the workshop model of instruction across all subject areas (Reading, Writers Workshop, Mathematics, Science, Social Studies, Physical Education, and Computer Literacy). Professional Development will include enhancement of classroom libraries, instructional materials and resources, and ongoing academic support and teaching practices (i.e. Instructional Cabinet, Grade Leaders) that will continue to move instructional practices forward and meeting the CCSS.

Technology is an integral part of student learning. To this avail, we will continue to use specialized software technology programs such as Lexia Primary Reading & Strategies for Older Students Reading Programs, Raz-Kids and instructional approaches to best meet the individual needs of students. Classroom teachers will also receive professional development on how to integrate technology in the classroom such as the use of the SmartBoard.

Our Special Education staff and related service providers will continue to receive ongoing professional development that will help meet the academic standards of students with special needs. Special Education Teacher Support Services (S.E.T.S.S.), E.S.L. Services, Mandated Tutorial or Enrichment Afternoon Programs are provided to meet the needs of students who require assistance in meeting New York State Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies. All students performing at Levels 1 and 2 are mandated to receive Academic Intervention Services during the 37.5 minute Afternoon Tutorial Program. Enrichment Programs are offered to students who exemplify academic success and are meeting or are above grade level NYS standards

**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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

2. School Responsibilities

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

3. using academic learning time efficiently;
4. respecting cultural, racial and ethnic differences;
5. implementing a curriculum aligned to the Common Core State Learning Standards;
6. offering high quality instruction in all content areas;
7. providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

8. conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
9. convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
10. arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
11. respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

12. providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
13. involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
14. providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
15. ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

16. ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
17. notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
18. arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
19. planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

20. creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
21. assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
22. sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
23. supporting parental involvement activities as requested by parents;
24. ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
25. advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

26. Parent/Guardian Responsibilities:

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

42. Student Responsibilities:

43. attend school regularly and arrive on time;
44. complete my homework and submit all assignments on time;
45. follow the school rules and be responsible for my actions;
46. show respect for myself, other people and property;
47. try to resolve disagreements or conflicts peacefully;
48. always try my best to learn.

P.S. 257 SCHOOLS PARENTAL INVOLVEMENT POLICY

PART I – GENERAL EXPECTATIONS

PUBLIC SCHOOL 257 AGREES TO IMPLEMENT THE FOLLOWING STATUTORY REQUIREMENTS:

- THE SCHOOL WILL IMPLEMENT 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 (E.S.E.A.). PROGRAMS, ACTIVITIES, AND PROCEDURES WILL BE PLANNED AND CONDUCTED IN MEANINGFUL CONSULTATION WITH THE PARENTS OF PARTICIPATING STUDENTS.
- THE SCHOOL WILL PROVIDE OPPORTUNITIES, TO THE EXTENT PRACTICABLE THE PARTICIPATION OF PARENTS WHO EXPERIENCE LIMITED ENGLISH PROFICIENCY (L.E.P.), PARENTS WITH DISABILITIES, AND PARENTS OF MIGRATORY CHILDREN IN COMPLIANCE WITH TITLE I, PART A PARENTAL INVOLVEMENT REQUIREMENTS. PARENTAL INVOLVEMENT WILL INCLUDE PROVIDING INFORMATION AND SCHOOL REPORTS AS REQUIRED UNDER SECTION 111 – STATE PLANS OF THE E.S.E.A. IN A CLEAR, COMPREHENSIVE AND UNIFORM FORMAT, INCLUDING ALTERNATIVE FORMATS UPON REQUEST, SUCH AS IN THE PARENTS’ NATIVE LANGUAGE.
- THE SCHOOL WILL INVOLVE THE PARENTS OF CHILDREN SERVED IN TITLE I, PART A PROGRAMS(S) IN DECISIONS ABOUT HOW TITLE I, PART A FUNDS RESERVED FOR PARENTAL INVOLVEMENT ARE SPENT.

PARENTAL INVOLVEMENT IS DEFINED AS THE PARTICIPATION OF PARENTS IN REGULAR, TWO-WAY, AND MEANINGFUL COMMUNICATION INVOLVING STUDENT ACADEMIC LEARNING AND OTHER SCHOOL ACTIVITIES, INCLUDING ENSURING THE FOLLOWING:

- PARENTS PLAY AN INTEGRAL ROLE IN ASSISTING THEIR CHILD’S LEARNING;
- PARENTS ARE ENCOURAGED TO BE ACTIVELY INVOLVED IN THEIR CHILD’S EDUCATION AT SCHOOL;
- PARENTS ARE FULL PARTNERS IN THEIR CHILD’S EDUCATION AND ARE INCLUDED, AS APPROPRIATE, IN DECISION-MAKING AND ON ADVISORY COMMITTEES TO ENSURE THE EDUCATION OF THEIR CHILD;
- CARRYING OUT OTHER ACTIVITIES, SUCH AS THOSE DESCRIBED IN SECTION 1118-PARENTAL INVOLVEMENT OF THE E.S.E.A.

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

1. P.S. 257 WILL TAKE THE FOLLOWING ACTION(S) TO INVOLVE PARENTS IN THE JOINT DEVELOPMENT OF THE DISTRICT PARENTAL INVOLVEMENT PLAN (CONTAINED IN THE RDCEP/DCEP ADDENDUM) UNDER SECTION 112-LOCAL EDUCATIONAL AGENCY PLANS OF THE E.S.E.A.:

- THROUGH THE IMPLEMENTATION AND USE OF THE PARENT LEADERSHIP COMMITTEE IN CONJUNCTION WITH FACULTY, ADMINISTRATION, PARENTS WILL DEVELOP A PARENTAL IMPROVEMENT PLAN AS DESCRIBED IN THE RDCEP/DCEP ADDENDUM.

2. P.S. 257 WILL TAKE THE FOLLOWING ACTION(S) TO INVOLVE THE PARENTS IN THE PROCESS OF SCHOOL REVIEW AND IMPROVEMENT UNDER SECTION 1116-ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY, AND SCHOOL IMPROVEMENT OF THE E.S.E.A.:

- PARENTS WILL BE GIVEN THE OPPORTUNITY TO HELP WITH AND CONTINUALLY REFINE THE LOCAL ANNUAL REVIEW, IN AN INSTRUCTIONALLY USEFUL MANNER, TO HELP ALL CHILDREN IN TITLE I; PART A PROGRAMS MEET THE CHALLENGING STATE STUDENT ACADEMIC ACHIEVEMENT STANDARDS.

3. P.S. 257 WILL COORDINATE AND INTEGRATE PARENTAL INVOLVEMENT STRATEGIES IN TITLE I, PART A WITH PARENTAL INVOLVEMENT STRATEGIES UNDER THE FOLLOWING OTHER PROGRAMS:

- P.S. 257 WILL COORDINATE WITH THE PPT/SIT (PUPIL PERSONNEL TEAM/SCHOOL INTERVENTION TEAM) MONITORS AND OR GUIDANCE INTERVENTION PLAN TO EFFECTIVELY WORK AND PLAN WITH PARENTS.

4. P.S. 257 WILL TAKE THE FOLLOWING ACTIONS TO CONDUCT, WITH 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.

5. P.S. 257 WILL BUILD THE PARENTS' CAPACITY FOR STRONG PARENTAL INVOLVEMENT, IN ORDER TO ENSURE EFFECTIVE INVOLVEMENT OF PARENTS AND TO SUPPORT A PARTNERSHIP AMONGST THE SCHOOL INVOLVING PARENTS, AND THE COMMUNITY TO IMPROVE STUDENT 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: UNDERTAKING AND INTEGRATING THE STATE'S ACADEMIC CONTENT STANDARDS IN CONJUNCTION WITH THE STATE'S STUDENT ACADEMIC ACHIEVEMENT STANDARDS IN A RIGOROUS ACADEMIC SETTING. THE SCHOOL WILL WORK WITH PARENTS TO PROVIDE MEANINGFUL COMMUNICATION AND INVOLVE PARENTS SERVED BY TITLE I, PART A PROGRAM(S).

- THE SCHOOL WILL PROVIDE MATERIALS AND TRAINING TO HELP PARENTS WORK WITH THEIR CHILDREN TO IMPROVE THEIR CHILDREN'S ACADEMIC ACHIEVEMENT. PARENTAL DEVELOPMENT WILL INCLUDE TRAINING IN LITERACY, AND UTILIZING TECHNOLOGY, AS APPROPRIATE, IN ORDER TO FOSTER PARENTAL INVOLVEMENT. TRAINING SESSIONS WILL BE OFFERED, WHEN APPROPRIATE, AND APPLICABLE MATERIALS WILL BE DISSEMINATED, AS APPLICABLE. P.S. 257 WILL CREATE SCHEDULES FOR

PARENT/TEACHER CONFERENCES THAT WILL ENABLE PARENTS TO WORK WITH THEIR CHILDREN TO ACHIEVE ACADEMIC SUCCESS. THE SCHOOL WILL PROVIDE A WARM AND SUPPORTIVE CLIMATE.

- THE SCHOOL WILL, WITH 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 PARENTS AS EQUAL PARTNERS, IN THE VALUE AND UTILITY OF CONTRIBUTIONS OF PARENTS, HOW TO IMPLEMENT AND COORDINATE PARENT PROGRAMS, AND BUILD TIES BETWEEN PARENTS AND SCHOOLS BY PROVIDING PROFESSIONAL LEARNING OPPORTUNITIES ON COMMUNICATING WITH PARENTS. IN ADDITION, PARENT INVOLVEMENT EVALUATIONS WILL BE ANALYZED WITH SCHOOL PERSONNEL WITH THE INTENT OF SETTING GOALS DIRECTLY RELATED TO PARENTAL FEEDBACK. PARENTAL FEEDBACK WILL INCLUDE ONGOING DIALOGUE WITH THE PTA COMMITTEE, AND OTHER PERTINENT PERSONNEL.
- THE SCHOOL WILL, TO THE EXTENT FEASIBLE AND APPROPRIATE, COORDINATE AND INTEGRATE PARENTAL INVOLVEMENT PROGRAMS AND ACTIVITIES WITH HEAD START COMMUNITY-BASED ORGANIZATIONS, SUPER START PREKINDERGARTEN PROGRAMS, AND THE WOODHULL MENTAL HEALTH NETWORK.
- THE SCHOOL WILL TAKE THE FOLLOWING ACTIONS TO ENSURE THAT INFORMATION RELATED TO THE SCHOOL AND PARENT PROGRAMS, MEETINGS, AND OTHER ACTIVITIES, ARE SENT TO THE PARENTS OF TITLE I PARTICIPATING CHILDREN IN AN UNDERSTANDABLE AND UNIFORM FORMAT, INCLUDING ALTERNATIVE FORMATS UPON REQUEST, AND TO THE EXTENT PRACTICABLE, IN A LANGUAGE THE PARENTS CAN UNDERSTAND. P.S. 257 WILL PROVIDE WRITTEN INFORMATION, TO THE EXTENT PRACTICABLE, IN THE LANGUAGE OF THE PARENTS, AS WELL AS IN ENGLISH. THE SCHOOL MAY PROVIDE AN INTERPRETER SO THAT INFORMATION THAT CANNOT BE PUT INTO A WRITTEN FORMAT MAY BE COMMUNICATED ORALLY TO PARENTS.

P.S. 257 SCHOOL-PARENTS COMPACT

P.S. 257 AND THE PARENTS OF THE STUDENTS PARTICIPATION IN ACTIVITIES, SERVICES, AND PROGRAMS FUNDED BY TITLE 1, PART A OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (E.S.E.A.) STUDENTS AGREE THAT THIS COMPACT OUTLINES HOW THE PARENTS, THE ENTIRE SCHOOL STAFF, AND THE STUDENT 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 2012-2013.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

P.S. 257 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: THROUGH THE ESTABLISHMENT AND CONTINUATION OF HOLDING HIGH EXPECTATIONS FOR STUDENTS, P.S. 257 WILL FOSTER A LEARNING ENVIRONMENT THAT ENSURES

EQUITY AND EXCELLENCE FOR ALL STUDENTS. A RIGOROUS, INTEGRATED AND STANDARDS-DRIVEN SYSTEM OF CURRICULUM, INSTRUCTION AND ASSESSMENT WILL HELP TO PROVIDE THE ORGANIZATIONAL STRUCTURE THE STUDENTS NEED FOR SUCCESS. DEVELOPMENT OF PARTNERSHIPS WITH PARENTS, BUSINESSES AND COMMUNITIES WILL HELP TO EXTEND OPPORTUNITIES FOR LEARNING. THESE CONCEPTS IN UNISON WITH CONTINUOUS PROGRESS AND A CONTINUITY OF CARING WILL CREATE A SPIRITED LEARNING ENVIRONMENT TO HELP ALL CHILDREN MEET THE CHALLENGES OF THE FUTURE.

- 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: THESE CONFERENCES WILL BE HELD AT THE END OF EACH MARKING PERIOD. PARENTS WILL HAVE THE OPTION OF CONFERRING WITH THEIR CHILD'S TEACHER DURING THE AFTERNOON OR THE EVENING. THESE CONFERENCES WILL OCCUR THE WEEK AFTER REPORT CARDS ARE DISTRIBUTED. FURTHERMORE, THE STAFF WILL BE AVAILABLE TO CONFERENCE WITH PARENTS UPON APPOINTMENT THROUGHOUT THE YEAR. THESE CONFERENCES MAY OCCUR IN PERSON OR OVER THE TELEPHONE AT THE CONVENIENCE OF THE PARENT.
- PROVIDE PARENTS REASONABLE ACCESS TO STAFF. SPECIFICALLY, STAFF WILL BE AVAILABLE FOR CONSULTATION WITH PARENTS AS FOLLOWS: TEACHERS AND ADMINISTRATION AT P.S. 257 WILL BE IN COMMUNICATION WITH PARENT/GUARDIANS IN A NUMBER OF WAYS. PARENTS WILL BE NOTIFIED AT THE ONSET OF THE SCHOOL YEAR WITH INFORMATION REGARDING PARENT/TEACHER CONFERENCES AND IMPORTANT EVENTS VIA LETTERS AND GRADE SPECIFIC SCHOOL CALENDARS. PARENTS WILL BE GIVEN THE OPPORTUNITY TO MEET WITH THEIR CHILD'S CLASSROOM TEACHER TWO TIMES A YEAR AT THE PARENT/TEACHER CONFERENCES. TEACHERS WILL ALSO BE AVAILABLE TO SPEAK WITH DURING P.T.A. MEETINGS AND BY APPOINTMENT THROUGHOUT THE YEAR.
- PROVIDE PARENTS OPPORTUNITIES TO VOLUNTEER AND PARTICIPATE IN THEIR CHILD'S CLASS, AND TO OBSERVE CLASSROOM ACTIVITIES, AS FOLLOWS: P.S. 257 WILL FOSTER PARENTAL INVOLVEMENT IN REGULAR AND MEANINGFUL COMMUNICATION INVOLVING STUDENT ACADEMIC LEARNING. THIS WILL INCLUDE ENSURING THAT PARENTS PLAY AN INTEGRAL ROLE IN ASSISTING IN THEIR CHILD'S LEARNING, THAT PARENTS ARE ENCOURAGED TO BE ACTIVELY INVOLVED IN THEIR CHILD'S EDUCATION AND ARE INCLUDED, AS APPROPRIATE, IN DECISION MAKING AND PROVIDE FULL OPPORTUNITIES FOR THE PARTICIPATION OF PARENTS WITH LIMITED ENGLISH PROFICIENCY AND PARENTS WITH DISABILITIES IN ACCESSING INFORMATION IN AN UNDERSTANDABLE FORMAT.

WE, AS PARENTS, WILL SUPPORT OUR CHILDREN'S LEARNING IN THE FOLLOWING WAYS:

- SUPPORTING MY CHILD'S LEARNING BY MAKING EDUCATION A PRIORITY IN OUR HOME BY:
 - MAKING SURE MY CHILD IS ON TIME AND PREPARED EVERYDAY FOR SCHOOL;
 - MONITORING ATTENDANCE;
 - TALKING WITH CHILD ABOUT HIS/HER SCHOOL ACTIVITIES EVERYDAY;
 - SCHEDULING DAILY HOMEWORK TIME;
 - PROVIDING AN ENVIRONMENT CONDUCTIVE FOR STUDY;
 - MAKING SURE THAT HOMEWORK IS COMPLETED;
 - MONITORING THE AMOUNT OF TELEVISION MY CHILDREN WATCH;

- PARTICIPATING, AS APPROPRIATE, IN DECISIONS RELATING TO MY CHILD’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 COMMUNICATION WITH 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;
- EXPRESS HIGH EXPECTATIONS AND OFFER PRAISE AND ENCOURAGEMENT FOR ACHIEVEMENT.

PART II – OPTIONAL ADDITIONAL PROVISIONS

WE, AS STUDENTS, WILL SHARE THE RESPONSIBILITY TO IMPROVE OUR ACADEMIC ACHIEVEMENT AND ACHIEVE THE STATE’S HIGH STANDARDS. SPECIFICALLY, WE WILL:

- COME TO SCHOOL READY TO DO OUR BEST AND BE THE BEST;
- COME TO SCHOOL WITH ALL THE NECESSARY TOOLS OF LEARNING – PENS, PENCILS, BOOKS, ETC.
- LISTEN AND FOLLOW DIRECTIONS;
- PARTICIPATE IN CLASS DISCUSSIONS AND ACTIVITIES;
- BE HONEST AND RESPECT THE RIGHTS OF OTHERS;
- FOLLOW THE SCHOOL’S/CLASS’ RULES OF CONDUCT;
- FOLLOW THE SCHOOL’S DRESS CODE;
- ASK FOR HELP WHEN WE DON’T UNDERSTAND;
- DO OUR HOMEWORK EVERY DAY OUTSIDE OF SCHOOL TIME;
- STUDY FOR TESTS AND ASSIGNMENTS;
- READ AT LEAST 30 MINUTES EVERY DAY OUTSIDE OF SCHOOL TIME;
- GET ADEQUATE REST EVERY NIGHT;
- USE THE LIBRARY TO GET INFORMATION AND TO FIND BOOKS THAT WE ENJOY READING;
- GIVE TO OUR PARENTS/GUARDIAN, ALL NOTICES AND INFORMATION WE RECEIVE AT SCHOOL EVERY DAY;

P.S. 257 WILL:

- INVOLVE PARENTS IN THE PLANNING, REVIEW, AND IMPROVEMENT OF THE SCHOOL'S PARENTAL INVOLVEMENT POLICY, IN AN ORGANIZED ONGOING, AND TIMELY WAY;
- INVOLVE PARENTS IN THE JOINT DEVELOPMENT OF ANY SCHOOL WIDE PROGRAM PLAN, IN AN ORGANIZED, ONGOING, AND TIMELY WAY;
- HOLD AN ANNUAL MEETING TO INFORM PARENTS OF THE SCHOOL'S PARTICIPATION IN TITLE I, PART A PROGRAMS, AND TO EXPLAIN THE TITLE I, PART A REQUIREMENTS, AND THE RIGHT OF PARENTS TO BE INVOLVED IN TITLE I, PART A PROGRAMS, AND WILL ENCOURAGE THEM TO ATTEND;
- PROVIDE INFORMATION TO PARENTS OF PARTICIPATING STUDENTS IN AN UNDERSTANDABLE AND UNIFORM FORMAT, INCLUDING ALTERNATIVE FORMATS UPON THE REQUEST OF PARENTS WITH DISABILITIES, AND TO THE EXTENT PRACTICABLE, IN THE PARENTS' NATIVE LANGUAGE;
- PROVIDE TO PARENTS OF PARTICIPATING CHILDREN INFORMATION IN A TIMELY MANNER ABOUT TITLE I, PART A PROGRAMS THAT INCLUDES A DESCRIPTION AND EXPLANATION OF THE SCHOOL'S CURRICULUM, THE FORMS OF ACADEMIC ASSESSMENT USED TO MEASURE CHILDREN'S PROGRESS, AND THE PROFICIENCY LEVELS STUDENTS ARE EXPECTED TO MEET;
- UPON THE REQUEST OF PARENTS, PROVIDE OPPORTUNITIES FOR REGULAR MEETINGS FOR PARENTS TO FORMULATE SUGGESTIONS, AND TO PARTICIPATE, AS APPROPRIATE, IN DECISIONS ABOUT THE EDUCATION OF THEIR CHILDREN. THE SCHOOL WILL RESPOND TO ANY SUCH SUGGESTIONS AS SOON AS PRACTICABLY POSSIBLE;
- PROVIDE PARENTS WITH ACCESS TO INFORMATION ABOUT THEIR CHILD'S BIOGRAPHICAL AND ACADEMIC PERFORMANCE BY LOGGING INTO THE A.R.I.S. SYSTEM;
- PROVIDE EACH PARENT TIMELY NOTICE WHEN THEIR CHILD HAS BEEN ASSIGNED OR HAS BEEN TAUGHT FOR FOUR (4) OR MORE CONSECUTIVE WEEKS BY A TEACHER WHO IS NOT HIGHLY QUALIFIED WITHIN THE MEANING OF THE TERM IN SECTION 200.56 OF THE TITLE I FINAL REGULATIONS (67 FED. REG. 71710, DECEMBER 2, 2002). HOWEVER, FOR THE LAST THREE CONSECUTIVE YEARS (2008 - 2010) OUR TEACHING FACULTY HAS BEEN 100% FULLY CERTIFIED.

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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 14	Borough Brooklyn	School Number 257
School Name John F. Hylan/PS257K			

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

Principal Brian Leavy DeVale	Assistant Principal Mr. Melvin Martinez
Coach type here	Coach type here
ESL Teacher Ms. Angelica Maldonado	Guidance Counselor Ms. Arlene Sosa
Teacher/Subject Area Mr. Angel Brea/5th TBE	Parent Ms. Shirley Velez
Teacher/Subject Area Ms. Elizabeth Santiago/1st TBE	Parent Coordinator Ms. Gloria Garguilo
Related Service Provider type here	Other Ms. Idalys Tolentino/Data
Network Leader	Other Ms. Ann Kaminetsky/Test Coord.

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	6	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	635	Total Number of ELLs	116	ELLs as share of total student population (%)	18.27%
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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.b. Upon registration, parents are given the Home Language Identification Survey (HLIS) in their native language (if available), along with an informal oral interview in their native language. The interview is given by Ms. Maldonado (English as a Second Language Liaison), or a qualified pedagogue (that speaks Spanish, Arabic, Polish, French Creole, etc.). Based on the parent's responses to survey questions and a conference with the parent, the student is placed temporarily in a TBE, or ESL program (until the parent makes a permanent decision at the Parent Orientation). Within 10 days of the student's enrollment, Ms. Maldonado (ESL Liaison) administers the Language Assessment Battery (LAB-R) to determine the child's level of English proficiency. Students that do not pass the LAB-R are placed in a Transitional Bilingual class, or Freestanding ESL program. Spanish speaking students that do not pass the LAB-R are also administered the Spanish LAB.

1c. Every spring the ELLs are again evaluated using the NYSESLAT (New York State English as a Second Language Achievement Test). In order to ensure that all ELLs are administered the ELL, the ESL teacher generates the following reports in ATS: RLER (Students eligible for NYSESLAT), RLAT (LAB-R, NYSESLAT: Entitled Students only), RADP (new admits list), ROCL (Official Class list for Bilingual classes). Using the ATS reports, the ESL teacher types up lists of students eligible to take the NYSESLAT. The bilingual teachers and the ESL teacher administer the individualized Speaking test during the NYSESLAT testing period. She then assigns teachers to test eligible children in Listening, Reading, and Writing, according to their grade span, and the student's IEP. During the NYSESLAT testing period the assigned teacher picks up her assigned students and tests them during three consecutive days. The ESL teacher is responsible to distribute, and collect all tests; package and deliver them to the test site. Every Fall, based on the results of the NYSESLAT the parent is given the opportunity to change the student's program.

2. Within 10 days of the administration of the LAB-R, Ms. Maldonado (ESL Liaison) gives out (during dismissal) the Entitlement Letter, Parent Survey, and Program selection forms inviting the parents of students that did not pass the LAB-R to attend a Parent Orientation. Parents that are unable to attend are invited to come for an individual orientation at their convenience. At the Parent Orientation a video is shown in their native language (if not available in their native language, a translator is employed to translate) describing the three programs: Transitional Bilingual Education (TBE), Freestanding ESL, and Dual Language, which are available in New York City. Ms. Maldonado gives out material in their native language which further explains the three programs available, and she answers any questions. At the orientation the research behind the effectiveness of our programs, as well as the goals of our programs are explained. The parent is informed that we offer an ESL Program (Regular and Special Education K-5), and Bilingual Program (Regular and Special Education) K-5. We don't have a Dual Language Program, but we offer to transfer the student if this program is requested. To date we have never had a parent request a transfer.

3. The Entitlement Letter, Parent Survey, and Program selection forms for the Parent Orientation are hand delivered by Ms. Maldonado, or the student's teacher to the parent. Either one of us explains the importance of attending the Parent Orientation meeting, to the parent. Parents are informed that if they do not choose a program then the default program is Transitional Bilingual Education as per CR Part 154. The Entitlement Letter, Parent Survey, and Program selection forms are filled out after the Parent Orientation, and a copy is kept on file in the ESL classroom. Parents that are unable to attend the Parent Orientation are asked to fill out the forms and return them to the ESL classroom, where they are kept on file.

4. At the Parent Orientation which is given in the parent's native language, the parent is given the option to leave the child in the ESL or TBE program in which they were placed the first day of school, or to switch their child's program. The parent is informed of the child's LAB-R score, and Spanish LAB score (if the child is Hispanic), as well of any teacher assessments. Program placement letters, as well as continued entitlement letters are kept on file in the ESL classroom.

5. The trend has been for 95% or more of our parents of Spanish speaking newcomers to choose the TBE Program. This year 16 out of 17 or 94% of newcomers placed their child in our TBE program. They are grateful for the gradual assimilation into the English

language, and American Culture. Even upon subsequently receiving a grade of Intermediate, Advanced, or passing on the NYSESLAT, less than 10% of the students choose to transfer out of the TBE Program. Parents of students that have attended Pre-K, and feel that the students are mastering English, but did not pass the LAB-R tend to choose the ESL program. We always have 15 or more students in our TBE Kindergarten class.

6. Our program models are aligned in accordance with parent requests. Consequently, we have a TBE program from Pre K to fifth grade, a TBE Special Education class K-2, and 3-5, as well as a K-5 ESL Program (Regular and Special Education).

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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	2	2	2	2	2	2								12
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	116	Newcomers (ELLs receiving service 0-3 years)	95	Special Education	44
SIFE	12	ELLs receiving service 4-6 years	21	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. [i](#)

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	82	11	16	15	0	8	0	0	0	97
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	13	1	4	6	0	4	0	0	0	19
Total	95	12	20	21	0	12	0	0	0	116

Number of ELLs in a TBE program who are in alternate placement: 4

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	16	19	18	17	10	16								96
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
TOTAL	16	19	18	17	10	16	0	96						

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
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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

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?

1. a. Our organizational models for our ELLs are the ESL pull-out program, and our TBE Program which is self-contained and grouped by grade from Pre K to fifth grade, and two Special Education classes: TBE K-2, 3-5.

b. We have found that the ESL pull-out program is most effective since we have ELLs in most of our monolingual classes, and due to scheduling problems it would be impossible to push in. In addition, the ESL teacher can concentrate on remediation skills specifically necessary for ELLs such as acquiring English vocabulary, learning the English grammatical structure, reinforcing the student's culture, etc. There are many benefits of our having a TBE program which is self-contained and grouped by grade from Pre K to fifth grade. Some additional benefits being that we are able to maintain the students on grade level in the content areas while acquiring ELA skills, and they are able to take the content area tests in whichever language they are most proficient. The students are grouped heterogeneously with proficiency levels ranging from Beginner to Proficient.

2. a. ESL, ELA and NLA instructional minutes are delivered in our ESL and TBE program model as per CR Part 154 as follows:

Instruction	Beginner	Intermediate	Advanced
ESL	360 mins. – 8 periods	360 mins. – 8 periods	180 mins. – 4 periods
ELA	N/A	N/A	180 mins. – 4 periods
NLA (TBE Program)	60-90 mins./day	45-60 mins/day	180 mins. – 4 periods

3. The ELLs in our Pre-K – 5th grade, Spanish/English Transitional Bilingual Education Program (TBE) benefit from a gradual acculturation into the English language with native language support. The Balanced Literacy Model is used for our monolingual students, and English Language Learners (both TBE and ESL). In the Balanced Literacy Model students read content area materials in Science, Math and Social Studies at their independent reading level, while following the curriculum guidelines for their grade. This model includes the Reading and Writing Workshop. The Balanced Literacy model allows for differentiated instruction. Our goal is to have all of our students reading, and writing on their appropriate grade level, or above. The English as a Second Language Program (Pull-out) provides one hundred percent (100%) of the instruction in English. Students are allowed to use their native language with the teacher and/or peers to ask questions, express understanding, or ask for clarification. The teacher provides Spanish translations as needed. Books in the native languages are available to support instruction as well as for students to take home. The ESL teacher provides services to all eligible students based on their performance on the LAB-R or NYSESLAT. Upon request, the ESL teacher will continue to provide additional ESL periods to at-risk Bilingual students. The ESL teacher communicates daily with the classroom teacher to coordinate, and ensure the academic progress of our ELLs.

Our ELL students (TBE and ESL) also acquire English through the use of ESL methodologies such as: Total Physical Response, Whole Language Approach, Cooperative Learning, and Cognitive Academic Language Learning Approach. In addition, within our Balanced

A. Programming and Scheduling Information

Literacy Model, we are using, “The Treasure Chest Program,” and libraries (Level A-W), the “Wilson Foundations Language Program” to teach phonics for grades K-1, “Wilson Remediation Language Program” to teach phonics for grades 3-5, “Getting Ready for the NYSESLAT” to teach and reinforce skills in the four modalities of Reading, Writing, Listening, and Speaking in grades K-5. We have had a lot of success with our “Raz-Kids,” on-line Computer Program. The program is a leveled reading program which includes on-line assessments. The students are encouraged to work on the Raz-Kids computer program at school, as well as at home. Teachers are able to monitor the student’s progress on-line, and print out reports.

In our ESL Program, all of our Alternative Placed ELLs have a Paraprofessional that speaks their native language (Punjabi, Spanish). They all receive ESL services, and are included in our A.I.S. Program (Academic Intervention Services), and After School Programs. Our long term ELLs are provided with A.I.S. Program, and After School Programs, as well as individualized intervention plans. If requested by their classroom teacher, ELLs reaching proficiency will continue to be serviced in the ESL Program as well as included in the A.I.S. and After School Programs for one additional year. Our long term ELLs are provided with an A.I.S. Program and After School Programs, as well as included in A.I.S. and After School Programs for one additional year, if needed.

Our TBE program is taught as follows:

- The Reading and Writing Workshop is part of the Literacy Program.
- English as a Second Language (ESL) is provided for 360 minutes a week, within the context of the Readers and Writers workshop for students scoring at the beginning and intermediate levels. ESL students scoring in the Advanced level receive 180 minutes of ESL, and 180 minutes in ELA weekly.
- In the Transitional Bilingual Education (TBE) Program, Mathematics lessons for students scoring at the beginning and intermediate levels are conducted in Spanish with linguistic summaries in English.
- In the TBE program, Social Studies instruction is provided in Spanish with linguistic summaries in English.
- Physical Education, Art and Science instruction is provided to all ELLs in English.
- Our Computer Center provides hands-on technology access to all ELLs, with a Bilingual Teacher/Technician.
- Science lessons are conducted in both English/Spanish

4. We ensure that our Spanish ELLs are appropriately evaluated in their native language by giving them the Spanish LAB within ten days of their admittance into our school. At the parent orientation the parents of students that are proficient in Spanish are encouraged to select our TBE program for their child. In our TBE program all of the content area tests are given to the child in Spanish or English (whichever language the child is more proficient in). Informal assessments are given in Spanish as well as English. Our alternate placement Punjabi child has a Punjabi teacher’s assistant.

5. Research has consistently shown that developing English Language Learners (ELLs) native language skills leads to higher levels of achievement, and increases valuable academic skills in the second language. Therefore, the ELLs in our Pre-K – 5th grade, Spanish/English Transitional Bilingual Education (TBE) Program benefit from a gradual acculturation into the English language with native language support. The Balanced Literacy Model is used for our monolingual students, and English Language Learners (SIFE, Newcomers, 4-6 years, completed 6 years, and special needs students). In the Balanced Literacy Model students read content area materials in Science, Math and Social Studies at their independent reading level, while following the curriculum guidelines for their grade. This model includes the Reading and Writing Workshop. The Balanced Literacy model allows for differentiated instruction. The goal is to have all of our students reading and writing on their appropriate grade level, or above.

a.-b. Our SIFE and Newcomer students are placed in an age appropriate TBE program. The SIFE students are given A.I.S. by their bilingual teacher. Newcomers (grades 2-5) that are in the United States less than a year, are given A.I.S. by the ESL teacher. The focus is to bring them up to grade level in their native language, while developing skills in the English language. The students work hard on building up their BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency), in order to be able to take the ELA after just one year in an English Language school system. The students are taught to use word for word dictionaries, and glossaries which they can then use to assist them during class work and tests.

c.-d. ELLs who have received 4-6 years of service and Long-Term ELLs, also receive A.I.S. Through their running records their weaknesses are discovered, and remediation lessons are implemented.

6. We use the following instructional strategies and grade level materials for our ELL-SWDs in order to provide access to academic content areas and accelerate English language development. Our ELL-SWDs that are not in a self-contained class are placed in our SETTS program where they are taught using the Wilson Remediation Program which has been very successful in raising the student’s reading, and writing up to or near grade level. We have one ESL K- 5 pull-out program which services ELL-SWDs. The special education students are main-streamed with the monolingual students, and are taught using appropriate grade level material, as well as being given independent reading lessons on their grade level. She has several Special Education paraprofessionals assisting. The ESL program is

A. Programming and Scheduling Information

conducted solely in English, with Spanish support. The Special Education paraprofessionals provide assistance in the student’s native language: English, Spanish, and Punjabi. Through congruence meetings with the classroom teacher the ESL teacher determines the student’s educational needs and devises her lesson plans. Our self-contained TBE Special Education classes meet weekly with the regular education classes on their grade level in order to plan their weekly lessons, and to ensure that all of the students are learning the same grade level material. This practice helps to facilitate the ELL-SWDs transition out of the TBE program and the Special Education program.

7. In order to ensure curricular instructional and scheduling flexibility, to meet the diverse needs of ELL-SWDs within the least restrictive environment, our school schedules a meeting at the beginning of every year. All of the service providers such as ESL teacher, Occupational Therapist, Physical Therapist, Speech Therapist, Counselor, Adaptive Physical Therapist, and SETSS teacher attend. Together, they arrange their schedules to ensure that the student receives all of the services he/she needs. The ELLs-SWD classroom teacher then arranges their classroom schedule to accommodate the student’s schedule to ensure that the child receives the appropriate curricular instruction.

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	Spanish			
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

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

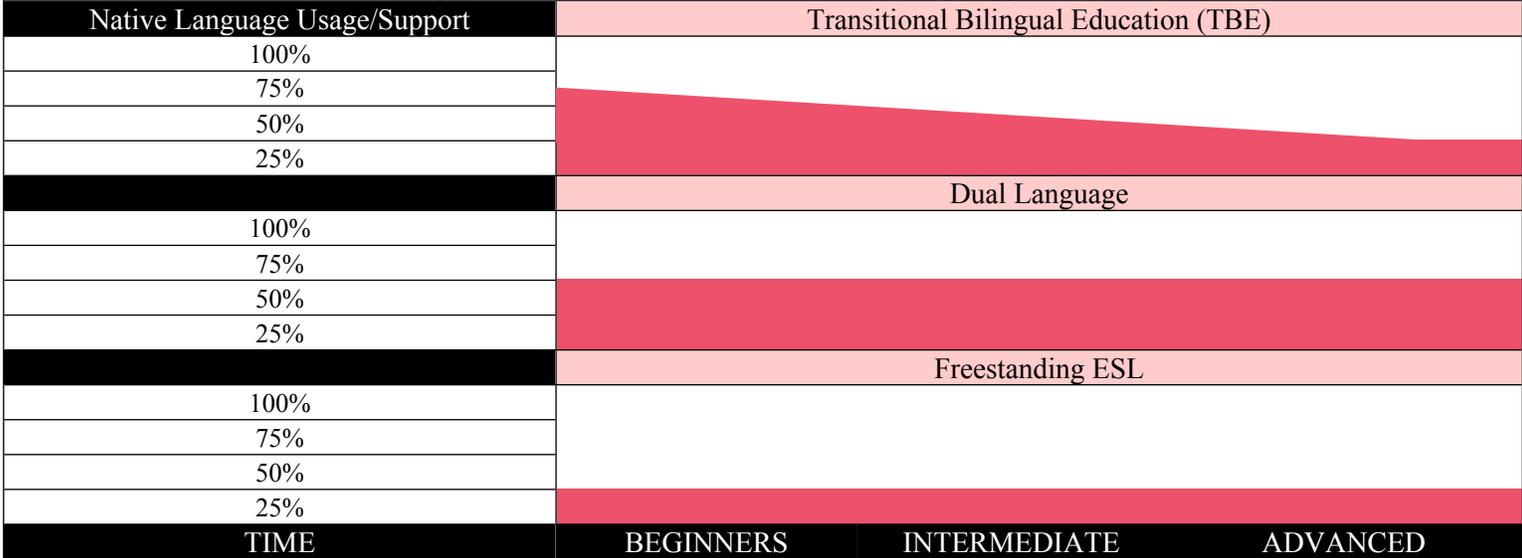
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language 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. All subgroups of ELLs receive extra remediation during the day. In the A.I.S. Programs skills that they need are targeted. They are invited to attend our after-school programs for ELA, Math, and Social Studies, as well as a Saturday Science Program. These classes are given by the student's bilingual teacher in Spanish and English.

9. Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is as follows: For the next two years the ESL teacher stays in contact with the monolingual classroom teacher, and the student. She offers to continue to provide ESL services if the ELL, teacher, or parent sees the need.

10. This year we are extending our after-school programs for an additional month.

11. Fortunately, due to being awarded the grant for the "Magnet School of Performing Arts," we don't have to eliminate any after-school programs.

12. All of our English Language Learners (ELLs) are monitored closely and if needed, receive a myriad of support services, Academic Intervention Services (A.I.S.), Title I Math, Title I Reading, IEP Teacher (Resource Room), Bilingual Speech Therapist, Occupational Therapists, Physical Therapists, Adaptive Physical Education Teachers, Bilingual Counselor, Hearing/Vision Service Instructors, Psychologists, Sociologist, Family Workers, and a School Nurse.

In October 2010, our school was awarded the grant for the "Magnet School of Performing Arts." This grant continues to enable us to continue our after-school academic program, as well as our after-school performing arts enrichment program. Our bilingual classes, as well as monolingual classes which contain English Language Learners (ELLs), receive music lessons during the day, as well as in our after-school program. Our music enrichment program which consists of Drum Line, Guitar Club, Piano, Trumpet, and Flute instruction. In addition, we have a drama club, chorus, and ballet enrichment program. Piano classes are held during the day as well as after school. These programs are vital because they teach higher order thinking skills. The students are learning to read music, play an instrument, sing in a chorus, perform ball-room dances, and perform in plays. All ELLs and Special Education students are encouraged to participate in all enrichment programs. Many of our ELLs are members of the Young Leaders, which consists of our school's own academically advanced students. They are part of many clubs such as: Ballroom Dancing, Chorus, Tennis Club, Basketball Team, Science Club, Drama, Soccer, etc. The students love participating in all of the extra curricular enrichment activities, which emphasize teamwork, maturity, and dedication, but most of all fun. They especially enjoy the field trips in which they showcase their talents, and bring home medals, and trophies. Our Contract for Excellence Grant is also used to provide graduating students with an Academic Intervention Service (AIS) component in order to ensure a timely graduation.

13. During the 2011--2012 school years, P.S. 257 will continue implementing the Balanced Literacy workshop model of instruction across the content areas. Further enhancement of classroom libraries, instructional support, materials, and academic support personnel (i.e. UFT Lead Teachers, Instructional Cabinet, Grade Leaders) will further support and further enhance instruction.

We have implemented a new mathematics program, titled, "McMillan McGraw-Hill Connects Math". This program is specifically aligned to grade-specific standards, and is research-based.

Our current Science curriculum offers all students' ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Our Science program is aligned with New York State Standards. In 2007-2008, our school transitioned from using McMillan McGraw-Hill Science to Harcourt Science which provides students with methods of investigation through a combined textbook-based and 'hands on' workshop model approach that incorporates scientific thinking processes.

We will continue to focus on an inquiry-based curriculum for Social Studies across the grades aligned with New York State Social Studies Standards, and New York State Social Studies Scope and Sequence. Every student will continue to have the opportunity to understand

social studies concepts through authentic research and direct instruction while further enhancing their learning by completing research projects in coordination with classroom and cluster teacher support.

Technology is an integral part of student learning opportunities, so that they can become independent learners. For this reason we will continue to use specialized software technology programs and approaches to best meet the needs of all students. We are currently using the Raz-kids.com Reading Program. It is an excellent researched based program. The children work in their Independent Reading level. Teachers are provided with on-line data analysis of the student's on-line assessments. The on-line books are read by the ELLs, or can be read by the computer. They answer comprehension questions. In addition, they take and retake the tests if they haven't reached competency. An added benefit to the ELLs is their ability to record, and hear themselves reading, which helps the ELLs to develop fluency. Academic Intervention Services are provided to meet the needs of students who require assistance in meeting New York State Standards in the areas of English Language Arts, Mathematics, Science, and Social Studies. All students performing at Levels 1 and 2 are mandated to participate in the Academic Intervention 37.5 minute, Monday - Wednesday Program. Academic Intervention Services are also provided during and after the instructional school day. An Enrichment Program is offered to students who exemplify academic success and are meeting grade level NYS standards.

14. We have a multi-cultural school library for all of our students. In addition, in our TBE Program, native language support is given by providing Spanish/English: lessons, summaries, dictionaries, a multi-cultural classroom library, and computer programs. We also provide as needed: translated tests, teacher translations, and multi-cultural books. Our ESL Program provides English lessons, with summaries in Spanish if needed. Our alternate placement Special Education ESL students are assisted, and given oral translations by their Polish, Punjabi, or Spanish Paraprofessionals. We use Spanish/English, Arabic/English, and Polish/English, dictionaries. We have a multi-cultural classroom library, and computer programs. In addition we provide teacher translations as needed.

15. All of our ELLs receive appropriate age, and grade support services. Independent Reading is part of our Reading Workshop in all Monolingual and Bilingual classes. The children choose books on their independent reading levels, and complete activities such as writing, comprehension, phonics, vocabulary, grammar, etc. until they have mastered that level and are able to be moved to the next level. The goal is to make them into independent learners in their appropriate grade level. They are tested several times a year to determine their progress, and ability to move to the next reading level.

16. Before the beginning of the school year, our newly enrolled students are invited to join our summer program class for newcomers. Our summer school program provides many opportunities to learn the English language and American culture academically, and through trips such as: visits to the museum, zoo, a ride on the Staten Island Ferry, an ELL performance, etc. Our Project Jump Start program is an intensive English language instructional program for newly enrolled ELL's as well as presently attending students. In June, a packet is issued to the parents. The packet contains information for parents to use during the summer with their child, in order to practice basic skills needed for success in Kindergarten. Our school offers a Bilingual Pre-Kindergarten full day program, as well as a monolingual Pre-K full day program. Our Bilingual Kindergarten students that have participated in our Bilingual Pre-K have an instructional advantage over their counterparts who have never participated in a Bilingual Pre-K program. Our school also conducts a parent orientation every September marking the beginning of the academic school year. This is an opportunity for parents to meet the teaching faculty, other staff members, discuss the Pre-kindergarten curriculum, and learn about our student uniform policy, as well as the varied school policies and practices. All parents of English Language Learners (ELLs) and Special Education students are invited to participate. Translations or a translator is provided at all workshops and/or meetings in the native language of the parents.

17. All parents of ELLs are offered the option of placing their child in the K-5 Spanish/English TBE program. Even when the child passes the NYSESLAT they may remain in the TBE 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)?

N/A

D. Professional Development and Support for School Staff

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

1. All of our staff participates in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
 - All of our teachers receive the calendar of professional development offered by the Office of English Language Learners. They are encouraged to register for classes in order to increase their instructional knowledge of best practices allowing them to better target the diverse academic needs of English Language Learners (ELLs), as well as analyze student data to drive instruction.
 - The English as a Second Language (ESL) Teacher Liaison attends all appropriate English Language Learner (ELL) professional development sessions, and turnkeys professional development for our bilingual teachers, pupil accounting secretary, and parent coordinator.
 - The pupil accounting secretary and parent coordinator are given professional development yearly on proper HLIS (Home Language Identification Survey) interview procedures for parents of ELLs.
 - The parent coordinator is given professional development yearly in the preparation and presentation of the parent orientation, and assists the ESL teacher in the presentation.
 - Our bilingual teaching faculty attends in-house professional development in the areas of differentiated instruction, Data Analysis, and Applied Behavioral Analysis.
 - The bilingual teachers attend weekly grade conferences with the monolingual teachers, in order to ensure that their weekly lesson plans are aligned with those of the monolingual classes reflecting New York State Standards.
 - Para-Professionals and Educational Assistants will continue to be trained on how to best support student learning within the classroom setting, Para-Professionals and Educational Assistants will help in the administration of the Running Records in order to match the students' to books at their independent reading level ('just right' books).
 - The Center for Integrated Teacher Education (CITE) will provide professional development in order to help grade 1 and 2 teachers improve current instructional practices.
 - The United Federation of Teachers (U.F.T.) Lead Teachers will work with teaching faculty with less than three years teaching experience, including teachers of English Language Learners (ELLs). The U.F.T. Lead Teachers will utilize inter-visitations and intra-visitations as a tool to help teachers further develop their craft. The U.F.T. Lead Teachers also provide demonstration lessons, conduct grade-specific instructional planning, model how to differentiate instruction, suggest tips on classroom organization, and model classroom management techniques, as needed.
 - Our Community Learning Support Organization (CSLO) will provide professional development options for our teachers. Teachers will select Professional Development sessions according to their learning needs, in addition to meeting the needs of their student population.
 - Throughout the 2010-2011 academic school year teachers will continue to receive ARIS training in order to monitor student progress and improve student achievement.
2. Our Bilingual Counselor, Arlene Sosa, assists the students with their Junior High/Middle School applications. She interviews the students and their parents in order to help them choose a school, forwards all information to the school, and assists in appeals to schools that have not accepted the student. The students take trips to the Junior High/Middle Schools to see assembly programs, and school fairs.
3. New teachers and paraprofessionals receive Jose P. training. As per Part 154, teachers receive 7.5 hr.

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. Parents are involved in our school in a myriad of ways. Gloria Garguilo, our excellent parent coordinator, helps the parents with all issues. Translations are provided in all workshops, and meetings are conducted in the languages of the parents. The parental community is very much involved with our Parent Teacher Association. The parent coordinator holds monthly parent meetings. All parents of English Language Learners (ELLs) and Special Education students are invited to participate in all programs. We will continue to conduct workshops during the evenings, and weekends in order to increase the participation of working parents.

- Parent classes are conducted to help prepare students for the Standardized Math, English Language Arts (ELA), Science, New York State English as a Second Language Achievement Test (NYSESLAT) tests.
 - In the Young Leaders program, 1/3 of our 15 members are English Language Learners (ELL's), or former ELLs. In May of 2008 and 2009, our Young Leaders were accompanied by their parents and various school chaperones on a memorable trip to our nation's capital, Washington, D.C. The students and their families learned about US history and government. In May 2010, our Young Leaders, parents, and select school chaperones participated in an exciting and educational journey to Boston, Massachusetts to learn how this great city was involved in forming our great nation. We are excited to begin planning a trip for May 2011.
 - We have and will continue to offer English and computer classes for parents of English Language Learners (ELLs).
 - The School-Based Support Team (SBST) plans and conducts classes on services they provide such as counseling, the evaluation process, at-risk program, referring agencies, etc; The SBST team provide individualized assistance to parents on their child's annual Individualized Educational Plan (IEP).
 - The parents are part of the monthly Safety Committee Meetings where they bring up their safety concerns, hear the safety concerns of the staff, and devise solutions.
 - Our parents who are members of The Parent Teacher Association (PTA) coordinate Fundraising activities for our school, such as the annual picture sale, candy sales, monthly teacher lunch sales, and the annual pumpkin sale.
 - The PTA has a multi-lingual library from which parents may borrow books.
 - The PTA continues to help with the making of costumes for our annual school performances and accompanies our students on culturally-enriching trips sponsored by our school.
 - Our parents honor the teachers by cooking and preparing special luncheons for specific occasions such as the annual Parent Teacher Recognition Day, Hispanic Heritage Month, and Black History Month.
 - Parents can be seen daily helping out throughout the school. Our staff, as well as outside professionals, offer our parents workshops throughout the year that provide parents parenting tips, as well as ideas on how to support their students with their schoolwork.
 - Our school encourages parents to attend workshops led and organized by our Community Support Learning Organization (CSLO).
 - The parents are actively involved in our school Leadership Team, and Safety Committee addressing a myriad of school-related issues.
 - The ESL Teacher and Parent Coordinator offer parents of newly enrolled English Language Learners (ELLs) a two-hour Parent Orientation class, with materials, in their native language (Spanish). The orientation explains both our Transitional Bilingual Education (TBE) and ESL programs, and offers the parents an opportunity to choose the instructional program that best meets of the instructional needs of their child. The orientation class takes place within ten days of the students' enrollment into the New York City Educational system. When we encounter parents of new ELLs that speak another language other than Spanish, we offer an orientation in English, and the parents are invited to bring a native language translator. Parents will also observe a Parent Orientation video in their native language, and receive materials in their native language. At the orientation sessions, we review the State standards, assessments, school expectations and general program requirements for bilingual education and our freestanding ESL program. The parents are encouraged to attend, in order to make an informed decision when choosing either the English as a Second Language (ESL) or Transitional Bilingual Education (TBE) Program for their child. Parent orientations are conducted a minimum of two times a year.
2. Our school partners with the following agencies and Community Based Organizations to provide workshops or services to ELL parents:
- In 2010 parents again joined us in our annual Somos el Futuro trip to Albany, NY. In Albany, the parents participate in multicultural activities and workshops in the areas of reading, math, homework, parenting skills, etc; offered in both English and Spanish. We hope to return in 2011.
 - Representatives from outside agencies are invited to give our parents classes on nutrition, classes on dealing with behavior problems, etc;

- The SPINS (Substance Abuse Prevention Intervention Network) teacher conducts weekly classes for students, and one to two classes for parents on drug use prevention, stress management, coping, decision making, and self awareness.
 - In collaboration with the Woodhull Hospital Asthma Project, our school is working to reduce the asthma rate in our community through intervention, parent education and screening at the school level.
 - A Bike Tour partnership sponsored by Dr. Fishkin of Woodhull Hospital allows groups of students to meet every weekend and go on bike trips. The students' visit points of interest throughout the city and upstate New York accompanied by school staff members. The goal of this partnership is to decrease childhood obesity, as well as asthma, and to develop healthy life-style practices.
 - The Public School 257 community has established strong partnerships with various community-based organizations: Woodhull Hospital North Brooklyn Asthma Alliance Initiative, Boricua College, Graham Avenue Business Improvement District, La Marqueta – Moore Street Market, Progress Inc., IS 318 and Grand Street Campus, Eastern District YMCA, Bushwick Hylan YMCA, Passport to Brooklyn, The Moore Street Market (La Marqueta), and Inner Force. Educational partnerships have been established with Boricua College, New York University, and the Center for Integrated Teacher Education (C.I.T.E.) to promote the advancement of aspiring teachers, and provide them with professional development. Business partnerships have also been established with the Business Improvement District of Graham Avenue who sponsors many activities within our school. Public School 257 has recently been awarded numerous, diverse grants from Congresswoman Nydia Velazquez, Councilman John Liu, Councilwoman Diana Reyna, the School Violence Prevention Grant, Contracts for Excellence, and we have been adopted by the Zimmerman family through the Donors Choose organization in order to enhance our students learning experiences and improve the school community at-large. The grant awards include a renovated and updated library, state-of-the-art computer lab, tennis court, student playground, classroom furniture, educational programs, and many of our after school programs.
 - Our principal serves on the board of directors of both Boricua College and Woodhull Hospital.
 - Our parents are being trained as New York City Department of Education (NYCDOE) Learning Leaders. Learning Leaders are trained to tutor select at-risk students during the school day, and support the instructional support, as needed. At the completion of the NYCDOE Learning Leaders' Program training, parents receive a certificate which enables them to work in various capacities within the school community.
 - In order to establish a sound social, emotional, and academic foundation for students at an early age, partnerships have been established with early childhood community based organizations (CBOs) such as Williamsburg Y Head Start, Graham Avenue Childcare Center, John F. Kennedy Day Care Center, and the Stagg Street Head Start, and Small World Head Start. These partnerships ensure that children transitioning from these early childhood settings have the basic skills necessary to succeed at the elementary school setting.
3. The parent coordinator, Ms. Gloria Garguilo, evaluates the needs of Pre K parents through a formal questionnaire which is given out at the beginning of the school year. The parents can choose options for workshops such as GED training, content area workshops, health, arts and crafts, etc. Also, at the monthly PTA meetings all parents are asked to suggest workshops that would be useful to them. Our parents have been pleased to have the following organizations request to give workshops: Woodhull – Asthma, Nutrition, and Exercise, Health Plus – Insurance Benefits, Columbia University – 8-10 Nutrition Workshops, Learning Leaders – 5th grade graduation advice, teachers give workshops that they think the parents would enjoy, etc.
4. Due to the high incidence of asthma, and childhood obesity in our community we have partnered with Woodhull hospital's Bike Tour Partnership, and Asthma Project to combat these problems. Our parental involvement activities address the needs of our parents by teaching them the tools which enable them to help their children's academic, social, nutritional needs, and increase their children's physical activity.

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)	9	20	12	7	4	4								56
Intermediate(I)	1	2	6	10	1	8								28

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	7	0	2	6	6	11								32
Total	17	22	20	23	11	23	0	0	0	0	0	0	0	116

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	0	0	0	5
4	2	2	4	0	8
5	6	4	8	0	18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	2	0	1	0	0	0	0	7
4	1	0	6	1	6	0	0	0	14
5	4	5	8	0	2	1	1	0	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	1	0	1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	1	6	0	5	3	9	2	27
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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				
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)	8	13	19	5					
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.

Paste response to questions 1-6 here

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Brian Leavy DeVale	Principal		12/1/11
Mr. Melvin Martinez	Assistant Principal		12/1/11
Ms. Gloria Garguilo	Parent Coordinator		12/1/11
Ms. Angelica Maldonado	ESL Teacher		12/1/11
Ms. Shirley Vega	Parent		12/1/11
Mr. Angel Brea/5 th TBE	Teacher/Subject Area		12/1/11
Ms. Elizabeth Santiago/1 st TBE	Teacher/Subject Area		12/1/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		12/1/11
	Coach		12/1/11
Ms. Arlene Sosa	Guidance Counselor		12/1/11
	Network Leader		12/1/11
Ms. Idalys Tolentino/Data Spec	Other		12/1/11
Ms. Ann Kaminetsky/Test. Coord	Other		12/1/11
	Other		12/1/11
	Other		12/1/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 14k257 **School Name:** John F. Hylan

Cluster: 03 **Network:** 612

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

Part A: Needs Assessment Findings

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

At the beginning of every school year parent's are asked to fill out a student information card which includes the question, "What language would you like to receive all notices?" All parent notices and report cards are sent out in a timely manner in both English and Spanish. Approximately 50% of our staff is fluent in Spanish, which includes our Principal and Assistant Principal, 8 Bilingual teachers, and 1 ESL teacher, School Based Support Team, School Counselor, Paraprofessionals, Speech Therapist, and a secretary. Our parents are guaranteed a staff member who can either speak Spanish to them, or can translate for a non-Spanish speaking teacher. We also have staff members that speak and write in Haitian Creole, Punjabi, Chinese, and Polish. We will continue to use staff from our sister school to provide other translations. The CLSO has provided us with notices for these populations in Haitian, Chinese, and Polish. Home Language Identification forms are distributed in the parent's native language as provided by the DOE.

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.

We have found that most of our parents request that all school notices be sent home in English. 18% of our student population is an ELL, and approximately 75% of the ELL's parents, (87 parents) request notices in Spanish.

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.

Written translation services are provided in-house. We have many staff members that translate our student notices.

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.

Oral interpretation will continue to be provided by school staff, and parent volunteers.

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>.

We will continue to have parents notify us within 30 days of the first day of school, of the language which they want to receive all school notices. We will comply with their request, and keep this information on file.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 257K	DBN: 14k257
Cluster Leader: Jose Ruiz	Network Leader: Nell
This school is (check one):	
<input 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 type="checkbox"/> Saturday academy	
Other: _____	
Total # of ELLs to be served: 91	
Grades to be served by this program (check all that apply):	
K	1
2	3
4	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: 5	
# of certified ESL/Bilingual teachers: 5	
# of content area teachers: 0	

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: • Rationale: (14K257) – “Magnet School of Performing Arts,” is committed to building community and strengthening professional development in order to achieve our rigorous goals. Teachers, parents and students are an integral part of P.S. 257K’s programs and decision making at all levels. Research has consistently shown that developing English Language Learners (ELLs) native language skills leads to higher levels of achievement, and increases valuable academic skills in the second language. Therefore, the ELLs in our pre-K – 5th grade, Spanish/English Transitional Bilingual Education (TBE) Program benefit from gradual acculturation into the English language with native language support. The Balanced Literacy Model is used for our monolingual students, and English Language Learners. In the Balanced Literacy Model students read content area materials in: Science, Math and Social Studies at their independent reading level, while following the curriculum guidelines for their grade. This model includes the Reading and Writing Workshop. The Balanced Literacy model, allows for differentiated instruction. The goal is to have all of our students reading and writing on their appropriate grade level, or above.

- Subgroups and grade levels of students to be served: Presently, we are serving 4 Spanish/English Transitional Bilingual Education (TBE) Program classes (K, 1, 2-3, and 4-5), and 2 Special Education Spanish/English TBE classes (K-2, and 3-5). Our ESL program services grades K-5, and special education students are mainstreamed with the monolingual students. 92 students of our population are classified as ELL’s. Of the 92 students, 55 ELLs are serviced in the bilingual program, 22 are in the bilingual special education program, and 15 ELLs are serviced through a pull-out ESL program. 15 TBE/ESL ELLs have Individualized Educational Plans (IEP). Our Title III After-school Program will target our LEP students, former ELLs, and non-LEP students from kindergarten to fifth grade.

- Schedule and duration: Our after-school program will be held on Mondays and Wednesdays from 3:15 p.m. to 4:45 p.m. for 90 minutes, From November 19, 2012 through May 1, 2013 for a total of 35 sessions.

- Language of instruction: The language of instruction will be English. Our bilingual students will have summaries in Spanish, with translations as needed, and use Spanish/English translation dictionaries. The ESL program is conducted solely in English.

- # and types of certified teachers: Our 7 bilingual teachers, as well as our ESL teacher are fully certified in Bilingual Education, or ESL. 5 bilingual/ESL teachers will work in the after school extended day program.

- Types of materials: The program is designed to help the students’ acquisition of the English Language in preparation for the NYSESLAT. We will be using supplementary instructional materials by Continental Press, entitled “Empire State NYSESLAT.” This is an excellent resource for teaching and reviewing skills in the four modalities of Speaking, Listening, Reading and Writing. The data has consistently shown that our after-school programs have always been successful. The students that have attended our after-school program continue to make mandated gains in Math, Science, Social Studies, the ELA, and the NYSESLAT.

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: • Rationale: Professional Development will be provided for all Title III after-school teachers (at no cost to the Title III program) in specific strategies for maximizing results in the teaching of Speaking, Listening, Reading and Writing Skills. In addition, our teachers receive the calendar of professional development offered by the Office of English language Learners. Teachers register for classes which will increase their ability to better meet the academic needs of their English Language Learners (ELLs), as well as analyze student data which is necessary to drive instruction.

- Schedule and duration: Throughout the year our English as a Second Language (ESL) Teacher Liaison attends all appropriate English Language Learner (ELL) professional development sessions in order to turn-key important information. She then schedules professional development for our bilingual teachers. The bilingual teachers attend weekly grade conferences in order to ensure that their weekly lesson plans are aligned with the curriculum of the monolingual classes. They also attend classes offered by the Office of English Language Learners. Paraprofessionals/ Educational Assistants will continue to be trained on how to best support student learning within the classroom setting. Paraprofessionals/ Educational Assistants will help in the administration of the Running Records in order to match the students' to books at their independent reading level ('just right' books). New teachers and paraprofessionals receive their Jose P. classes, as necessary.
- Topic to be covered: P.S. 257k schedules monthly on-going in-house professional development in the areas of differentiated instruction, Data Analysis, and Applied Behavioral Analysis.
- Name of provider: The Center for Integrated Teacher Education (CITE) will provide professional development in order to help grade 1 and 2 teachers improve current instructional practices.
- All teachers are part of Inquiry Teams in order to better use data to drive instruction.
- The United Federation of Teachers (U.F.T.) Lead teachers work with teachers with less than three years experience, including teachers that teach English Language Learners (ELLs). The U.F.T. Lead Teachers will utilize inter-visitations and intra-visitations as part of their professional development repertoire. The U.F.T Lead Teachers will provide demonstration lessons, conduct grade-specific instructional planning, teach differentiated instruction, and suggest classroom management techniques, as needed.
- Our community Learning Support Organization (CSLO) will provide professional development options for our teachers. Teachers will select professional development sessions that best meet their needs, as well as those of their students.

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: • Rationale: Research has shown that when parents are involved in their child's school, their child experiences a higher level of academic achievement. Consequently, we involve our parents in school activities in a myriad of ways. Ms. Brenda Jusino, our parent coordinator, helps the parents with all issues. Translations are provided in all workshops, and meetings are conducted in the languages of the parents. The parental community is very much involved with our Parent Teacher Association. The parent coordinator holds monthly parent meetings. All parents of English Language Learners (ELLs) and Special Education students are invited to participate in all programs.

- Schedule and duration: Throughout the year, we conduct workshops during the day, evenings, and weekends in order to increase the participation of working as well as non-working parents.
- Name of provider/Topics to be covered: The ESL Teacher and Parent Coordinator, offer parents of newly enrolled English language Learners (ELLs) a two-hour Parent Orientation class, with materials, in their native language (Spanish). The orientation explains both our Transitional Bilingual Education (TBE) and ESL programs, and offers the parents an opportunity to choose the instructional program that best meets the instructional needs of their child. The orientation class takes place within ten days of the students' enrollment in the New York City Educational system. When we have parents of new ELLs that speak a language other than Spanish, we offer an orientation in English, and the parents are invited to bring a native language translator (or a translator will be provided for the parent). Parents view a Parent Orientation video in their native language, and receive materials in their native language. At the orientation sessions, we review the State standards, assessments, school expectations and general program requirements for bilingual education and our freestanding ESL program. The parents are encouraged to attend, in order to make an informed decision when choosing either the English as a Second Language (ESL) or Transitional Bilingual Education (TBE) Program for their child. Parent orientations are conducted a minimum of two times a year.
- Teachers conduct Parent classes to help them prepare their children for the Standardized math, English Language Arts (ELA), Science and New York State English as a Second Language Achievement Test (NYSESLAT).
- We expanded the Young Leaders Program (academically advanced students). Many of our members are English Language Learners (ELLs), or former ELLs. This year we expanded the group from 15 members to between 30 - 40 members. There are now 2 groups, which consist of a 2nd - 3rd grade group, and our 4th - 5th grade group. Since May of 2008 our Young Leaders have been accompanied by their parents and various school chaperones on educational trips such as, our nation's capital. In Washington, D.C., the students and their parents learned about US history and government. On their trips the focus has also been science, and music enrichment.
- The School-Based Support Team (SBST), conducts classes on services they provide such as

counseling, the evaluation process, our at-risk program, referring agencies, etc; The SBST team also, provides individualized assistance to parents on their child's annual Individualized Educational Plan (IEP).

- The parents are part of the monthly Safety Committee Meetings where they discuss their safety concerns, as well as hear the safety concerns of the staff, and determine appropriate solutions.
- Our parent members, of The Parent Teacher Association (PTA), coordinate Fundraising activities for our school; such as the annual picture sale, candy sales, and the annual pumpkin sale.
- The PTA has a multi-lingual library from which parents may borrow books.
- The PTA continues to help with the making of costumes for our annual school performances and accompanies our students on culturally-enriching trips sponsored by our school.
- Our teachers will continue to offer computer and ESL classes for parents of English Language Learners (ELLs).
- Our parents honor the teachers by cooking and preparing special luncheons for specific occasions such as: the annual Parent Teacher Recognition Day, Hispanic Heritage Month, and Black History Month.
- Parents can be seen daily helping out throughout the school. Our staff, as well as outside professionals, offer our parents workshops throughout the year that provide parents parenting tips, as well as ideas on how to support their students with their schoolwork.
- Our school encourages parents to attend workshops led and organized by our Community Support Learning Organization (CSLO).

Our school partners with the following agencies and Community Based Organizations to provide workshops or services to ELL parents:

- Yearly, our parents join us on our annual Somos el Futuro trip to Albany, NY. In Albany, the parents participate in multicultural activities and workshops in the areas of reading, math, homework, parenting skills, etc.; offered in both English and Spanish.
- Representatives from outside agencies are invited to give our parents classes on nutrition, classes on dealing with behavior problems, etc.
- The SPINS (Substance Abuse Prevention Intervention Network) teacher conducts weekly classes for students, and classes for parents on drug use prevention, stress management, coping, decision making, and self-awareness.
- In collaboration with the Woodhull Hospital Asthma Project, our school is working to reduce the asthma rate in our community through intervention, parent education and screening at the school level.
- A Bike Tour partnership sponsored by Dr. Fishkin of Woodhull Hospital organizes groups of students to meet every weekend, for bike trips. The students' visit points of interest throughout the city and upstate New York, accompanied by school staff members. The goal of this partnership is to decrease childhood obesity, as well as asthma, and to develop healthy life-style practices.

- The Public School 257 community has established strong partnerships with various community-based organizations: Woodhull Hospital North Brooklyn Asthma Alliance Initiative, Boricua College, Graham Avenue Business Improvement District, La Marqueta – Moore Street Market, Progress Inc., IS 318, Grand Street Campus, Eastern District YMCA, Bushwick Hylan YMCA, Passport to Brooklyn, The Moore Street Market (La Marqueta), and Inner Force. Educational partnerships have been established with Boricua College, New York University, and the Center for Integrated Teacher Education (C.I.T.E.) to promote the advancement of aspiring teachers, and provide them with professional development. Business partnerships have also been established with the Business Improvement District of Graham Avenue who sponsors many activities within our school. Public School 257 has recently been awarded numerous, diverse grants from Congresswoman Nydia Velazquez, Councilwoman John Liu, Councilwoman Diana Reyna, the School Violence Prevention Grant, Contracts for Excellence. We have been adopted by the Zimmerman family through the Donors Choose organization in order to enhance our students learning experiences and improve the school community at-large. The grant awards include a renovated and updated library, state-of-the-art computer lab, tennis court, student playground, classroom furniture, educational programs, and many of our after-school programs.
- Our principal serves on the board of directors of both Boricua College and Woodhull Hospital.
- Our parents are being trained as New York City Department of Education (NYCDOE) Learning Leaders. Learning Leaders are trained to tutor select at-risk students during the school day, and support the instructional support, as needed. At the completion of the NYCDOE Learning Leaders' Program training, parents receive a certificate which enables them to work in various capacities within the school community.
- In order to establish a sound social, emotional, and academic foundation for students at an early age, partnerships have been established with early childhood community based organizations (CBOs) such as Williamsburg Y Head Start, Graham Avenue Childcare Center, John F. Kennedy Day Care Center, the Stagg Street Head Start, and Small World Head Start. These partnerships ensure that children transitioning from these early childhood settings have the basic skills necessary to succeed at the elementary school setting.
- Due to the high incidence of asthma, and childhood obesity in our community we have partnered with Woodhull hospital's Bike Tour Partnership, and Asthma Project to combat these problems. Our parental involvement activities address the needs of our parents by teaching them the tools which enable them to help their children's academic, social, nutritional needs, and increase their children's physical activity.
- How parents will be notified of these activities: At the beginning of each year parents are asked to choose the language which they would like all notices written in. The parent coordinator, Ms. Brenda Jusino, evaluates the needs of Pre K parents through a formal questionnaire which is given out at the beginning of the school year. The parents can choose options for workshops such as GED training, content area workshops, health, arts and crafts, etc. Also, at the monthly PTA meetings all parents are asked to suggest workshops that would be useful to them. Our parents have been pleased to have the following organizations request to give workshops: Woodhull – Asthma, Nutrition, and Exercise, Health Plus – Insurance benefits, Columbia University – 8-10 Nutrition Workshops, Learning Leaders – 5th grade graduation advice. In addition, teachers give workshops that they think the parents would enjoy, etc.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13288

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"> • Per session • Per diem 	\$13,174.88	Literacy Extended Day Per Session: Focus on ELA 1 teacher x 1.5 hrs x 35 sessions x \$50.19= \$2,634.98 Focus on the NYSESLAT 4 teachers x 1.5 hrs x 35 sessions x \$50.19 = \$10,539.90 Total salaries: \$13,174.88
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$113.12	Supplementary Instruction materials: Continental Press, "Getting Ready for the NYSESLAT," will be purchased with a different allocation General supplies: \$113.12
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
TOTAL	\$13,288.00	