

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**                   **22K251**

**School Name:**                       **THE PAERDEGAT**

**Principal:**                             **STEVEN BOYER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 22K251  
School Type: Public School Grades Served: PreK-5  
School Address: 1037 East 54<sup>th</sup> Street, Brooklyn, NY 11234  
Phone Number: 718-251-4110 Fax: 817-241-3200  
School Contact Person: Steven Boyer Email Address: Sboyer@schools.nyc.gov  
Principal: Steven Boyer  
UFT Chapter Leader: Gladys Avila  
Parents' Association President: Sandler Jacinthe  
SLT Chairperson: Mary Valva, Veronica Fletcher  
Student Representative(s): NA

**District Information**

District: 22 Superintendent: Julia Bove  
Superintendent's Office Address: 5719 Flatlands Avenue, Brooklyn, NY 11234  
Superintendent's Email Address: Jbove@schools.nyc.gov  
Phone Number: 718-968-6116 Fax: 718-968-6251

**Cluster and Network Information**

Cluster Number: 6 Cluster Leader: Jose Ruiz  
Network Number: 602 Network Leader: Matthew Melchiorre

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- ❖ List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- ❖ SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- ❖ The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Steven Boyer	*Principal or Designee	
Gladys Avila	*UFT Chapter Leader or Designee	
Sandler Jacinthe	*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	
Kim Perez	Parent	
Rhonda Green	Parent	
Veronica Fletcher	Parent	
Alban Ferguson	Parent	
Ruth Latham	Staff	
Jessica Thompson	Staff	
Mary Valva	Staff	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents,                 </li> </ul>	

students and administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### **Section 4: CEP Overview**

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

## School Vision

To cultivate and develop future leaders to be critical thinkers, visionaries, inventors, and passionate humanitarians with a determined desire to make a positive impact on society.

## School Mission

To achieve our vision, our mission is to create a safe and nurturing environment that stimulates learning and creativity within all children, which promotes academic excellence, artistic expression, and creativity while celebrating diversity.

P.S. 251K is a School Wide Project, Pre-K – 5<sup>th</sup> grade school with a student enrollment of 610 students set in the Flatlands section of Brooklyn. The work of the classroom teachers and paraprofessionals is enhanced by the content special programs which include health/physical education, computer, science, music, library and art. Other support staff includes a 50/50 (intervention/IEP) service provider, psychologist, social worker, guidance counselor, a staff developer, speech, OT, PT and ELL teacher. This year we have for the first time hired a full-time ELL teacher to meet the mandates for CR Part 154 for our 30 ELLs. The ELL teacher receives support in compliance and instruction at the school, network and central level.

Classroom teachers provide instruction in the core curricula of literacy via Ready Gen, mathematics via Go Math, science, Social Studies, as well as music and art, physical and health education, drama and dance. The New York State exams for ELA and math, the NYSESLET as well as ongoing Fontas & Pinnell benchmarking and running records keep staff informed of student progress. Extended days are Mondays from 2:20-3:40 PM for professional learning and Tuesdays from 2:20-3:35 PM for parent outreach. There is a professional learning team comprised of the principal and key staff members that sets the instructional course for the school based upon the citywide instructional expectations. The Vertical Team meets monthly to share and compare initiatives across grades and to analyze teaching and learning trends of our school at large. Content specialists (aka cluster teachers) and paraprofessionals are involved in all professional learning opportunities.

Professional development is provided in-house via our staff developer and members of the school development committee, via our network 602 liaisons and opportunities outside our network. Additionally, several teachers host intervisitations on specific areas such as questioning, accountable talk and classroom management. Teachers and paraprofessionals are encouraged to grow and develop professionally seeking out any and all opportunities for such growth.

Our Dell computer lab and New Visions library teach children to master the use of laptops, iPads, desktops, Smart Boards, as well as software that connects to the Internet. The structured science program by Harcourt, features manipulatives, live specimens, as well as other necessary materials to perform experiments. The science program provides instruction related to the 4<sup>th</sup> grade New York State exam in science. In the music program the children play keyboards and follow the instructions from the Music and the Brain organization. Art instruction is aligned to the New York City Department of Education's Blue Print for the Arts. The Fitness Gram is the curriculum used by the physical education teacher.

Special programs and connections with CBO's include:  
Substance Abuse Prevention and Intervention Specialist (SAPIS)  
Brooklyn Ballet  
Common Cents-Penny Harvest

## OST after-school with Millennium Development

We strive to extend parent involvement on the PTA, SLT, as Learning Leaders and participants in evening ELL and GED classes, continually seeking their input in academic decisions and initiatives that affect their children's success and performance. Evening meetings prior to any major test as well as end of year showcases and festivals brings in the community. Having said that, parent involvement is still an area of challenge for our school. Awards are given at every PTA meeting in the hopes that more parents and relatives will attend.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

ELA

3rd grade							
Level 1		Level 2		Level 3		Level 4	
71.40%	-1.30%	23.80%	1.10%	4.80%	0.30%	0%	0%
4th grade							
Level 1		Level 2		Level 3		Level 4	
60.00%	-23.30%	40.00%	23.30%	0.00%	0.00%	0%	0%
5th grade							
Level 1		Level 2		Level 3		Level 4	
83.30%	23.30%	-23.30%	0.00%	0.00%	0.00%	0%	0%

Analysis shows that 3<sup>rd</sup> grade SWD decreased scores in level 1, increased scores in level 2 and 3, but did not score in level 4.

4<sup>th</sup> grade SWD decreased scores in level 1, increased scores in level 2, but did not score in levels 3 and 4.

5<sup>th</sup> grade SWD increased scores in level 1, decreased scores in level 2, but did not score in levels 3 and 4.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Eighty-five percent of the children with disabilities in grades 3-5 will meet their IEP annual goals in ELA with at least 80% accuracy or higher by June 2015.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			

Ready Gen ELA program, PD provided by staff developer and Network 602 literacy staff, unit plans, school resource website	Staff of SWDs in grades 3-5	September 2014-June 2015	Principal, AP, IEP teacher, staff developer
Weekly professional development, grade discussions and intervisitations for SWD staff, full time ELL teacher, AIS provided by IEP Teacher, STH earmarked funds for supplies	Staff of SWDs in grades 3-5	September 2014-June 2015	ELL teacher, IEP teacher, AP
Tuesday afternoons will be utilized as part of the parent outreach plan, providing opportunities to assist parents with academic as well as social emotional support	Parents of SWD and ELLs	September 2014-June 2015	Parent coordinator, 3-5 SWD staff
Staff trust derives from honest feedback from formal and informal observations conducted by the administration.	Staff of SWDs	September 2014-June 2015	Principal and assistant principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Ready Gen program, Smart Boards, hardware, software, leveled libraries, school resource website

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Donors Choose organization									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
<u>Fontas &amp; Pinnell benchmark levels</u> February 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Math							
3rd grade							
Level 1		Level 2		Level 3		Level 4	
44.80%	6.00%	39.10%	-0.90%	14.00%	-6.40%	1.10%	1.10%
4th grade							
Level 1		Level 2		Level 3		Level 4	
41.90%	0.30%	36.5	-2.20%	20.30%	3.00%	1.40%	-1.30%
5th grade							
Level 1		Level 2		Level 3		Level 4	
-48.40%	5.10%	38.70%	4.00%	12.90%	3.00%	0%	-2.00%

Analysis shows that 3<sup>rd</sup> grade students decreased scores in level 3 but increased in level 4.  
 4<sup>th</sup> grade students increased scores in level 3 but did not decreased scores in level 4.  
 5<sup>th</sup> grade students increased scores in level 3 but decreased scores in level 4.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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% from June 2014, as measured by teacher-made/in-house assessments and the New York Mathematics exam.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			

Go Math program, PD provided by staff developer and Network 602 literacy staff	Staff of students in grades 3-5	September 2014-June 2015	Principal, AP, IEP Teacher , staff developer
Increased PD for 3-5 staff, full time ELL teacher, AIS provided by IEP Teacher, STH earmarked funds for supplies	Staff of students in grades 3-5	September 2014-June 2015	Principal, AP, IEP Teacher , staff developer
Tuesday afternoons parent outreach opportunities increased, workshops	Staff of students in grades 3-5	September 2014-June 2015	Parent coordinator, staff of grades 3-5
The staff trusts that the administration's feedback from observations is accurate, fair, measurable and via low-inference note-taking as per the <i>Advance</i> system.	Staff of students in grades 3-5	September 2014-June 2015	Staff of grades 305

#### Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Go Math program, Smart Boards, hardware, software, manipulatives, school resource website

#### Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

#### Part 6 – Progress Monitoring

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

Go Math unit assessments  
February 2015

**Part 6b.** Complete in **February 2015**.

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The following chart shows the levels of current K-5 English Language Learners (ELLs):

Grade	Beginner	Intermediate	Advanced
K	0	4	0
1	1	1	3
2	1	1	0
3	4	3	0
4	2	3	2
5	3	2	0

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 65% of current K-5 English Language Learners (ELLs) will move up a level from beginner to intermediate and from intermediate to advanced as measured by the NYSITELL (for K and all new-comers) and/or NYSESLAT (administered at the end of the school year) assessments in the reading/writing and listening/speaking domains.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>17. Strategies to increase parent involvement and engagement</li> <li>18. Activities that address the Capacity Framework element of Trust</li> </ol>			
The AWARD Reading balanced literacy curriculum, Raz Kids, Rosetta Stone, BrainPop, Ready Gen and Go Math	ELL Students	October 2014-June 2015	ELL teacher
Full-time ELL teacher will immerse ELL students in engaging, disciplinary reading, writing, listening and speaking development. The ELL program is designed to give students the	ELL students, parents of ELLs	September 2014-June 2015	ELL teacher, pupil personnel secretary

foundation that they need to succeed academically.			
Tuesday afternoons parent outreach opportunities increased, workshops, in-house translators as well as documents reproduced in family's language if/when needed	Parents of ELLs	September 2014-June 2015	ELL teacher
As the ELL students develop skill and confidence in reading, writing, speaking and listening to English, they will grow and develop academically.	ELL students	September 2014-June 2015	ELL teacher

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

ELL students are clustered into one class on each grade so as to make pull-out/push-in feasible. ELL teacher Isaacson is five-days/week full time teacher. Programs to be purchased include: the AWARD Reading balanced literacy curriculum, Raz Kids, Rosetta Stone, BrainPop, Ready Gen and Go Math

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

DIY NYSESLAT assessments created by ELL teacher  
February 1, 2015

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

The following are the results from the **Parent Teacher conference** attendance for the 2013-14 school year:

Fall 2013, register 569

Afternoon	238	42%
<u>Evening</u>	<u>185</u>	<u>33%</u>
Total	423	74%

Spring 2014, register 603

Afternoon	270	45%
<u>Evening</u>	<u>210</u>	<u>35%</u>
Total	480	80%

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Parent attendance at the fall 2014 and spring 2015 Parent Teacher Conferences will increase by or more than 2% from the prior year's Parent Teacher Conferences as measured by totaling classroom sign-in sheets.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Learning Leaders, LEAP, class parents	Parent volunteers	January 2014-June 2015	Parent coordinator, PTA president and vice president

Learning Leaders program to train parent volunteers to help students with homework after school, in connection with the existing OST program Class parents to be chosen, one from each class, to be the liaison between school and home	Parent volunteers	January 2015-June 2015	Parent coordinator, OST staff
Parent volunteers will not only help their own and other parents' children, but also learn about the DOE curriculum and instruction programs	Parent volunteers, after school students	January 2015-June 2015	Parent volunteers
Class parents will relay information from the teachers/school to families	All parents	January 2015-June 2015	Class parents

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

\$500-\$2,500 fee for Learning Leaders program

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

PTA fund raiser

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

Three-session Learning Leaders training session and DOE screening process  
March 2015

**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

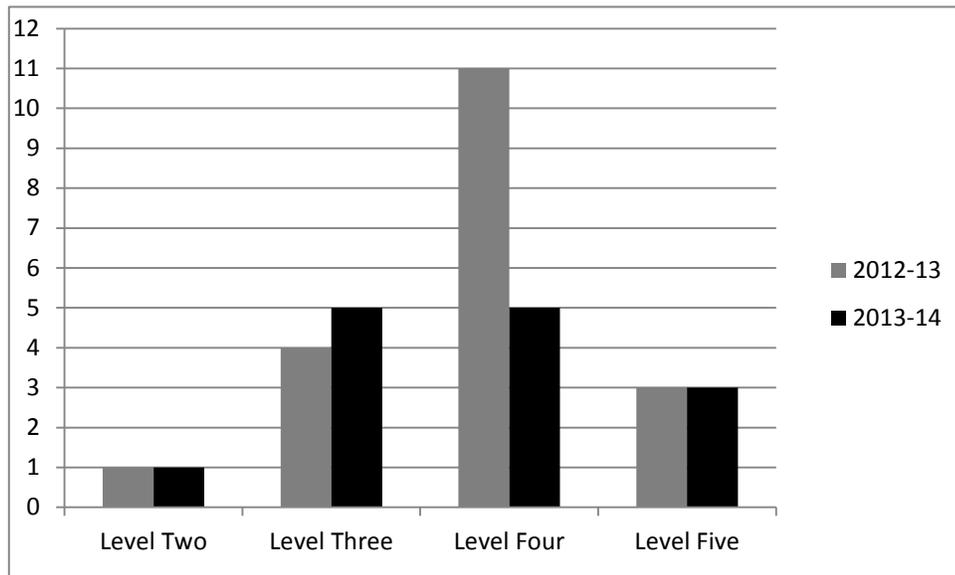
### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### *Occurrence Summary Comparison for the School Years*

**2012-13 and 2013-14**

	2012-13	2013-14
Level Two	1	1
Level Three	4	5
Level Four	11	5
Level Five	3	3
<b>Totals</b>	<b>19</b>	<b>14</b>



Analysis: Level two’s remained equal, level three’s decreased, level four’s decreased, level five’s remained equal.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 95% of the classroom teachers will have taught conflict resolution lessons at least twice a month as recorded in lesson plans and observed by administration in formal/informal observations.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Morningside Center for Teaching Social Responsibility. RCCP-resolving conflict creatively program	All teachers, paras, aides and students	September 2014-June 2015	AP, SAPIS
Continue with the conflict resolution program including classroom lessons and peer mediators. All students are included; ELLs and SWDs, Enrichment and general education. While the 3rd-5th graders are the peer mediators, all grades receive RCCP class lessons.	All teachers, paras, aides and students	September 2014-June 2015	AP, SAPIS, classroom teachers, Morningside Center Staff
Continue to inform parents about the conflict resolution program including classroom lessons and peer mediators. Give monthly awards for Good Citizenship at PTA meetings.	Parents	September 2014-June 2015	Principal, AP, pupil personnel secretary
RCCP/peer mediation is a program that is offered to students who are in a conflict. If they agree to work their issues through mediation, they are promised by the administration that no other action will be taken.	Students	September 2014-June 2015	SAPIS, AP, Principal, guidance counselor, social worker

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Funding to continue working with Morningside Center for the Teaching of Social Responsibility.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

A reduction by at least 1 level for OORS levels 2-5

February 1, 2015 check OORS

**Part 6b.** Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• F&amp;P Benchmark Levels</li> <li>• Teacher Recommendations</li> <li>• Report card grades</li> <li>• Students' classroom performance</li> <li>• Students who are holdovers and potential holdovers</li> <li>• At-risk students</li> <li>• ELA State tests scores</li> <li>Formal/informal Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Streets (Reading Intervention)</li> <li>• Ready Gen (Re-teaching)</li> <li>• Guided Reading Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Small group Instruction</li> <li>• Push-in services</li> <li>• One to one targeted intervention</li> </ul>	During the school day
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Unit/Classroom assessment results</li> <li>• Report card grades</li> <li>• Students' classroom performance</li> <li>• Math State tests scores</li> <li>• Teacher recommendations</li> <li>• Students who are holdovers</li> </ul>	<ul style="list-style-type: none"> <li>• Go- Math Tiered Intervention</li> <li>• Think Central</li> <li>• Quick Quiz(+ -X)</li> <li>• Re-teaching</li> <li>Technology based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Small group Instruction</li> <li>• Push-in services</li> <li>One to one targeted intervention</li> </ul>	During the school day

	and potential holdovers			
<b>Science</b>	Teacher recommendation	<ul style="list-style-type: none"> <li>Scholastic trade books</li> </ul> Guided reading	One-on-one or small group	During the school day
<b>Social Studies</b>	Teacher recommendation	<ul style="list-style-type: none"> <li>Scholastic trade books</li> </ul> Guided reading	One-on-one or small group	During the school day
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher and/or parents notify guidance counselor	A determination is made by staff as to the best strategy to help student	One-on-one or small group	During the school day

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
x	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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>Staff is recruited via hiring fairs and word of mouth from colleagues</p> <p>Assignments are given based on openings, UFT contractual agreements, student needs</p> <p>PD comes from a variety of sources including staff's perceived needs, analysis of Advance/Danielson, and program support for Ready Gen and Go Math.</p>

**2b. 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).
<p>Grade leaders meet monthly as a Vertical Team to support intra-grade congruence of all school-wide initiatives</p> <p>PD programed by SDC made up of staff and administration</p> <p>Teachers are selected for major subject area 602 network Ambassador initiative. Workshops are CCLS-based and ambassadors turn-key</p> <p>Literacy and math programs are CCLS-based</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

There are five pre-K classes in PS251, up from three last year. Teachers are highly qualified and receive PD from city-wide staff.

Work Sampling program used to analyze student work and provide next steps

All rooms are equipped with mandated furniture and supplies

1 teacher, 1 para, 18 children

Pre-k staff involved in all school-wide PD and initiatives

Pre-k staff observed formally and informally by administration

**4b. 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.

Committees where teachers participate:

Cabinet; weekly

SDC; bi-monthly

Vertical Team; monthly

Grade meetings, weekly

UFT consultation meetings, monthly

SLT, monthly

All decisions are collaboratively decided upon.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$393,190	X	Pages 9, 11, 13, 17

Title I School Improvement 1003(a)	Federal	NA	NA	NA
Title I Priority and Focus School Improvement Funds	Federal	NA	NA	NA
Title II, Part A	Federal	NA	NA	NA
Title III, Part A	Federal	NA	NA	NA
Title III, Immigrant	Federal	\$11,200	X	Page 17
Tax Levy (FSF)	Local	\$2,559,711	X	Pages 9, 11, 13, 17

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### PS251 School Parent Involvement Policy

*Disseminated at Opening PTA Meeting, Tuesday, September 23, 2014*

*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 programs such as Learning Leaders and Universal Pre-K.

*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 PA. 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 parents and to support a partnership among the school involved, parents, and the community to improve acader achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, 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 speak to P.S.251 to lead workshops on an array of subjects and topics including understanding State Standards, interpreti assessment reports, reading, writing and math workshops, Title 1, Part A, etc. The school will seek and access the resour and talents within the Department of Education to assist with workshops, conferences and classroom instruction and util 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 childre 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 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 person

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 trust 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 Universal Pre-K, Reading First, and 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, Tuesday, September, 23, 2014*

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

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.

### ART 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 utilize teaching strategies from Teachers College and the AUSSIE organization so as to enhance reading and writing skills of all students.*

*All staff will engage in Go Math and Ready Gen reading programs.*

- hold a discussion about this Compact 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:

*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.*

## Parent Responsibilities

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

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

*Staff meets with parents as per the UFT contract giving additional time on Mondays and Tuesdays.*

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

*Parents will be notified by all after 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 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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 1<sup>st</sup> 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;

The 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;
- 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 (SPC) Template**

**[School name]**, 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 1<sup>st</sup> 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 with 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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 4  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 3

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. All 30 of our ELLs are invited to participate in the Title III ELL Saturday Institute. The ELL Saturday Institute will run for 11 sessions January 24, 2015 to April 25, 2015. Each session will take place from 9 AM to 12 PM. We will utilize the last two Saturday sessions in April to review core concepts on the LAT, such as critical thinking skills, oral responses as well as answering multilevel questions. The program will include three certified Common Branch classroom teachers, and one certified ESL teacher, for the duration of the three hour session. The Assistant Principal will supervise the ELL program and will be present on Saturdays for four hours. Students will be divided into three different groups, each led by a classroom teacher; Kindergarten and 1st, 2nd and 3rd, 4th and 5th grades together. The four teachers will be responsible for delivering the instruction for the Saturday School Program, with the ESL teacher providing push-in support for one hour with each group using the best ESL teaching practices and referencing data to support student learning. This will allow all students to participate in grade level content which will be scaffolded and modified based on individual needs and proficiency levels.

The teachers will collaborate with the ELL teacher to plan weekly lessons and discuss student progress along with areas of weakness. After analyzing student data from the NYSITELL 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 School Institute will provide support with intensive literacy instruction that is embedded within the context of grade appropriate non-fiction and fiction texts. 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. The instructional focus will be centered on improving English proficiency and academic achievement.

The content teachers, based on of their knowledge of the current activities and skills expected of students during the school day, will create lessons to supplement instruction in the students' general education classes. Our ELL Saturday School Institute will provide additional ELL support in literacy through content area integration that is skills based and includes vocabulary acquisition, differentiated

### Part B: Direct Instruction Supplemental Program Information

tasks and instruction based on student English proficiency level and multiple assessments. Instruction will be in English and include lessons that engage students in literacy, social studies and science. 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. We will utilize the AWARD Reading balanced literacy curriculum, Raz Kids, Rosetta Stone and BrainPop to immerse ELL students in engaging, disciplinary reading, writing, listening and speaking development. These resources will be funded with Title III funds. This program is designed to give students the foundation that they need to succeed academically.

### 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 ESL teacher will provide PD to all teachers during PD Mondays by modeling ELL strategies to support the ELL instruction. All teachers will receive PD provided by the Department of English Language Learners and Student Support (DELLSS) in order to address the ELL students in their classes. Our Monday PDs will be provided by the ELL network liaison and the ELL teacher. Topics selected for Professional Development will be based on the school's instructional focus as well as the school's data. We will also provide differentiated PD for teachers on an as need basis.

Professional development for the teachers for the Saturday School Program will be delivered by the ELL teacher, Kelly Isaacson, on two different Mondays during the allotted PD time – the first to be given the Monday after the first Saturday School session and after the fifth session. This way she can address the initial concerns of the teachers and then follow-up with them later on concerning progress and further concerns. The first PD session will serve to address teachers' immediate concerns on the ELLs needs. The ESL teacher will provide the content area teachers with general knowledge on second language acquisition as well as strategies and modifications that can be made to grade-level content and skills in order for ELL students of varying proficiencies to have access to grade-level content and be able to succeed. She will also instruct teachers how to use the Rosetta Stone Language Learning program. The ESL teacher will also provide PD on an ongoing needs basis. All school staff members who work with ELLs during the school year will have the opportunity to attend ongoing workshops and professional learning sessions offered by the DELLSS as well as network based ELL workshops and professional learning sessions.

### 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: P. S. 251 has a GED program to support parents in learning language acquisition skills which will support them in improving their language skills and to also better help their children at home. As the family attends school/GED program they will grow together academically and enhance the ELL students academic achievement.

Parents of ELLs attending the ELL Saturday School Institute will receive regular communication from the four teachers involved with the program. Parents will be invited to attend the Saturday sessions with his/her child to learn strategies to support language skills at home. This will include academic strategies such as how to help their child with their reading, as well as resources such as the Brooklyn Public Library, museums and community centers.

Parents will also receive a weekly progress report that will address both behavior and academics. Academically, teachers will add one comment describing what the student is doing well in as well as one area for improvement. The area that needs improvement will also describe what the parent can do with their child at home in order to help them achieve success.

The communication will be in varied forms: phone calls, face to face meetings during the Tuesday afternoon UFT parent outreach period as well as the above mentioned progress reports. The language of choice that parents chose to be communicated with on the Home Language Identification Survey will be taken into account when communicating with parents. The ELL teacher will make the involved content-area teachers aware of the NYC DOE Translation and Interpretation Unit in order to meet the communication needs of the ELL students' parents.

It is especially important to keep the parents of ELLs informed and up to date with their child's academic and behavioral progress. Our goal is for our ELL parents to develop an understanding of our school community and culture to support his/her child at home. In addition, the progress reports will give the parent concrete advice or strategies on how to help their child. Making sure the communication is in the language that they prefer will create an open environment where they will hopefully feel welcome.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 [i](#).

## Part I: School ELL Profile

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

District <b>22</b>	Borough <b>Brooklyn</b>	School Number <b>251</b>
School Name <b>The Paerdegat</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Steven Boyer</b>	Assistant Principal <b>Sheila Phillip</b>
Coach <b>Helen Stern</b>	Coach <b>type here</b>
ESL Teacher <b>None</b>	Guidance Counselor <b>Ann Hendricks</b>
Teacher/Subject Area <b>Theresa Cornelius/3<sup>rd</sup> grade</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Diana LaMarca/speech</b>	Parent Coordinator <b>Janet Sanchez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>571</b>	Total number of ELLs	<b>30</b>	ELLs as share of total student population (%)	<b>5.25%</b>
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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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-in				2										2
Pull-out	2	1	3		2	3								11
<b>Total</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>13</b>						

## 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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24		5	6		3				30

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	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
<b>TOTAL</b>	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
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
<b>TOTAL</b>	<b>4</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>30</b>						

## 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
Intermediate(I)			2	3	1	2								8
Advanced (A)				3	5	2								10
Total	<b>4</b>	<b>1</b>	<b>5</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>0</b>	<b>30</b>						

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 beginnner 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 3<sup>rd</sup> thru 5<sup>th</sup>. 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 ESI teacher looks for trends in standardized testing scores to determine how effective instructional approaches are for the current population. The ESL teacher uses this data to inform instruction for the students in the program and improve their performance. For example: Out of our 30 Ells were eligible to take the ELA and 16were eligible to take the math in spring 2013. That data is as follows: 5 level 1s in 4<sup>th</sup> grade, 5 level 2s in 4<sup>th</sup> grade, and 1 level 3 in 4<sup>th</sup> 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 throughly trained on the LEP identification process, reviews the completed Home Language Survey. When a student has been identified as LEP, the ESL teacher or trained teacher pedagogue conducts the informal interview which is conducted in both the student's native language and English. The following languages spoken by staff members include, English, Spanish, Russian, Hatian Creole, French, and Arabic. If it has been determined that the student is limited English proficient, then the ESL teacher administers the Lab-r exam 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 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 compeleted 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 pedagogogue 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.

1 b.)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?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).
  - f. 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.
  - g. 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.

- h. 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.
  - i. d.)There are no long term Ell's at PS 251, because it is a K-5 elementary school.
  - j. 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.
  - k. 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: <ul style="list-style-type: none"> <li>• classes that are taught in English using books in the native language</li> <li>• heritage classes</li> <li>• foreign language (LOTE) classes</li> </ul>			
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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

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

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

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

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. .