



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE PAERDEGAT
DBN (i.e. 01M001): 22K251
Principal: STEVEN BOYER
Principal Email: SBOYER@SCHOOLS.NYC.GOV
Superintendent: DR. RHONDA FARKAS
Network Leader: JULIA BOVE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Steven Boyer	*Principal or Designee	
Gladys Avila	*UFT Chapter Leader or Designee	
Rhonda Greene	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Maureen Basmagy	Member/ staff	
Vanessa McMahon	Member/ staff	
Jeanette Zambito	Member/ staff	
Sandler Jacinthe	Member/ parent	
Denise Esbrand-Simon	Member/ parent	
Veronica Fletcher	Member/ parent	
Lisa Duvalsaint	Member/ parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

Eighty-five percent of the children with disabilities in grades K-5 will meet their IEP annual goals in ELA with at least 80% accuracy or higher by June 2014.

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.

For several years, the SWD subgroup failed to make AYP for school year, placing PS251 in SINI status. As a result, the goal of ensuring that our SWD subgroup make AYP is a permanent goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. ICT teachers will collaborate on grade level, enhancing CC Curriculum Maps by creating instructional access points described in UDL to meet the needs of all learners.
2. On-going student progress will be measured through results of frequent Running Records and by analyzing writing samples against CCLS aligned rubrics.
3. PD will be delivered by members of the PD team as well as via city-wide staff developers such as those with Ready Gen.
4. The use of frequent classroom visits and feedback from administration will help improve teacher practice

B. Key personnel and other resources used to implement each strategy/activity

1. ICT teachers include both special education and general education teacher teams per class; one on each grade.
2. The staff developer will ensure that all staff using benchmark and running record kits follow instructions and protocols.
3. Professional development team members include the Principal, Assistant Principal, staff developer and IEP/Reading Recovery teacher.
4. Both the Principal and Assistant Principal have received extensive training and calibration in *Advance* MoTP low inference observation process from two DOE talent coaches, in spring and fall 2013.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher teams will collaborate once weekly, keeping minutes, agendas, and outcomes of strategies utilized to track improvement student success for SWD
2. Weekly Running records will indicate progress for SWD and will be tracked weekly in order to show upward trajectory and to modify and adjust instruction accordingly
3. PD implementation tracing the use of Foundations for additional support in the basic five components of reading to further identify areas which contribute to non response of students
4. Short rounds of observations will be noted and analyzed for trends, strengths and to develop next steps for PD

D. Timeline for implementation and completion including start and end dates

1. School year September 2013 through June 2014.
2. School year September 2013 through June 2014.
3. School year September 2013 through June 2014.
4. School year September 2013 through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. There are two common preps per week for each grade.
2. Benchmarks are collected and reviewed by the PD team officially 4 times a year.
3. The PD team meets weekly and reviews minutes from grade meetings to help determine short and long term goals for specific teachers and grades.
4. Formal and informal observations will be conducted by the administration as per *Advance* protocols.

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).

Monthly parent workshops will be designed specifically for parents of SWD by the parent coordinator and guidance counselor.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA		Title IIA	x	Title III	x	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #2

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 2014, there will be an increase in the number of 3rd, 4th and 5th grade students scoring at Levels 3+4 in mathematics by between 1-3% as measured by teacher-made/in-house assessments and the New York Mathematics exam.

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.
Up until the Common Core exams were given, PS251 students usually performed better in math than in ELA on the spring state exams. Math scores dropped dramatically (as did the city's) from 58.5% to 17.0% Traditionally, most school support and effort was directed toward our most struggling students. For this reason we wanted to give more attention to our higher performing students in math to increase the number of level 3s and 4s.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Professional development will be provided for all staff working with grades 3-5 via staff developer. 2. Grade leaders will lead their constituent groups at coordinating Pearson Envision, CCSS in Mathematics, and the DOE math shifts by updating the grade curriculum maps and pacing calendars.
B. Key personnel and other resources used to implement each strategy/activity
1. Members of the PD team, support from Network 602, grade leaders. 2. Grade Leaders, and grade level teacher teams
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The staff developer will keep a log of work. 2. Grade leaders keep minutes, agenda and attendance at weekly meetings and provide the administration with copies.
D. Timeline for implementation and completion including start and end dates
1. September 2013 through June 2014. 2. September 2013 through June 2014.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. There are two common preps each week for each grade. 2. There are 3 hours for professional development each month. Grade leaders meet monthly for Vertical Team meetings to coordinate intra-grade commonality and communication.

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).
Parents are notified by teachers and parent coordinator as to how to access student progress in math on ARIS.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA	x	Title IIA		Title III	x	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Annual Goal #3

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

There will be an increase of between 2-4% from the fall 2013 and the spring 2014 NYSITELL assessment (formerly the LAB-R) for those ELLs in grades 3rd, 4th and 5th grades who take it.

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.

It is crucial that we make the monitoring of ELLs' progress a priority. While the ELL population is not large enough to constitute a subgroup, and while test scores within the 2012-13 school year showed overall improvement by 10.4% from fall to spring on the LAB-R exam, ELL students remain some of the most vulnerable children in the school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All classroom teachers, but most especially those having ELL students, will teach specific vocabulary, fluency and comprehension strategies as part of their reading and writing workshop.
2. CCLS aligned writing rubrics will be used throughout the year to monitor student progress and inform writing instruction.
3. The two-day itinerant ELL teacher will push into classrooms and co-teach with specialist (Science and Social Studies), as apposed to using the pull-out method of previous years.
4. The ELL teacher will collaborate with grade level teachers regarding the CCLS aligned Curriculum Maps and ensure that supports for ELL students are included, addressed, utilized and modified to match student need as an on-going process.

B. Key personnel and other resources used to implement each strategy/activity

1. All staff received training from Network and DOE staff developers, particularly in terms of introducing tiered academic vocabulary.
2. All staff received years of training and guidance in designing general and specific rubrics, posting comments and giving students next-steps feedback.
3. The budget allows only for a 2-day ELL teacher.
4. The ELL teacher will use common preps and other mutually accessible times to articulate with classroom teachers so as to align her work with theirs. Additionally, the newest model is co-teaching, whereby the ELL teacher at times will actually introduce and co-teach a lesson side-by-side with the classroom teacher.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will include in their lesson plans specific ELL skills and strategies.
2. Principal and Assistant Principal will observe classroom teaching and inspect classrooms for evidence of ELL support (i.e. word walls, posted rubrics, etc.)
3. Principal and Assistant Principal will observe the ELL teacher according to the *Advance* MoTP formal and informal observation protocol.
4. The ELL teacher will develop her schedule, copies of which will be kept on file with the administration.

D. Timeline for implementation and completion including start and end dates

1. Implementation timeline from Sept. 2013-June 2014.
2. Implementation timeline from Sept. 2013-June 2014.
3. Implementation timeline from Sept. 2013-June 2014.
4. Implementation timeline from Sept. 2013-June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. *Danielson's Framework for Teaching* describes effective and highly effective instructional planning. This has been discussed in preparation for formal and informal observations.
2. Rubrics and student work samples may be submitted as artifacts for the MoTP initiative.
3. The ELL teacher and Assistant Principal in charge of scheduling will work out details to allow articulation between the ELL teacher and classroom teachers.
4. The ELL teacher will be given access to any and all curriculum guides, maps, pacing calendars, instructional supports available.

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).

Parents whose first language is not English will be notified of translation services available as well as letters, notices and report cards in their native language

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III	x	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Parent satisfaction on the Parent Learning Survey will increase from 2013 to 2014 by between 1-3%.

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.

Parent participation is a vital part of a child's and school's success.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Members of the SLT, PTA and the parent coordinator are to come up with ways in which to get in touch with parents' concerns and find solutions.

B. Key personnel and other resources used to implement each strategy/activity

1. Members of the PTA executive board include the PTA president, vice president, secretary and treasurer. Members of the SLT include 5 parents and 5 staff. There is one parent coordinator. The biggest tool to use is the 2013 Parent Survey from the Progress Report. It can be compared to the 2012 Parent Survey to note concerns that have increased, decreased as well as trends.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The 2014 Parent Survey will be used to determine an increase or decrease in parent satisfaction.

D. Timeline for implementation and completion including start and end dates

1. Throughout the academic school year, September 2013 through March 2014 Open School afternoon/evening.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The SLT meetings once a month for two hours in the afternoon in the school library. The PTA executive board meets once a month, usually two weeks prior to the PTA general membership evening meeting. The parent coordinator attends the PTA executive board meetings but is not allowed to be a member of the SLT.

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 effort to increase parent satisfaction will be addressed at every PTA meeting, at Open School meetings, in school communications including letters and School Messenger phone/text messages.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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.

By June 2104, 95% of the classroom teachers will have taught conflict resolution lessons at least twice a month as recorded in lesson plans and formal/informal

observations taken by the administration.

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.

The elements within domain 2 of *Danielson’s Framework for Teaching*, stress the importance of creating an environment of respect and rapport, establishing a culture for learning and managing classroom procedures and student behavior. When students and staff feel safe and comfortable, focus can be optimized on curriculum and instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers continue to teach conflict resolution lessons at least twice a month.
2. Peer mediators will be trained and added to the existing cohort.
3. Professional development will continue for staff

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers and paraprofessionals will continue to teach lessons as per the handbook, Resolving Conflict Creatively Program.
2. Students in grades 3, 4 and 5 will be recommended by teachers for peer mediation training. Training will be conducted by SAPIS worker Craig Rhodes and AP Sheila Phillip.
3. Ms. Nellie from Morningside Center for Teaching Social Responsibility will continue to provide PD for staff and students.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Lesson plans will show RCCP lessons.
2. Parent permission slips will be collected for selected students.
3. AP Phillip will schedule PD sessions with staff and Ms. Nellie.

D. Timeline for implementation and completion including start and end dates

1. September 2013 through June 2014.
2. September – October 2013.
3. September 2013 through June 2014 on specific days to be determined.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. All materials used for RCCP lessons and trainings comes from the organization, Morningside Center for Teaching Social Responsibility. The text is called, Resolving Conflict Creatively.
2. No Cost
3. Scheduling for staff and Ms. Nellie

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).

There is a part of RCCP that encourages parent training. Select parents will be trained by Mr. Rhodes and Ms. Phillip.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	x	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<i>Word Work, Fluency Building, AVKO Educational Research Foundation Comprehension: Close Reading Constructed Responses: Ready Gen Writing Mechanics: Saddlier Grammar Guided Reading: various publications</i>	Small groups of no more than 10 students. Push in or pull out.	During the school day
Mathematics	Envision Common Core	Small groups Push in or pull out	During the school day
Science	Harcourt School Publishers	Small groups Push in or pull out	During the school day
Social Studies	Houghton Mifflin Harcourt and supplemental materials from National Geographic	Small groups Push in or pull out	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School social worker	One-on-one	During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
P.S.251 is a Title 1 school. As such, our Human Resource department only approves the hiring of highly qualified teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers receive specific and differentiated professional development via formal and informal observations by the principal and assistant principal guided by the Danielson Framework for Teaching as per <i>Advance</i> . Additionally, selected staff attend the Ready Gen PD provided by the DOE. Network 602 hosts math, ELA, science and Social Studies ambassadors from each school to share best teaching practices.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are used by the guidance counselor to purchase books, supplies and clothing and snacks for children within the budget of \$100/child.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Pre K staff use CCLS to plan lessons. They participate on the Vertical Team meetings so as to communicate with kindergarten, lower and upper grades. Parent workshops/meetings are held monthly and hosted by Pre K staff, social worker and parent coordinator.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Pre K teachers use Work Sampling to collect, analyze and inform instructional plans.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) (Required for Title I Schools ONLY)

PS251 School Parent Involvement Policy

Disseminated at Opening PTA Meeting, Thursday, September 19, 2013

6:00-8:00 PM in the school auditorium

PART I – GENERAL EXPECTATIONS

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

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

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

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

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

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

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

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

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

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

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

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

❖ *DESCRIBING HOW THE EVALUATION WILL BE CONDUCTED:*

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

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

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

❖ *EXPLAINING WHAT ROLE PARENTS WILL PLAY:*

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

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

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

- how to work with educators.

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

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

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

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

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

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

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

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

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

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

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

PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- involving parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training

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

PS251 SCHOOL-PARENT COMPACT

Disseminated at Opening PTA Meeting, Thursday, September, 19, 2013

6:00-8:00 PM in the school auditorium

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

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

P.S. 251 will

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

All pedagogical staff will be State Certified and highly qualified.

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

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

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

All staff will engage in Envision mathematics program.

- **hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**
- **provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:**

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

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

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

Parents will be notified on an as-needed basis.

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

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

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

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

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

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

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

Parent Responsibilities

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

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

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

- volunteering in my child's classroom;**
- participating, as appropriate, in decisions relating to my children's education;**
- promoting positive use of my child's extracurricular time;**
- participating in school activities on a regular basis;**
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;**
- reading together with my child every day;**
- providing my child with a library card;**
- communicating positive values and character traits, such as respect, hard work and responsibility;**
- respecting the cultural differences of others;**
- helping my child accept consequences for negative behavior;**
- being aware of and following the rules and regulations of the school and district;**
- supporting the school's discipline policy;**
- leading by example;**
- making education a priority in the home;**
- monitoring attendance and punctuality and stressing the importance of both;**
- having a specific time of day when you create private with your child;**

- *asking the child questions to show you are truly interested;*
- *insuring his/her homework space is quiet, clean and private;*
- *participating and volunteering in school-wide activities; don't wait to be asked;*
- *working with the classroom teachers by suggesting extra-curricular activities;*
- *communicating core values: respect, trust, team-work, tolerance (culture), etc.;*
- *understanding consequences of negative behavior: following rules;*
- *setting high expectations;*
- *expressing high expectations and offer praise and encouragement for achievement.*

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
MAY 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.

I. 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:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- 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:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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;
- 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;
- 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;
- 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;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- 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:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- 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);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- 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;
- 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;

II. Parent/Guardian Responsibilities:

- 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;
- 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;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- 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;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- 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;
- 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;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 22	Borough Brooklyn	School Number 251
School Name The Paerdegat		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Steven Boyer	Assistant Principal Sheila Phillip
Coach Helen Stern	Coach type here
ESL Teacher None	Guidance Counselor Ann Hendricks
Teacher/Subject Area Theresa Cornelius/3rd grade	Parent type here
Teacher/Subject Area Diana LaMarca/speech	Parent Coordinator Janet Sanchez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	0	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	571	Total number of ELLs	30	ELLs as share of total student population (%)	5.25%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In				2										2
Pull-out	2	1	3		2	3								11
Total	2	1	3	2	2	3	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	24		5	6		3				30
Total	24	0	5	6	0	3	0	0	0	30

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1			1								2
Chinese														0
Russian					1									1
Bengali														0
Urdu			1		2									3
Arabic	3		1	2	1	2								9
Haitian	1	1	2	2	5	1								12
French				2		1								3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	1	5	6	9	5	0	0	0	0	0	0	0	30

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	3		3	1								12

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			2	3	1	2								8
Advanced (A)				3	5	2								10
Total	4	1	5	6	9	5	0	0	0	0	0	0	0	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	5	1		11
5	2	2			4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	6		4						10
5	2		2						2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Based on the data from the LAB-R and NYSESLAT, our students show weakness in reading and writing modalities. The data reveals that students are able to achieve language proficiency when they achieve greater gains in reading and writing. Students who are able to score proficient on the lab-r and NYSESLAT perform better on the reading and comprehension portion of the exams.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR report was not available as of 11/17/2013

4. For each program, answer the following:
 - a. 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?

The students in grades from grades K-5 represent the beginner and intermediate proficiency levels. 12 students are at the beginner level and 8 are at the Intermediate level and this represents 20 out of the 30 students in the school. 8 students last year scored proficient on the Spring 2013 NYSESLAT. At the advanced level the students are in the upper grades 3rd thru 5th. There are no advanced level students in the lower grades. The NYSESLAT, ELA state exam, school created tests and periodic assessments as well as students ability to assimilate academically. The ESL teacher looks for trends in standardized testing scores to determine how effective instructional approaches are for the current population. The ESL teacher uses this data to inform instruction for the students in the program and improve their performance.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

In all of our classes all K-5 teachers are trained in RTI and RTI for behavior using RCCP to address all students' academic and behavioral needs including ELLs and students with disabilities. Instruction for ELLs in English language development is provided at the Tier 1 instructional level by the ESL teacher in conjunction with the classroom teacher in either a push-in model or pull-out. All teachers of ELLs meet once a month to discuss the overall and individual needs of our ELL students. When we find students struggling at tier 1, we move them to into Tier 2. When there is a demonstrated need for more targeted support, we then provide ELLs students with Tier 3 for more targeted and intensive academic and linguistic support. All three tiers of support occur in the classroom, to the best of the staff's ability and availability of resources, but also in separate settings with instruction focused on specific learning targets by trained professionals with research-based intervention strategies. Students are assessed continuously to determine areas in which they are struggling. Teachers communicate with the ESL teacher as well as the academic intervention providers to determine strategies that will improve their academic performance.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ELL teacher uses glossaries, word walls with native language translations and dictionaries in the classroom for the students. Students that are at a higher level of English proficiency also translate for students who speak the same native language and who are at a lower level of English proficiency.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program for our ELL students through analyzing data from the results of the NYSESLAT, ELA state exam, school created tests and periodic assessments as well as students ability to assimilate academically. The ESL teacher looks for trends in standardized testing scores to determine how effective instructional approaches are for the current population. The ESL teacher uses this data to inform instruction for the students in the program and improve their performance. For example: Out of our 30 ELLs were eligible to take the ELA and 16 were eligible to take the math in spring 2013. That data is as follows: 5 level 1s in 4th grade, 5 level 2s in 4th grade, and 1 level 3 in 4th grade. Based on this data we plan to support our ELL students with AIS/RTI services, Saturday test Prep Academy, ELL push-in and pull out supports to target areas of weaknesses.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Once the student is registered, the licensed teacher administers the Home Language Survey for the parent to complete. This is usually the ESL teacher. The ESL teacher or a teacher pedagogue who has been thoroughly trained on the LEP identification process, reviews the completed Home Language Survey. When a student has been identified as LEP, the ESL teacher or trained teacher pedagogue conducts the informal interview which is conducted in both the student's native language and English. The following languages spoken by staff members include, English, Spanish, Russian, Haitian Creole, French, and Arabic. If it has been determined that the student is limited English proficient, then the ESL teacher administers the Lab-r exam within 10 days of registration. If the student scores at the cut score or below and is identified as beginner, intermediate or advanced level then the parent is invited for parent orientation where they are informed of the 3 program choices. If a parent opts on the parent survey for a TBE or DL program and there are not sufficient number of students (15) across 3 contiguous grades to create a TBE or DL then the parent will be provided with information on which schools have these programs. An appropriate program would be formed. All Spanish speaking new entrants who score at or below the cut score on the Lab-r are administered the Spanish Lab-r during the same testing period. The Spanish Lab-r is used to inform proficiency level and instruction.

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.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL teacher distributes entitlement letters, continued entitlement letters and non-entitlement letters to parents based on the student status. The parents of those students who are entitled to ESL services receive an invitation to a parent orientation outlining

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

4. 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.

Once it has been determined that a child is eligible for ESL testing by home language survey and informal interview, then the child is provided ESL services from the first day, and administered the Lab-R test within 10 days of registration to determine English language proficiency. The parents of students who scored at or below the cut score are invited to a parent orientation in their native language or English depending on how they completed the HLIS form. During the parent orientation process, there is no partiality placed upon any specific language program. Parents choose from the 3 program choices. Parents are always given information in both their native language and English. If they do not read either language then a translator is available to explain.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All NYSESLAT materials are stored in a locked and secure location within the school building. Students are grouped according to grade band and tested in an approved testing location within the building. The speaking portion of the test is administered by the ESL teacher and another licensed pedagogue scores as per the administration manual for the NYSESLAT. Each remaining modality Speaking, Reading and Writing is administered on different days throughout the testing window. General education students and special education students with modifications are given minimum what is suggested in the SAM but technically since it is an untimed test, they are provided adequate time based on the teacher's knowledge of their testing skills to complete the exams. For students with disabilities, they are administered their exam based on their IEPs.

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

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

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

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

2. 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)?

2.) The ESL teacher works cooperatively with all of the teachers of the ELL students to ensure that students will be able to meet their mandates 360 ESL minutes for beginners and intermediates and 180 minutes of ESL and 180 minutes of ELA for advanced students. 2.a.) Native Language Arts is incorporated in ESL classes on a continuous basis. All instruction with students who are in the ESL program is focused in one of the following three content areas; math, science and social studies. Lessons in these three areas are conducted on a rotating basis every week.

3. 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 foster language development and meet the demands of the Common Core Learning Standards.

3.) Content area subjects are taught in English using ESL and ELA methodologies. The ESL teacher provides content area support by introducing new vocabulary words through visuals, realia, audio, TPR, and hands-on activities. In all lessons there are elements that

combine, speaking, listening, reading and writing that help support the language acquisition process. Scaffolding techniques, visual

representations, audio, and computer technology are utilized to deliver content information and to support language. Materials used are rigorous instructional resources specifically designed for LEP students. The technological materials that we use in our instruction in all content areas includes, interactive smart board activities and content area website resources. Students utilize glossaries as well as bilingual dictionaries in their native languages.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 - 4.) Students who are placed in the ESL program are given mandatory state tests, when necessary in their native language as a support and to assess content area knowledge. Translators are provided, when needed. After identifying the student's native language, content area teachers provide translated tests for students, when appropriate and necessary.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
 - We currently do not have SIFE students but if we did we would include them in our targeted intervention program with our AIS provider, and in the Title III ESL after school program.
 - At PS 251, the ELL teacher collaborates with the classroom teacher(s) to ensure that the newcomer students that are being serviced are getting the content area information for all core subjects needed using ELL methodologies. The lessons are designed so that students will develop higher order thinking skills and ask questions of the teacher and also of themselves, thus making the material relevant and useful in their lives. In this way, whatever the students are being taught will be life long learning and also prepare them for standardized testing.
 - For ELL's receiving services for 4-6 years, most of their difficulty is with reading and writing. The ELL teacher provides rigorous content area instruction. The Ell teacher focuses heavily on developing the students abilities in literacy.
 - d.)There are no long term Ell's at PS 251, because it is a K-5 elementary school.
 - The ESL teacher works on a schedule that accomodates the student, giving special consideration to their academic needs. Although the grouping of Ell students is heterogeneous, the ESL teacher uses technology and a differentiated instructional approach to teaching.
 - Former ELLs are provided transitional support as per CR Part 154
7. 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?
8. We are learning about, and soon will be implementing, universal design for learning framework that wll incorporate the needs of students of varied levels of cognition and language proficiency within the lesson goals, procedure and assessment. Using a combination of manipulatives for the kinesthetic learner and student with disabilities, language and content rich literature for those students who are higher functioning and visual support for teaching different concepts will provide a diverse and successful learning environment.
9. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- The ESL teacher works on a schedule that accomodates the student, giving special consideration to their academic needs. Although the grouping of ELL students is heterogeneous, the ESL teacher uses technology and a differentiated instructional approach to teaching.

Courses Taught in Languages Other than English

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

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

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

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

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

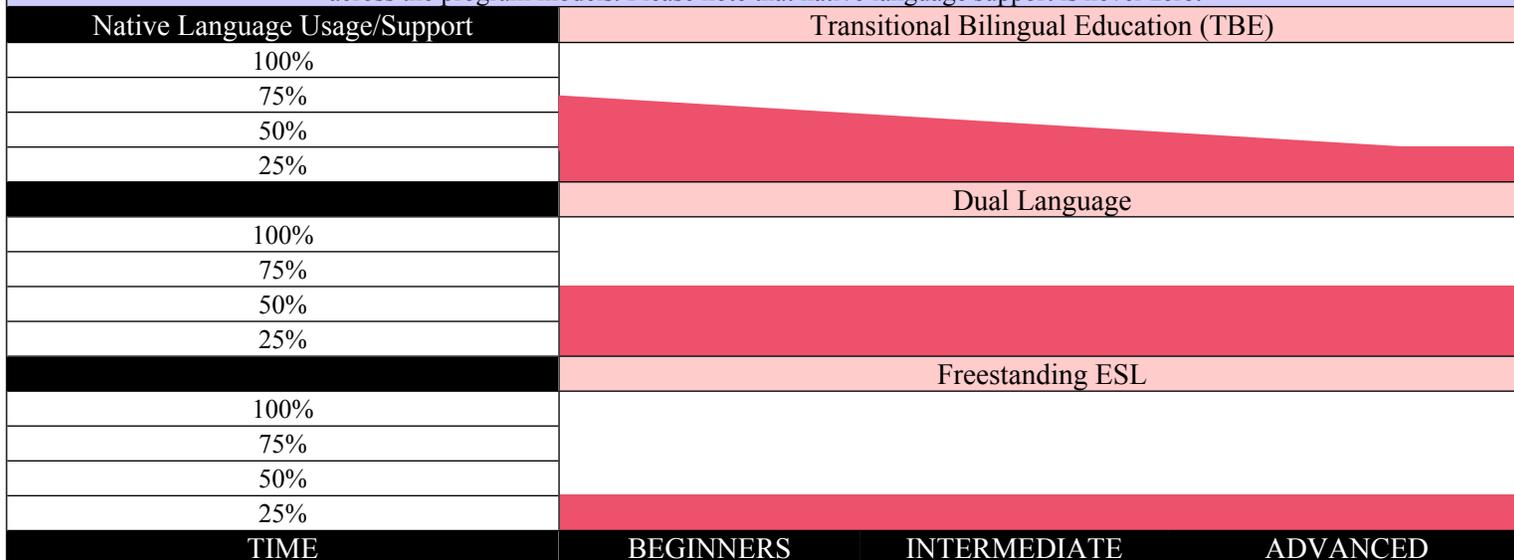
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language 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

10. 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.
 ELLs have equal access and are invited by flyer invitation to attend school programs, specifically AIS tutoring and Saturday school programs to improve their language acquisition and comprehension in content area subjects. ELL students who attend the AIS afterschool programs receive rigorous academic instruction in content area subjects. In compliance with Title III funding ELLs are invited and encouraged to participate and attend afterschool program that teaches English through content area instruction (math, science, social studies, ELA).
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
 Currently our ELL students are grouped together for targeted instruction in ELA/Math and science from the classroom teacher and the ELL teacher. The classroom teachers are using UDL strategies and techniques to meet the needs of the ELL learners.
12. What new programs or improvements will be considered for the upcoming school year?
 We will continue the same programs from last year.
13. What programs/services for ELLs will be discontinued and why?
 In recent years, PS 251 has had an after school program to help struggling ELL students. Our budget will determine if the program will continue..
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ELLs have equal access and are invited by flyer invitation to attend school programs, specifically AIS tutoring and Saturday school programs to improve their language acquisition and comprehension in content area subjects. ELL students who attend the AIS afterschool programs receive rigorous academic instruction in content area subjects. In compliance with Title III funding ELLs are invited and encouraged to participate and attend afterschool program that teaches English through content area instruction (math, science, social studies, ELA).
15. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 Instruction with the ELL population includes facilitation with the use of smart boards and computer technology. The ESL teacher incorporates an interactive differentiated approach to instruction. Teachers use materials specifically designed for students who are limited English proficient. Students are also given access to reference materials in their native language that support the instruction as well as using web based electronic language translators.
16. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 ELL teacher uses glossaries, word walls with native language translations and dictionaries in the classroom for the students. Students that are at a higher level of English proficiency also translate for students who speak the same native language and who are at a lower level of English proficiency. Students are also given access to reference materials in their native language that support the instruction as well as using web based electronic language translators.
17. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 Required ELL services provide for and support ELL's ages and grade levels through the scaffolding of language and differentiated tiered lessons. The resources correspond to the ELL's age and grade level and support researched based skills, strategies and methodologies. Students are expected to perform at grade level. Materials utilized support rigorous language acquisition in content area instruction. The resources are appropriate for the grade levels and cognitive levels of the students. The ELL program has resourceful of materials available. The materials support many levels of content language instruction, ie: science, math, ELA and social studies.
18. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
 PS 251, offers summer programs to all students including newly enrolled ELL's. Parents have the option of enrolling their children in the summer program prior to the beginning of the school year. The program assists students in acclimating to the school environment and prepare for the upcoming school year. Students receive instruction in ESL strategies and skills and well as the 4 modalities writing, reading, listening, and speaking.
19. What language electives are offered to ELLs?
 PS 251 is a K-5 school. Currently there are no language electives offered.
20. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?

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

Not Applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The goal of professional development at PS 251 is to increase teacher ability to incorporate instructional strategies to support language acquisition and content area learning for ELL students. Professional development supports our staff of administrators, ESL teacher, classroom teacher, guidance counselor, parent coordinator, Special Education teachers, paraprofessionals, psychologists, speech and secretaries serving all ELLs. The professional development is geared toward building capacity of teachers for implementing coherent instruction for ELLs. The professional topics include: Instructional Expectations for ELLs and all students Using ESL strategies in all content areas eligibility of ELLs to take mandated tests literacy development using the scaffold model differentiating instruction for ELL's. Teacher's of Ell students meet with the ELL teacher to discuss strategies, methodologies, and scaffolding techniques for teaching Ell students. The staff is provided with techniques to assist students in acquiring the language, which includes a rigorous academic program ,and learning and comprehension strategies to support long term growth and development. 3.) The school provides a facilitator who is available to all staff members to discuss the language acquisition process and ELL strategies and methodologies that can be used to improve instruction and student performance. The 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P. is conducted by the network ELL staff on days such as Election Day and/or Brooklyn Day or on other afternoons whereby teachers receive training rate.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

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

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

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

E. 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.

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **22K251** School Name: **K251**

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

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

Part A: Needs Assessment Findings

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.

PS 251 maintains current and detailed records on all students who are in the ESL program and their home languages. Parent coordinator reaches out to new parents from other countries and inquire to assess the needs of the parents and to offer support regarding language needs. Pertinent school correspondence is available in many different languages, either through the Department of Education website or the translation and interpretation unit. All of the students in the ESL program at PS 251 are native speakers of languages that the Department of Education provides translation services for. Teachers are encouraged to communicate with the ESL provider, parent coordinator, guidance counselor and the school administration to discuss any needs that they may have regarding communication with parents that may be oral or written, and the specifics of the assistance that will be required. Strict timelines are adhered to when it is determined that translation services are necessary, and the service is subsequently provided to the parent.

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.

At PS 251, it has been revealed that many of the parents, who are native speakers of following high frequency languages: Haitian-Creole, Arabic and Spanish with a few Urdu students. During faculty conferences and grade meetings with discuss our ELL population needs for written translation and oral interpretation needs. Teachers of ELLs meet monthly with administration and are given updated data regarding the needs of the students and parents, and the best way to communicate with them and what resources are available.

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.

We utilize the translated letters provided by the DOE for the languages in our school. The school makes every attempt to have written translations to parents in their native language within a week of the need. Once the ESL teacher is aware of the translation needs, if the document is available on the Department of Education Website, it will be downloaded and if it is not, translation services will be sought from the translation and interpretation unit of the Department of Education and outside vendors.

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.

As a community we have identified teaching staff and school aides who are bilingual, across high frequency languages for our school. We also have Learning Leader volunteers who are bilingual and are able to provide oral interpretation for parents and for students. Lastly, the parent coordinator who speaks Spanish assists in oral interpretation as well. In the future if we are lacking oral interpreters for a specific language we will contract an outside DOE approved vendor using translation and interpretation funds.

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>.

Parents will be given documentation where they will indicate their translation needs. This information will include whether they have relatives who are available and willing to provide translation and interpretation services. Parents that indicate that they require translation services, will be required to indicate what type of translation service they will need, oral or written . Once that has been determined parents will be given minimal criteria that they will need to adhere to so that translation services can be scheduled and provided properly .School staff and parent volunteers will be notified in a timely fashion as to when and where their services are required. .

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

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

Instruction during the ELL Saturday Institute will take place from 9:00AM to 12:00PM. The ESL teacher will provide instruction on a rotating schedule of 30 minutes for each of the classes in the program. The instructors plan together each week for their class sessions. The teachers provide instruction using a

Part B: Direct Instruction Supplemental Program Information

coteaching

model while incorporating language building techniques into their lessons. The ELL Institute will run for 8 weeks in three hour sessions from December to February. Instruction will be in English and included lessons that engage students in literacy, social studies and science.

Part C: Professional Development

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

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

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

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Part C: Professional Development

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget

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

Allocation Amount: \$

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