

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**22K251**

**School Name:**

**P.S. 251 PAERDEGAT**

**Principal:**

**STEVEN BOYER**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: The Paerdegat School Number (DBN): 22K251  
Grades Served: PreK-5  
School Address: 1037 East 54<sup>th</sup> Street, Brooklyn, NY 11234  
Phone Number: 718-251-4110 Fax: 718-241-3200  
School Contact Person: Steve Boyer Email Address: SBoyer@schools.nyc.gov  
Principal: Steve Boyer  
UFT Chapter Leader: Gladys Avila  
Parents' Association President: Sandler Jacinthe  
SLT Chairperson: Mary Valva  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Rhonda Greene  
Student Representative(s): NA  
NA

**District Information**

District: 22 Superintendent: Julia Bove  
Superintendent's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234  
Superintendent's Email Address: Jbove@schools.nyc.gov  
Phone Number: 718-968-6117 Fax: 718-968-6252

**Borough Field Support Center (BFSC)**

BFSC: 602N22K251 Director: Matthew Melchiorre  
Director's Office Address: 5619 Flatlands Avenue, Brooklyn, NY 11234  
Director's Email Address: Mmelchi2@schools.nyc.gov  
Phone Number: 718-968-6248 Fax: 718-968-6252

## 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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
NA	DC 37 Representative (staff), if applicable	
Rhonda Greene	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Alban Ferguson	Parent	
Kim Perez	Parent	
Colleen Thomas	Parent	
Ruth Latham	Teacher	
Jessica Thompson	Teacher	
Mary Valva	Staff	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** 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, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 251K is a School Wide Project, Pre-K – 5<sup>th</sup> grade school with a student enrollment of 622 students set in the Flatlands section of Brooklyn. The work of the classroom teachers and paraprofessionals is enhanced by the content specialists' 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.

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 NYSESLAT 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 to share and compare initiatives across grades and to analyze teaching and learning trends of our school at large. Our 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, by 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 Parent Teachers Association and School Leadership Team, as Learning Leaders and participants in evening English Language Learners and General Education Diploma classes, continually seeking their input in academic decisions and initiatives that affect their children's success and performance. Tuesday afternoon extended day meetings prior to any major test as well as end of year showcases and festivals usually will

bring in the community. Having said that, parent involvement is still an area of challenge for our school. Awards are given at every Parent Teachers Association meeting in the hopes that more parents and relatives will attend.

## 22K251 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	611	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		74.4%	% Attendance Rate	92.6%
% Free Lunch		67.9%	% Reduced Lunch	1.1%
% Limited English Proficient		4.9%	% Students with Disabilities	21.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	80.3%
% Hispanic or Latino		10.8%	% Asian or Native Hawaiian/Pacific Islander	2.6%
% White		5.1%	% Multi-Racial	0.7%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		11.19	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		2.2%	% Teaching Out of Certification (2013-14)	2.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	8.21
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		16.7%	Mathematics Performance at levels 3 & 4	17.6%
Science Performance at levels 3 & 4 (4th Grade)		89.6%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

**Section 5A – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and 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 Students With Disabilities decreased scores in level 1, increased scores in level 2, but did not score in levels 3 and 4.

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Forty-five percent of the children with disabilities in grades 3-5 will meet their IEP annual goals in ELA with at least 70% accuracy or higher by June 2016. This will be accomplished through leadership that ensures:

- \*rigorous instruction including the Ready Gen program
- \*CCLS curriculum developed by teachers working collaboratively in conjunction with staff developer
- \*a class-wide and school-wide atmosphere of conflict resolution, support and high expectations
- \*family members attending specific academic and behavioral workshops so that children may be assisted at home
- \*resources targeted specifically to support staff, students and programs

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Ready Gen ELA program, PD provided by staff developer and Network 602 literacy staff, unit plans, school resource website</p>	<p>Staff of SWDs in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, IEP teacher, staff developer</p>
<p>Weekly professional development, grade discussions and intervisitations for SWD staff, full time ELL teacher, AIS provided by IEP Teacher, STH earmarked funds for supplies</p>	<p>Staff of SWDs in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>ELL teacher, IEP teacher, AP</p>
<p>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</p>	<p>Parents of SWD and ELLs</p>	<p>September 2015-June 2016</p>	<p>Parent coordinator, 3-5 SWD staff</p>
<p>Staff trust derives from honest feedback from formal and informal observations conducted by the administration.</p>	<p>Staff of SWDs</p>	<p>September 2015-June 2016</p>	<p>Principal and assistant principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Ready Gen program, Smart Boards, hardware, software, leveled libraries, school resource website</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant	SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Fontas & Pinnell benchmark levels

February 2016

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Math**

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be an increase in the number of 3rd, 4<sup>th</sup> and 5<sup>th</sup> grade students scoring at Levels 3+4 in mathematics by between 1-3% from June 2015, as measured by teacher-made/in-house assessments and the New York Mathematics exam. This will be accomplished through leadership that ensures:

\*rigorous instruction including the Go Math program

\*CCLS curriculum developed by teachers working collaboratively in conjunction with staff developer

\*a class-wide and school-wide atmosphere of conflict resolution, support and high expectations

\*family members attending specific academic and behavioral workshops so that children may be assisted at home

\*resources targeted specifically to support staff, students and programs

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Go Math program, PD provided by staff developer</p>	<p>Staff of students in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, IEP Teacher , staff developer</p>
<p>Increased PD for 3-5 staff, full time ELL teacher, AIS provided by IEP Teacher, STH earmarked funds for supplies</p>	<p>Staff of students in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, IEP Teacher , staff developer</p>
<p>Tuesday afternoons parent outreach opportunities increased, workshops</p>	<p>Staff of students in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>Parent coordinator, staff of grades 3-5</p>
<p>The staff trusts that the administration’s feedback from observations is accurate, fair, measurable and via low-inference note-taking as per the Advance system.</p>	<p>Staff of students in grades 3-5</p>	<p>September 2015-June 2016</p>	<p>Staff of grades 305</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Go Math program, Smart Boards, hardware, software, manipulatives, school resource website</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p><u>Go Math unit assessments</u>  February 2016</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

Grade	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
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

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 65% of current K-5 English Language Learners (ELLs) will move up at a level from beginner to intermediate and from intermediate to advanced as measured by the NYSITELL (for K and all new-comers) listening/speaking domains. This will be accomplished through leadership that ensures:

\*rigorous instruction developed in large part by the ELL teacher

\*CCLS curriculum developed by teachers working collaboratively in conjunction with ELL teacher

\*a class-wide and school-wide atmosphere of conflict resolution, support and high expectations

\*family members attending specific academic and behavioral workshops so that children may be assisted at home

\*resources targeted specifically to support staff, students and programs

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The AWARD Reading balanced literacy curriculum, Raz Kids, Rosetta Stone, BrainPop, Ready Gen and Go Math</p>	<p>ELL Students</p>	<p>October 2015-June 2016</p>	<p>ELL teacher</p>
<p>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 foundation that they need to succeed academically.</p>	<p>ELL students, parents of ELLs</p>	<p>September 2015-June 2016</p>	<p>ELL teacher, pupil personnel secretary</p>
<p>Tuesday afternoons parent outreach opportunities increased, workshops, in-house translators as well as documents reproduced in family’s language if/when needed</p>	<p>Parents of ELLs ELL students</p>	<p>September 2015-June 2016</p>	<p>ELL teacher</p>
<p>As the ELL students develop skill and confidence in reading, writing, speaking and listening to English, they will grow and develop academically.</p>	<p>ELL students</p>	<p>September 2015-June 2016</p>	<p>ELL teacher</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>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</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>DIY NYSESLAT assessments created by ELL teacher</p> <p>February 1, 2016</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The following are the results from the **Parent Teacher conference** attendance for the 2013-14 and 2014-15 school years:

Fall 2013, register 569 Fall 2014, register 606

Afternoon 238 42% Afternoon 270 45%

Evening 185 33% Evening 209 44%

Total 423 74% Total 479 79%

Spring 2014, register 603 Spring 2015, register 618

Afternoon 270 45% Afternoon 254 41%

Evening 210 35% Evening 219 35%

Total 480 80% Total 466 75%

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Parent attendance at the fall 2015 and spring 2016 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. This will be accomplished through leadership that ensures:

\*family-community ties strengthened by twice-monthly family engagement workshops offered by each grade on Tuesday afternoons

\*trust nurtured via discussions among staff, administration and families at SLT and PTA meetings

\*supportive class and school environment

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Learning Leaders, LEAP, class parents</p>	<p>Parent volunteers</p>	<p>September 2015-June 2016</p>	<p>Parent coordinator, PTA president and vice president</p>
<p>Learning Leaders program to train parent volunteers to help students with homework after school, in connection with the existing OST program</p> <p>Class parents to be chosen, one from each class, to be the liaison between school and home</p>	<p>Parent volunteers</p>	<p>September 2015-June 2016</p>	<p>Parent coordinator, OST staff</p>
<p>Parent volunteers will not only help their own and other parents’ children, but also learn about the DOE curriculum and instruction programs</p>	<p>Parent volunteers, after school students</p>	<p>September 2015-June 2016</p>	<p>Parent volunteers</p>
<p>Class parents will relay information from the teachers/school to families</p>	<p>All parents</p>	<p>September 2015-June 2016</p>	<p>Class parents</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>500-\$2,500 fee for Learning Leaders program</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Three-session Learning Leaders training session and DOE screening process

March 2016

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

(Statistics taken from OORS Management System)

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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. This will be accomplished through leadership that ensures:

- \*rigorous conflict resolution instruction via the Resolving Conflict Creatively Program (RCCP)
- \*strong family-community ties via Tuesday afternoon family engagement workshops
- \*supportive class and school environment via peer mediators and SGO

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Morning side Center for Teaching Social Responsibility. Resolving Conflicts Creatively Program- resolving conflict creatively program</p>	<p>All teachers, paraprofessionals, aides and students</p>	<p>September 2015-June 2016</p>	<p>Assistant Principal, Substance Abuse Prevention and Intervention Specialists</p>
<p>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.</p>	<p>All teachers, paras, aides and students</p>	<p>September 2015-June 2016</p>	<p>AP, SAPIS, classroom teachers, Morning side Center Staff</p>
<p>Continue to inform parents about the conflict resolution program including classroom lessons and peer mediators. Give monthly awards for Good Citizenship at PTA meetings.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Principal, AP, pupil personnel secretary SAPIS, AP, Principal, guidance counselor, social worker</p>
<p>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.</p>	<p>Students</p>	<p>September 2015-June 2016</p>	

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Funding to continue working with Morningside Center for the Teaching of Social Responsibility.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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

February 1, 2016 check OORS

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<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 and potential 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

<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:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<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.
Staff is recruited via hiring fairs and word of mouth from colleagues
Assignments are given based on openings, UFT contractual agreements, student needs
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.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Grade leaders meet monthly as a Vertical Team to support intra-grade congruence of all school-wide initiatives
PD programed by SDC made up of staff and administration
Teachers are selected for major subject area 602 network Ambassador initiative. Workshops are CCLS-based and ambassadors turn-key
Literacy and math programs are CCLS-based

### 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, 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 '16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	391,256.00	X	Pages 11, 13, 17, 20
Title II, Part A	Federal	104,178.00	NA	NA
Title III, Part A	Federal	11,200.00	NA	13, 17, 20
Title III, Immigrant	Federal	0	NA	NA
Tax Levy (FSF)	Local	2,637,856.00	X	Pages 11, 13, 17, 20

**<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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

## 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, School Quality 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.

### **PS251 School Parent Involvement Policy**

#### **To Be Disseminated at Opening**

**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

#### **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

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,

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

#### ☞ EXPLAINING WHAT ROLE PARENTS WILL PLAY:

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

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

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- the State's academic content standards;

- the State's student academic achievement standards;

- the State and local academic assessments including alternate assessments;
- the requirements of Title I, Part A;
- how to monitor their child's progress; and
- how to work with educators.

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

A combined effort on the part of the

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

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

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

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

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

- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with 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

### **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.

### **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 on assessments.

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 to 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.

### **PS251 SCHOOL-PARENT COMPACT**

#### **To Be Disseminated at Opening**

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

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

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

##### **School Responsibilities**

P.S. 251 will

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

All pedagogical staff will be State Certified and highly qualified.

Academic intervention services will be provided for all children struggling in the areas of

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

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

Parents will be notified by all

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.

**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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 3

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Title III funds are being used to provide supplemental language instruction and support to our beginning, intermediate and advanced English proficiency level ELL students in grades K through 5. 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 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

### Part C: Professional Development

- 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

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-

**Part D: Parental Engagement Activities**

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>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Sheldon Noel</b>	Assistant Principal <b>Sheila Phillip</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Camille Royes-Burke</b>	School Counselor <b>Ann Hendricks</b>
Teacher/Subject Area <b>Josephine Niceforo/ Speech</b>	Parent <b>Sandler Jacinthe</b>
Teacher/Subject Area <b>Nikiesha Broomfield/ IEP</b>	Parent Coordinator <b>Janet Sanchez</b>
Related-Service Provider <b>Natalie Cesare</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>N/A</b>	Other (Name and Title) <b>N/A</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	534	Total number of ELLs	34	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	34	<b>Newcomers</b> (ELLs receiving service 0-3 years)	27	<b>ELL Students with Disabilities</b>	2
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	30	0	0	5	0	2	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>									

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	2	2	1	1	2	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	1	2	0	0	0	0	0	0	0	0
Arabic	3	1	3	0	3	2	0	0	0	0	0	0	0	0
Haitian	1	1	0	2	2	3	0	0	0	0	0	0	0	0
French	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	0	2	2	4	4	0	0	0	0	0	0	0	0
<b>Emerging</b> (Low Intermediate)	2	0	0	0	2	1	0	0	0	0	0	0	0	0
<b>Transitioning</b> (High Intermediate)	1	2	1	0	1	0	0	0	0	0	0	0	0	0
<b>Expanding</b> (Advanced)	2	2	0	2	1	5	0	0	0	0	0	0	0	0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	1	1	0	0	0	0	0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	4	0	2	0	0	0	0	0	0
4	9	0	0	0	0	0	0	0	0
5									0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	5	0	3	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 P.S. 251 currently uses Heinmann's Fountas and Pinnell system to assess students' literacy development. ELLs literacy progress is evaluated through this system throughout the school year in the months of October, January, March and May. The recording form from the assessment is kept by the student's general education teacher to track progress, growth and areas of struggle. The general education teacher and the ENL teacher analyze these forms to diagnose weaknesses and incorporate skills and strategies to strengthen those identified areas in future lessons as well as small group instruction. In addition, the ENL teacher has a spreadsheet specific to ELLs containing their reading level throughout the school year in order to track which students are making progress, remaining stagnant and declining. Data gained from this analysis will be used to inform future lessons as well as small group instruction.  
 P.S. 251 also uses Heinmann's Primary Literacy Assessment to assess early literacy skills in Kindergarten through second grade. Data gained from this assessment is interpreted by both the ENL and general education teacher to pinpoint critical areas of need such as alphabet recognition. The information from this analysis is used to inform future lessons as well as small group instruction. Students who are identified at being far below their peers and grade level standards in literacy work with the ENL teacher to increase sight word recognition by using Dolch Sight Words as well as letter/sound recognition by using Foundations. The data is tracked using a spreadsheet. This method is used especially for ELLs in upper grades who are no longer in general education classroom environments that focus on early literacy skills. It is essential that ELLs receive a foundation in literacy so that they can succeed in their educational career.  
 The data gathered from the assessments show that our ELLs are often not on grade level in terms of their reading level. As a result, a heavy emphasis has been put on guided reading instruction in the classroom to enable our ELLs to reach grade level expectations in reading.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Data patterns across performance and grades levels revealed data that identifies whether all students in the five subgroups met or did not meet language proficiency. The data results include students in grades Kindergarten through 5<sup>th</sup> who took the NYSESLAT and NYSITELL. A total of 26 currently enrolled students took the NYSESLAT in 2014-2015 school year. A total of 8

students took the NYSITELL. In the 5<sup>th</sup> grade a total of 9 students took the NYSESLAT. 4 students tested as expanding, while 2 tested as transitioning, 1 emerging and 2 as entering. In the 4<sup>th</sup> grade 7 students took the NYSESLAT, one student tested in the expanding range, 1 transitioning, 1 emerging and 4 entering. Two students in 3<sup>rd</sup> grade tested at the expanding level. Two students in the 2<sup>nd</sup> grade tested, one at the transitioning level and one entering. In the first grade, a total of 4 students tested 2 at the expanding level and 2 entering. Of 17 students that tested in the upper grades, grades 3-5 1.19% of the 17 students tested at the expanding level, 0.51% tested at the transitional level, 0.34% at the emerging level, while 1.02% tested at the entering level. Based on these results, it seems students who have had at least 1-5 years of services were testing at advance levels while students who are just entering the program tested at the entering level. The 0.34% of students who scored at the transitioning levels are students who had only received 1-2 years of ENL services.

Students who took the NYSITELL tests ranged from K through 4<sup>th</sup> grade. 4 of these students are kindergartners. 2 tested at the expanding level and 2 emerging. These students have completed pre-k and have some exposure to English and therefore are developing their language proficiency. 1 second grader tested as entering, 2 third grade students tested at the entering level while 1 fourth grade student tested as emerging. What the data revealed is that these students have minimal exposure to English and therefore would not test at higher proficiency levels.

NYSESLAT and NYSITELL scores from the past three years were analyzed through the data compiled by the RLAT report. From 2012-2013, 4 upper-grade students tested out. 3 students traversed multiple levels - 1 lower-grade student went from a beginner to proficient while 2 lower-grade students went from beginner to advanced. 2 lower-grade, newcomers went from beginning to intermediate while 3 went from intermediate to advanced. 4 students remained at the beginning proficiency level – 2 of which were upper-grade, developing SWDs while 2 were lower-grade, newcomers. 1 lower-grade, newcomer remained at the intermediate proficiency level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

P.S. 251 uses data from the Data Analysis and AMAO Estimator Tool for a variety of different reasons. It helps us to identify instructional and programmatic differences between subgroups, design targeted, data-driven instructional programs to positively impact student learning as well as highlight students who exhibit known risk factors in order to develop and implement targeted interventions.

According to the data, 2 upper-grade, developing ELLs attained proficiency for AMAO 2. There are 22 students for whom data is available for in regards to AMAO 1. After analysis, there does not appear to be any patterns in regards to grade, home language, attendance or SWDs. However, 7 out of the 9 students who did not meet AMAO 1 only had 1 year of service; the other 2 had 4. While all of these students will be closely monitored during the next school year, the 7 students who did not meet AMAO 1 entered the school system well after September. ELLs often go through a silent period when they first begin to learn English as they are acclimatizing to a new language and environment this is a possible factor in the criteria not being met.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

#### Freestanding ESL Program

a. Data patterns are revealed across performance levels and grades. It is apparent that only a minority of our ELLs are advanced, while the majority is beginner or intermediate - a total of 15 for the former and 13 for the latter. Slightly more than half of our upper grade ELLs are beginners but have either entered the school system this current school year or last. It can also be seen that our Kindergartners, who have attended Pre-K in our school (with the exception of one), have entered Kindergarten at the intermediate level. Furthermore, three out of our six developing ELLs are students with disabilities in self-contained classrooms – all of which are at the intermediate level. From this piece of data, it is apparent that more collaboration needs to take place between the special education teachers, the IEP coordinator and the ENL teacher to ensure that our SWDs are achieving academic success to the best of their abilities.

20 of our ELLs took the NYS Math Exam. 9 met the performance criteria – 5 of those students were newcomers and given the exam in either their home language or worked with an interpreter. Out of the 11 that did not meet performance criteria, 4 were given the exam in either their home language or with the aid of an interpreter – all were newcomers. 3 were SWDs (1 newcomer and 2 developing), 2 were developing and 2 were newcomers. The rest were all developing including one SWD.

b. P.S. 251 uses the Fountas & Pinnell benchmarking system as a periodic assessment for ELLs. The results from these assessments are used throughout the year to not only track growth but also to pinpoint areas of need that will inform instruction on a whole class as well as a small group level. For example, if a student consistently scores low on beyond the text questions, both the ENL teacher and the general education teacher focus more heavily on making inferences from a text.

c. The school learned many things about ELLs from the periodic assessments. It can be shown that our ELLs have a firmer grasp on within the text questions, such as recalling details, than beyond the text questions, such as making inferences. This is not only a skill that ELL children struggle with. However, an ELLs answer to such a question may be hampered because of a difference in cultural experiences and norms. In addition, in the area of decoding and phonological awareness, a majority of our ELLs often leave out inflectional endings when reading.

For example, a student may say “She eat” instead of “She eats”. Finally, our readers on lower levels often have trouble using picture clues to read books with repeated patterns as a result of a lower English vocabulary than a native English speaker of the same age. The home language is not used as it is an assessment to show progress in reading English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

P.S. 251 uses data from the NYSESLAT, NYS ELA exam and Fountas & Pinnell reading levels to guide instruction for ELLs within the Response to Intervention Framework. In addition, many other pieces of evidence are taken into consideration such as number of years in the ENL program, English and home language literacy, NYSESLAT results, ENL teacher recommendation, content area teacher recommendation, parent or guardian request, samples of student work and a bilingual educational evaluation if the student has or is suspected of having a disability.

The data from these assessments serves as a screening process to assess whether or not a particular ELL’s skills are meeting expectations. The school determines additional support services to provide to those ELLs who have appeared to have made little to no progress or advancement. Through progress monitoring, we would determine how the at-risk student is responding to instruction – taking into account language development and background as well as a comparison with peers’ levels from comparable cultural, linguistic and experiential backgrounds who have received the same or similar intervention.

The type of intensive, targeted Tier 2 or 3 intervention an ELL or group of ELLs would receive is tailored to individual or group needs. For example, if a small group of ELLs has made little progress in reading levels according to the data gathered through the Fountas and Pinnell Benchmark System, the ENL teacher as well as the classroom teacher would tailor small group instruction to meet these needs. Then through the use of running records, would determine if sufficient progress was made.

In addition, our content curriculum comes with instructional materials to meet the needs of students in Tier 2 or 3. Core content is delivered in English through the Go Math, ReadyGEN, HMH Science and HMH Social Studies curriculums. ReadyGEN and Go Math each come with a “Scaffolded Strategies Handbook” that helps teachers guide their students by providing them with scaffolded instruction, useful strategies and practical routines that are specifically targeted to ELLs. These guides pinpoint various skills a student may be struggling with within each unit and what steps the teacher can take to help them achieve success. Besides, Go Math also has a Response to Intervention Tier 3 Activities kit. Go Math as well as HMH’s Social Studies and Science programs come with center activities that focus on vocabulary.

However, it is imperative to P.S. 251 to make sure our students’ lack of progress is not due to a systematic issue – i.e. most students are not thriving. If this were to be the case, we would thoroughly examine our Tier 1 instructional core with the help of our staff developer to pinpoint areas of ineffectiveness or inappropriateness so we could then take the appropriate steps to enhance instruction. For example, if it appears that across the board our ELLs have made little to no improvement in their reading levels, the school would provide PD, inter-visitation opportunities as well as coaching from our staff developer to provide a more effective literacy program.

6. How do you make sure that a student’s new language development is considered in instructional decisions?

A child’s second language development is considered in all instructional decisions.

Performance levels are kept in mind when planning for instruction so the appropriate scaffolds and differentiation can be made. For example, when planning a group activity, a beginner ELL may be paired with a buddy that speaks both proficient English and the student’s native language. When planning a writing assignment, an intermediate ELL may receive a graphic organizer so they can understand the components of the assignment and see how it should be organized.

In addition, content vocabulary is translated into a student’s home language whenever the teacher sees fit or upon student request. Students are also given access to bilingual dictionaries and glossaries. Content vocabulary pertinent to a unit of study is translated into a student’s home language and made visible in the classroom so students can refer to it throughout the school day.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

N/A

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

We evaluate the success of the program for our ELLs through analyzing data from the results of the NYSESLAT, ELA State Exam and Fountas and Pinnell reading levels as well as whether or not students met the AMAOs. Both students’ recent scores and scores from previous years are analyzed to not only assess progress from the current year but growth from previous years as well. The data is examined to ensure students are making progress in all four modalities. In addition, formative and summative assessments on the classroom level are taken into account when assessing student progress. For example, the ESL teacher keeps conference notes throughout the year on each ELL to track strengths and areas for improvement in response to classroom activities. The ENL teacher and classroom teachers consistently have informal conversation on student’s progress. All data is used to inform future instruction to make sure our ELLs are progressing academically in the areas they struggle with the most.

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

P.S. 251 follows 4 steps during initial identification of ELLs – all of which are completed within 10 school days or 20 school days for students entering with IEPs. The first step involves the administration of the Home Language Identification Survey as well as an interview with both the student and parent in English and the home language. In regards to the HLIS, students are considered to have a home language other than English if on Part I one question from 1-4 and two questions from 5-8 indicate that the student uses a language other than English. The interview results are also taken into account. The ENL teacher completes the HLIS with the parent in their preferred language, with the aid of an interpreter if necessary, and inputs the information into the necessary ATS screen within the time requirements. The completed HLIS form is then placed in the student’s cumulative file. The ENL teacher also keeps a copy. The school then proceeds to step 2, if it is determined that the student’s home language is not English. The student will receive a more in-depth interview and if the student has an IEP it will be reviewed by the Language Proficiency Team in order to determine NYSITELL eligibility. If a student has an IEP, the LPT reviews the results from step 1, the student’s history of language use in both their home and community, the results of the individual evaluation of the student in accordance with procedures in CR Part 200.4(b)(6) and information provided by the Committee on Special Education. The LPT members then determine whether the student has second language needs or whether the student’s disability is the main factor determining the student’s ability to demonstrate proficiency in English.

The school then moves on to step 3 if it is determined that the student is eligible to take the NYSITELL. The ENL teacher prints NYSITELL answer documents from the RLBA function in ATS. After the exam is administered, answer documents are scanned into ATS through the attendance scanner. As soon as the results are received, the ENL teacher informs the parents of the NYSITELL and ELL status of their child using the NYCDOE standard parent notification letters in the parent’s preferred language of written communication. Copies of these letters are in both the student’s cumulative folder as well as on file with the ENL teacher.

If the student is identified as an ELL based on NYSITELL results and their HLIS indicates their home language is Spanish, step 4 is followed. These students are given the Spanish LAB at the time of initial enrollment during the same 10 day testing window. The school prints the Spanish LAB documents using the RLBA function in ATS and then immediately scans the documents to ATS once the test is completed.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

P.S. 251 uses assessments to determine if a student is a SIFE. First, the ENL teacher analyzes the section of the HLIS that asks the parent to indicate prior schooling. If it appears that the student has had an interruption or inconsistency in their formal education process the SIFE identification process initializes for those students who are newly identified ELLs, in grades 3 to 5, and at the entering or emerging level of proficiency as per their NYSITELL results. The student is given the oral interview questionnaire. If the student’s home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish, they are also given the Literacy Evaluation for Newcomer SIFE.

The initial SIFE status is indicated in the BNDC screen no later than 30 days after initial enrollment. It is modified within the year if an alternate decision is made based on assessments.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

If a student has an IEP various steps are taken to identify them as an ELL. The first step involves the administration of the Home Language Identification Survey as well as an interview with both the student and parent in English and or parent or student’s the home language. The home language determination is not based solely on the responses to the questions (regardless of number of responses of one language or another). If the parent request interpretation, over the phone translation is requested through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages or a bilingual member of staff in parent’s home language at P.S. 251 is called to provide translation. Students are considered to have a home language other than English if on Part I, one question from 1-4 and two questions from 5-8 indicate that the student uses a language other than English. The interview results are also taken into account. The ENL teacher completes the HLIS with the parent in their preferred language, with the aid of an interpreter if necessary, and inputs the information into the appropriate ATS screen within the time requirements. The completed HLIS form is then placed in the student’s cumulative file. The ENL teacher also keeps a copy.

The school then proceeds to step 2 if it is determined that the student’s home language is not English. The student will receive a more in-depth interview by LPT members. The LPT is comprised of the principal and assistant principal, the ENL teacher, Guidance Counselor, a certified speech teacher, an OT teacher, the IEP Coordinator, the parent coordinator, the student’s parent or person in parental

relation. The Language Proficiency Team then determines whether the student should take the NYSITELL. If the LPT recommends the student NOT take the NYSITELL. A completed LPT recommendation is sent to the principal for review. Upon review, principal determines the student should NOT take the NYSITELL. Principal's determination is then sent to the superintendent or a designee for review. Upon review, superintendent or designee determines the student should NOT take the NYSITELL. Parent is notified. ELL Identification Process terminates. Parent or guardian is notified within 3 days of the decision

The LPT reviews the results from step 1, the student's history of language use in both their home and community, the results of the individual evaluation of the student in accordance with procedures in CR Part 200.4(b)(6) and information provided by the Committee on Special Education. The LPT team determines the student's eligibility for special education services and the language in which special education programs and services will be delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate.

If the LPT determines that the student may have English language acquisition needs, the student takes the NYSITELL. If they determine that the student does not have English acquisition needs and should therefore not be required to take the NYSITELL, the principal reviews the recommendation. If the recommendation is rejected, the NYSITELL is administered to the student within 20 days of admission to the school. If it is accepted, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. If the superintendent rejects the recommendation, the ENL teacher administers the NYSITELL. The parent or guardian is then notified of the final decision in their preferred language. The Language Proficiency Team NYSITELL Determination Form is completed and placed in the child's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
- P.S. 251 ensures that entitlement and non-entitlement parent notification letters are distributed within 5 school days after the NYSITELL is scanned and the score is determined. A newly identified ELL is immediately given the NYSITELL. Directly after which, the ENL teacher scans the answer documents. As soon as the score is reported, she prints either an entitlement or non-entitlement letter in the student's parent's preferred language of written communication and sends it home with the child that very day as well as also keeping a copy in her files.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have a right to appeal ELL status within 45 days of enrollment. Along with either the entitlement or non-entitlement letter sent home with the students immediately after NYSITELL results are received, a note is also sent home in the parents preferred language of written communication informing them that they can appeal the status within 45 days if they do not agree with the decision.

If such an instance occurs, the school reviews all documents related to the initial identification process as well as student work in English and the home language. The NYSITELL is administered if the original decision was that the student should not be administered the NYSITELL. The school then consults with the parent or guardian. Then the school reviews the results of a school-based assessment of the student's abilities in reading, writing, speaking and listening in English. If the student has or is suspected to have a disability, the school consults with the Committee on Special Education. The school principal, based on the recommendation of the qualified personnel, determines whether to change the ELL status or not. If the recommendation was to change the ELL status, the relevant documents and recommendation are sent to the superintendent or the superintendent's designee for review and final decision. Finally, the superintendent sends written notification of the decision to the principal and the parent or guardian in their preferred language within 10 days of the receipt of documentation from the principal. If the decision was to change the student's ELL status, the appropriate changes are made to the student's program. The parent is notified of the decision in their preferred language of written communication. All notifications and relevant documents are kept in the student's cumulative folder.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

P.S. 251 notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages), parents understand all three program choices. Parents are invited to attend an orientation – attendance records, staff members present at the orientation and language used other than English are recorded. During orientation, parents view the Parent Orientation video in their preferred language of oral communication. In addition, schools provide information on the Common Core Learning Standards, curriculum, assessments, program goals, requirements for ENL and school expectations for ELLs – if necessary an interpreter is present.

After the orientation, parents are provided with a Parent Survey & Program Selection Form so they can indicate their program choice as well as an ELL Parent Brochure in the parent's preferred language of written communication. The school documents and includes attempts to gather initial parent selection preference. As a result of their parents not returning the survey are counted toward the minimum threshold that require the opening of a bilingual program. Every effort is made to ensure that parents complete the Parent Survey and Program Selection Form – outreach attempts are tracked and maintained by the ENL teacher. Once the survey is completed, the information is entered into the ELPC screen in ATS. The original copy of the Parent Survey & Program Selection Form is kept in the student's cumulative folder and a copy is kept by the ENL teacher.

ELLs are placed in their parent's preferred choice within 10 school calendar days of enrollment. If the parent chose an option that is currently available in the school, the child is placed in that program immediately. If they have chosen a program that is not available in the school, the school informs the parent that the selection is not available at the school. They are also informed that they can either keep their child enrolled at the school in a program they currently offer or they can transfer their child to a different school where their selection is available. If the parent chooses the latter, the school contacts the Department of English Language Learners and Student Support to coordinate the transfer. The ENL teacher maintains a record of the parent's response.

If the child is placed in a program currently offered at the school, the parent receives a placement letter in the parent's preferred language of written communication that indicates which program the child has been placed.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Initially, parents are given the Parent Survey & Program Selection Form at the parent orientation. If the parent does not attend the orientation or the make-up orientation, the ENL teacher calls the parent with the help of the Translation & Interpretation Unit's over-the-phone interpretation services in order to fill out the survey with the parent. All outreach made to the parents to have them return the form are recorded by the ENL teacher and kept on file.

The school keeps track of Parent Choice not only through the appropriate ATS screens but also, the ENL teacher records parent choice on an Excel Spreadsheet for reference throughout the school year to ensure the proper procedures are being followed in regards to the possibility of having to open up a bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. P.S. 251 monitors the return of the Parent Survey and Program Selection forms by creating an Excel Spreadsheet template each year with 3 columns – student name, date of enrollment and Parent Survey and Program Selection form returned and completed. When the form has been returned, the ENL teacher checks off the last column on the sheet. The same sheet is used throughout the year for any new admits. If the ENL teacher sees that a form has not been returned, consistent outreach attempts are made to the parent in efforts to have them complete it. Parent survey are sent in both English and the student's home language. Once the forms are returned, the parent choice as indicated on the Parent Survey & Program Selection Form is updated in the designated screen in ATS (ELPC) as forms are completed and returned or not returned.

9. Describe how your school ensures that placement parent notification letters are distributed. P.S. 251 ensures that placement parent notification letters in the parent's preferred language of written communication are distributed. As soon as the ENL teacher receives a completed Parent Survey & Program Selection form, the placement letter is printed out in the parent's preferred language of written communication and given to the parent at the orientation. If the parent has not attended the orientation session or the make-up session, the ENL teacher makes every effort to complete it with them over the phone in the time allotted. If the parent's choice is not available in the school, the parent is immediately notified of their two choices moving forward. If the parent decides to keep their child enrolled at the program available in our school, a placement letter is sent out to the parents the same day.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). PS 251 retains all ELL documentation for each child. Either an original or a copy of the HLIS, entitlement letters, placement letters, Parent Survey and Program Selection Forms, Language Proficiency Team NYSITELL Determination Forms as well as all notifications and relevant documents pertaining to a re-identification request are kept in the student's cumulative file. In addition, the ENL teacher keeps a copy of each of these forms as well as any SIFE interview questionnaires on file for easy reference and access throughout the year. Any records of communication with the ELL's parent, such as outreach to a parent in efforts to have them return a Parent Survey and Program Selection Form, are recorded by and kept on file with the ENL teacher.

11. 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.

P.S. 251 takes the appropriate steps to administer all sections of the NYSESLAT to ELLs each year.

The ENL teacher informs all classroom teachers with ELLs about NYSESLAT testing procedures including the testing dates and expected time for each session. Students are informed about the NYSESLAT a few weeks before its administration. They are told that the test is designed to show how well they can read, write, listen to and speak English. General types of questions they should expect to see on the test are explained as well as the procedures they should follow when recording their answers. In addition, as soon as NYSESLAT packages are delivered to the school, the ENL teacher takes inventory and immediately proceeds to lock them in a secure location. The testing room is prepared – desks and shelves are cleared, charts and board work are either covered or removed and it is made sure that the room is well lit, ventilated and free from noise.

The first step the ENL teacher takes in NYSESLAT administration is identifying eligible students. She prints out the RLER report from ATS for a list of NYSESLAT eligible students. A call is made home to any ELLs who have long-term absences to ensure students are present during scheduled exam times.

The second step is administration of all the subtests of the NYSESLAT. The ENL teacher tracks student completion of each section with an Excel Spreadsheet to make sure each ELL completes each subtest. The speaking subtest is promptly begun and administered one on one with each ELL by the ENL teacher as a disinterested teacher listens and simultaneously scores the students responses. Following the

speaking subtest, the ENL teacher administers the reading, writing and listening subtests to all ELLs during the 10 day administration window. Students with an IEP or 504 plan are provided with their prescribed testing accommodations excluding the reading portion of the exam being read aloud and assistance with writing in terms of checking for spelling, grammar, paragraphing and punctuation. Those students who are not present during the times originally scheduled are scheduled for an alternate time. The final step is to ensure that all students eligible to take the NYSESLAT have been tested. The ENL teacher follows up with students who have not taken the NYSESLAT and their families to stress the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, decides whether they will receive ENL services the following school year and contributes to promotion decisions.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. P.S. 251 ensures that continued entitlement and transitional support parent notification letters are distributed. As soon as the ENL teacher receives the results from the NYSESLAT, the appropriate NYCDOE standard parent notification letter (entitlement, continued entitlement, non-entitlement or non-entitlement/transition) is sent home with the student the same day in the parent's preferred language of written communication.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

After reviewing Parent Option on the BNDC report, it can be seen that an overwhelming majority of parents chose ENL as their program of choice. The program model offered at our school is therefore aligned with parent requests. Out of 33 ELLs, 13 parents chose ENL, 2 chose Dual Language and 18 have no information listed. The BNDC will continue to be monitored to ensure that the program model offered at our school is aligned with parent requests as well as ensure that all parent choice data is entered for newly admitted students.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

P.S. 251 delivers English instruction through our Freestanding ENL program which is run by our only ENL teacher. Stand-alone ENL is implemented during pull-out instruction, students are mixed regardless of proficiency levels in two groups – upper elementary and lower elementary. They are brought together from various classes for English-acquisition-focused instruction. The ENL teacher plans carefully with classroom teachers to ensure curricular alignment and continuity of instruction. Integrated ENL is implemented during push-in periods, the ENL teacher works in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is either common preparation time between the two teachers or prior collaborative lesson planning. The school ensures students received the mandated number of instructional minutes by determining a schedule based on the students' language proficiency and grade level.

Instructional minutes are delivered in an integrated ENL program based on students' proficiency levels. Students in the Beginner/Entering group receive a total of 360 minutes broken in a minimum of 180 standalone ENL and 180 integrated ENL/ELA minutes of instruction. Students in the Low Intermediate/Emerging group receive 90 minutes of standalone ENL and 180 minutes of integrated ENL/ELA instruction and 90 minutes of flexibility of of standalone or integrated ENL (ELA or any other content area). Students placed in the Intermediate/Transitioning group receive a total of 180 minutes of English language development instruction. These students will be provided with 90 minutes of flexibility of standalone or integrated ENL (ELA or any other content area). Advanced/Expanding students receive a total of 180 integrated ELN/ELA or other content area instruction and students who are Proficient/Commanding will be provided with 90 minutes of integrated ENL/ELA or other content areas.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Once NYSESLAT scores are received and each ELLs proficiency is noted, the schedule for the new year can be made. PS 251 does not currently offer HLA. Entering, and Emerging ELLs receive 1 unit of stand-alone ENL while Transitioning receive .5 unit. Entering, Emerging and Expanding ELLs receive 1 unit of integrated ENL while Transitioning and Commanding receive .5 unit.
3. Describe how core content is delivered in each program model. 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.

Teachers, both ENL and general education, use a variety of instructional approaches and methods to make content comprehensible to foster language development and meet the needs of the Common Core Learning Standards. Core content is delivered in English through the Go Math, ReadyGEN, HMH Science and HMH Social Studies curriculums. ReadyGEN and Go Math each come with a “Scaffolded Strategies Handbook” that helps teachers guide their students by providing them with scaffolded instruction, useful strategies and practical routines that are specifically targeted to ELLs. Besides, Go Math also has a Response to Intervention Tier 3 Activities kit. Go Math as well as HMH’s Social Studies and Science programs come with center activities that focus on vocabulary.

Teachers also scaffold lessons in a variety of ways. The first of which is second language support including native language dictionaries, bilingual glossaries, cognates, a bilingual or more fluent peer helper who speaks the student’s home language as well as a display of content vocabulary accompanied by a translation and visual. Teachers incorporate TPR, realia, manipulatives, hands-on activities, modeling. In addition, to further enhance oral language, idioms, slang and multiple meaning words are explained, speaking stems are displayed which relate to the topic at hand and cooperative learning groups are incorporated whenever possible. Students are paired with more fluent readers as buddies to both read for someone they are comfortable with as well as listen to how a fluent reader reads. For activities that require writing, ELLs are given graphic organizers whenever deemed appropriate so the structure and components of the work they are being asked to do are made clear. Furthermore, before a new unit or concept is taught, the teacher accesses prior knowledge, pre-teaches text and grammar structure that relates to the content.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are appropriately evaluated in their home language throughout the year.

Whenever a student first enters our school and is identified as an ELL who speaks Spanish, the child is given the Spanish LAB. In addition, some ELLs who take the NYS Math exam are given the test in their home language. Any ELL who is a beginner is given the exam in their home language with an English version of the test as well – if the test does not come in their home language, a translator is provided to the child. For those students who are more English proficient, the ENL teacher gives them the choice of taking the test in English, their home language or having the test in both languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year.

The only modality that is formally evaluated is reading – through the Fountas and Pinnell benchmark system as referenced previously.

The other three modalities are evaluated constantly throughout the year with informal, teacher assessments. The ENL teacher consistently maintains conference notes on each child which requires her to list the date, the modality being assessed and a glow and grow comment relating to a particular piece of work or instance. For example, a speaking assessment may include the comments “verbalizes the names of concrete nouns, sometimes preceded by a determiner” and “verbalize what they see using the simple sentence frames “This is a \_\_\_\_.” or “I see the \_\_\_\_.”. In addition, all of the ELLs formal writing assignments from the pull-out periods throughout their duration in the ENL program is kept in a writing folder so progress can be assessed and shown.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

Instruction is differentiated for each of the ELL subgroups.

  - a. Since SIFEs come to the school system with interrupted or informal education in their home language, there is an even heavier emphasis on literacy skills than there would be for other ELLs at their age considering they have a lower storage of literacy knowledge to transfer over when they begin to learn English. Teachers differentiate with strategies such as total physical response and the language experience approach. In addition, teachers use learner-centered, experiential and multisensory activities in their lessons whenever possible to make concepts concrete.
  - b. Teachers adjust instruction for Newcomer ELLs in many different ways. There is a stronger focus on second language support

including native language dictionaries, bilingual glossaries, cognates, a bilingual or more fluent peer helper who speaks the student's home language as well as a display of content vocabulary accompanied by a translation and visual. Less of a reliance is placed on the spoken word to communicate meaning; teachers incorporate TPR, realia, manipulatives, hands-on activities, modeling activities and allowing the student to express meaning through pointing, showing or drawing. In order to increase oral language, teachers display print and visuals as supports and lower their use of idioms, slang and their rate of speech. The types of questions asked to Newcomers would begin at simple yes or no questions, then questions that only require a one or two word response and finally questions that ask for a description, retelling, comparison, contrast or summary.

c. When an ELL has reached the Developing stage, teachers still continue to use the accommodations listed above. In addition, to further enhancing oral language by explaining idioms, slang and multiple meaning, speaking stems are displayed which relate to the topic at hand and cooperative learning groups are incorporated whenever possible. Students are paired with more fluent readers as buddies to both read for someone they are comfortable with as well as listen to how a fluent reader reads. For activities that require writing, ELLs are given graphic organizers whenever deemed appropriate so the structure and components of the work they are being asked to do are made clear. Furthermore, before a new unit or concept is taught, the teacher accesses prior knowledge, pre-teaches text and grammar structure that relates to the content and puts more of an emphasis on verb tenses as well as academic language. At this level, there is more of a stress on why and how questions that ask students for their opinion, to make judgements and to explain.

d. Long Term ELLs continue to receive the accommodations of both Newcomers and Developing ELLs as needed. In addition, the teacher helps students to understand the difference between the social language (BICS) that they would use with their peers and at home, and the academic language (CALPS) that they would use in school. They are also taught note-taking, test-taking and study skills. They are now expected to prove their answers through both oral and written means. Furthermore, ELLs' knowledge of figurative language and idioms are expanded.

Being that a Long-term ELL has received ENL instruction for 7 or more continuous years, data from formal assessments such as the NYS ELA exam and Fountas & Pinnell reading levels as well as informal assessments such as teacher observations and student work are thoroughly analyzed for areas which need of improvement. The ENL teacher and the classroom teacher will focus on the pinpointed skills with the student through individualized small group or one on one instruction.

e. The ENL teacher keeps in contact with the classroom teacher of all FELLs to ensure the student is acclimating well in a general education classroom without English language support. In addition, FELLs continue to receive ELL testing accommodations on state tests for two years following their exit from the ENL program.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

For students re-identified as ELL or non-ELL, PS 251 ensures that their academic progress has not been adversely affected by the re-identification. At the 6 month mark, the principal has a formal meeting with the ENL teacher, the student's classroom teacher, the parent or guardian, the student and a translator if necessary. Each party involved discusses their view on the child's progress or lack thereof with the aid of work samples. If the parties involved decide it is unclear as of yet if the child was adversely affected, another meeting will be scheduled at the 9 month mark. At this point, if the principal, based on the recommendations of qualified personnel and consultation with the parent, believes that the child was in fact adversely affected by the determination, the principal provides additional support services in the form of RtI through the classroom teacher, the ENL teacher or both based upon the individual circumstances. If the principal decides to reverse the determination, he consults with the superintendent or their designee. The final decision notification is presented in writing to the parent in their preferred language of written communication within 10 school days. A copy of this letter is kept on file with the ENL teacher.

8. 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?

Teachers use various instructional strategies and grade-level materials to help ELL-SWDs that provide both access to academic content areas and accelerate English language development. Teachers use multiple mediums to present information such as print, visual aids and the SmartBoard. There is a great deal of interaction with other students that include cooperative learning and accountable talk. In addition, modifications are used when introducing vocabulary like synonyms, antonyms and visuals. P.S. 251 uses the following grade-level materials – ReadyGen, Go Math, Sadlier Phonics and the Oxford Grammar Workshop. In addition, ReadyGEN and Go Math each come with a "Scaffolded Strategies Handbook" that helps teachers guide their students by providing them with scaffolded instruction, useful strategies and practical routines that are specifically targeted to ELLs and SWDs. Besides, Go Math also has a Response to Intervention Tier 3 Activities kit. In addition, the school has a subscription to Raz Kids which sets up an individual account for each child that allows them to listen to, read and answer questions about books on their reading level.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Chart 251 uses curriculum, instruction and school flexibility to enable ELL-SWDs to achieve their IEP goals and attain English language proficiency in the least restrictive environment. All teachers and service providers that service a particular ELL-SWD are given access to the student's IEP to ensure that they are adjusting their instruction to meet the outlined goals.

The ReadyGen curriculum is modified with the use of supplemental texts to increase understanding, vocabulary discussions, small group instruction to target specific needs as well as visual and auditory aids such as videos, photographs and maps. Supplements for areas of deficit in reading readiness skills and writing include Sadlier Phonics and Grammar Workshop. The Go Math curriculum is modified through the use of small group instruction to target specific areas of struggle, manipulatives and visual aids.

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

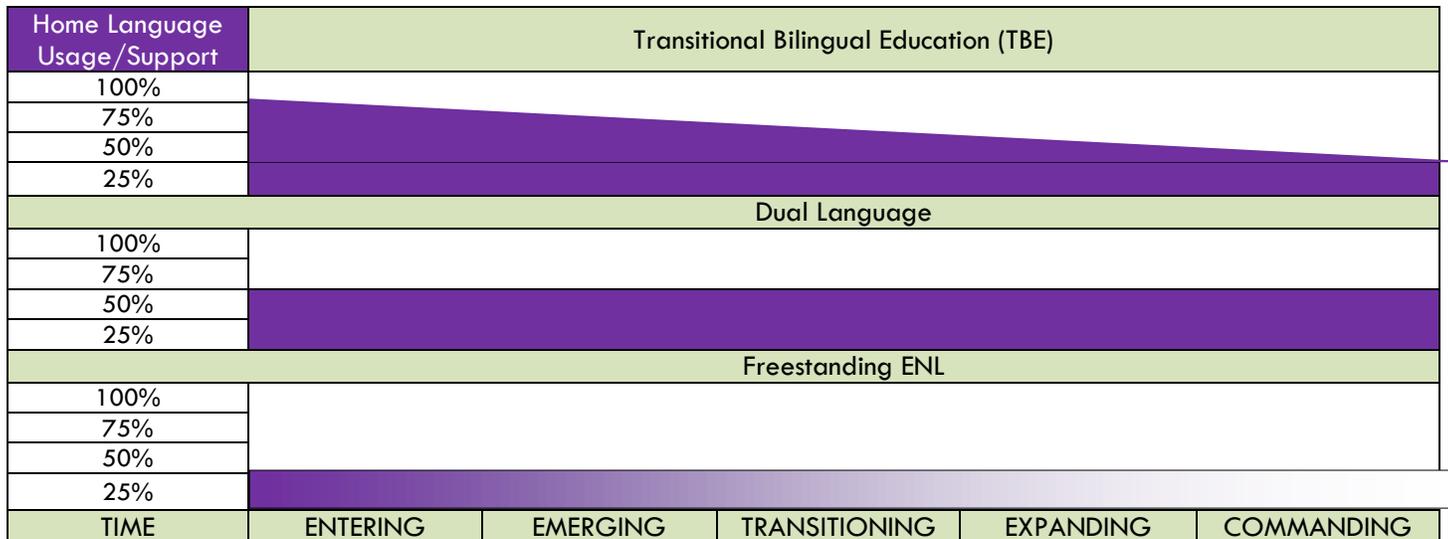


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
- P.S. 251 has targeted intervention programs for ELLs in ELA, Math and other core content areas which target all ELLs that have a need regardless of subgroup.
- P.S. 251 purchased a subscription to IReady for both ELA and Math intervention. The students are given a diagnostic exam in each subject which identifies their grade level. They then begin instruction based on their identification ranging from Kindergarten through grade 12. This program is aligned to Common Core Standards and target the skills they are lacking.
- ReadyGEN and Go Math each come with a "Scaffolded Strategies Handbook" that helps teachers guide their students by providing them with scaffolded instruction, useful strategies and practical routines that are specifically targeted to ELLs. Besides, Go Math also has a Response to Intervention Tier 3 Activities kit. Go Math as well as HMH's Social Studies and Science programs come with center activities that focus on vocabulary. In addition, the school has a subscription to Raz Kids which sets up an individual account for each child that allows them to listen to, read and answer questions about books on their reading level.
- P.S. 251 currently uses Heinmann's Fountas and Pinnell system to assess students' literacy development. ELLs literacy progress is evaluated through this system throughout the school year in the months of October, January, March and May. The recording forms from the assessment are kept by the students' classroom teacher to track progress, growth and areas of struggle. The classroom teacher and the ENL teacher analyze these forms to diagnose weaknesses and henceforth incorporate skills and strategies to strengthen those identified areas in future lessons as well as small group instruction. In addition, the ENL teacher has a spreadsheet specific to ELLs containing their reading level throughout the school year in order to track which students are making progress, remaining stagnant and declining. Data gained from this analysis will be used to inform future lessons as well as small group instruction.
- P.S. 251 also uses Heinmann's Primary Literacy assessment to assess early literacy skills in Kindergarten through second grade. Data gained from this assessment is interpreted by both the ENL and classroom teacher to pinpoint critical areas of need such as recognition of the letters of the alphabet. The information from this analysis is used to inform future lessons as well as small group instruction.
- Students who are identified at being far below their peers and grade level standards, as measured by the above assessments as well as informal teacher-created assessments, work with the ENL teacher to increase sight word recognition as well as letter/sound recognition. The data is tracked by means of a spreadsheet. This method is used especially for ELLs in upper grades who are no longer in classroom environments that focus on early literacy skills. It is essential that ELLs receive a foundation in literacy so that they can succeed in their educational career.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- While there is always a need for reflection and improvement, we consider our program to be effective in terms of meeting the needs of our ELLs in both content and language development.
- The Fountas & Pinnell Benchmark system, which served as the mid-year checkpoint for the CEP's goal relating to ELLs, showed improvement and progress in reading levels for the majority of our population – through data analysis from previous years, reading was shown to be a critical area of need for our ELLs. Through in-class, teacher-created assessments, it is clear that our ELLs are writing more and better as well as gaining confidence in themselves which we feel has a huge impact on academic achievement. Students, especially beginners, who had previously been very shy and reluctant to speak, have opened up throughout the year quicker than they had been in previous years when there was only a part-time ENL teacher. This year we have created a stronger foundation for our ELLs with our full-time ENL program. Not only do we feel this has contributed directly to the progress our students have made in their content areas but also the ELL PDs now provided to our general education staff through our ENL teacher. The latter has given our staff as a whole a greater understanding of the ELL population and how to ensure they are receiving access to the mainstream curriculum.
12. What new programs or improvements will be considered for the upcoming school year?
- A few improvements will be considered for the upcoming school year.
- In regards to instruction and resources to go with it, the ENL teacher would like to purchase accounts to both Imagine Learning and Achieve 3000 as per a recommendation from another ENL teacher who has had success with the former for her lower elementary ELLs and the latter for her upper elementary ELLs. She would also like to expand her library with more native language books, especially in Creole. Finally, she will implement NYSESLAT preparation into her pull-out periods aligned with the newly formatted test.
- In regards to improvements beyond instruction, the ENL teacher will research, both online and through professional contacts, activities that can assist newly enrolled ELLs. She will then seek to implement them in our school. In addition, she will also seek ways to increase involvement of parents to ensure they feel welcome and informed.
13. What programs/services for ELLs will be discontinued and why?
- At this time, none of the programs or services provided for our ELLs this school year will be discontinued next year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. Anything offered at our school is sent home with all students regardless of any other classification. ELLs receive all notices in their parent's preferred language of written communication.

Millenium is an after-school program that is offered at our school to all students. In addition, the community center in our neighborhood also provides after-school services as well as summer school to our students. During testing season, there is a Saturday Academy that offers test preparation in both ELA and math.

Grades Pre-K to 2 participate in CookShop throughout the school year, a federally funded nutrition education program of the Food Bank For New York City. It gives students the knowledge and skills they need to make and appreciate healthy choices through hands-on exploration, cooking and physical activities. This program fosters students' enjoyment and consumption of healthy food as well as their appreciation for good nutrition and living an active lifestyle. Furthermore, from the months of September to January, 2nd graders participate in a program with the Brooklyn Ballet. In addition to learning ballet, students are taught content-specific vocabulary as well as note-taking skills about the specific movements they see. There is a culminating show at the end of the program. Finally, 2nd and 5th graders participate in a Reading Buddy program in which younger students have the opportunity to both read with and listen to the reading of an upper-grade student.

Through Title III funding, all of our ELLs were invited to attend a Saturday school program at our school which ran from February through April. Parents were invited to attend as well.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

P.S. 251 uses a variety of instructional materials to support ELLs in core content areas as well as language.

In terms of language, we provide students access to bilingual glossaries, native language dictionaries and translations of vocabulary displayed in the classroom. In addition, teachers make use of multimedia resources through SmartBoard technology to make learning less reliant on teacher talk; such resources include videos, songs, virtual tours and photographs. During pull-out periods, the ENL teacher uses the online program Reading A-Z, which includes a plethora of resources specifically for ENL, to strengthen reading comprehension skills. ELLs are provided with access to iPads at the teachers discretion to use apps that target specific skills that need practice such as sight words or phonics. The ENL teacher also purchased Rosetta Stone classroom for upper elementary newcomers in an effort to bolster their social language (which is no longer taught explicitly at this age in the mainstream classroom) so more of a focus could be on academic language.

In terms of classroom curriculum, ReadyGEN and Go Math each come with a "Scaffolded Strategies Handbook" that helps teachers guide their students by providing them with scaffolded instruction, useful strategies and practical routines that are specifically targeted to ELLs. Besides, Go Math also has a Response to Intervention Tier 3 Activities kit. Go Math as well as HMH's Social Studies and Science programs come with center activities that focus on vocabulary. In addition, the school has a subscription to Raz Kids which sets up an individual account for each child that allows them to listen to, read and answer questions about books on their reading level.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is delivered in the ENL program as well as the general education classrooms. ELLs are equipped with dictionaries in their native language as well as bilingual glossaries that are both general and content-specific. In addition, vocabulary related to the unit of study is displayed in the room and accompanied by a visual as well as a translation. Teachers use Google Translate as a quick, on the spot tool to clarify particular words that students seem to be having difficulty with. Lastly, newly admitted ELLs are given a buddy who speaks their home language as well as English to help them throughout the school day from anything including general procedures to content.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The school ensures all required services and resources support and correspond to ELLs' ages and grade level. In the mainstream classroom, teachers are using resources that correspond to a grade-level curriculum in both reading, ReadyGEN, and mathematics, Go Math. In addition, the ENL teacher collaborates with classroom teachers to incorporate the skills and content they're working on into her pull-out periods as well as adhering to the Common Core Learning Standards. Furthermore, many of the resources the ENL teacher brings into her pull-out program have been recommended at PDs specific to teaching ELLs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

There are currently no activities to assist newly enrolled ELLs before the beginning of the school year or for new ELLs who enroll throughout the school year.

19. What language electives are offered to ELLs?

There are currently no language electives offered to our ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL personnel will participate in professional development provided. The ELL professional development will take place during our Monday professional development sessions and Network professional development. Teachers of ELL students will participate in workshops facilitated by the ENL teacher, workshop will include: ENL curriculum strategies for ELLs, Overview of the NYSESLAT, ELL Periodic and Interim Assessment Components, instructional strategies for working with ELLs in the mainstream classroom. The ENL teacher will continue to discuss ENL strategies, methodologies, and students' progress with classroom teachers. The ENL teacher will continue through affiliation with professional organizations related to second language acquisition stays up to date with the current research on instruction of English Language Learners. The ENL teacher will continue to receive professional development from our Administrative Team and workshops given by Office of ELL's, DESDELL, the network and central office.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ENL teacher will continue to facilitate Professional Development throughout the year on ELLs to our staff. ELL training for general education teachers and 10 hours for special education will be fulfilled through our Monday professional development sessions where teachers will participate in the professional development workshops listed above. Topics will range from second language development, ENL strategies and scaffolds that can be put into place to ensure our ELLs are fully engaged 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?  
P.S. 251 provides support to staff to assist ELLs as they transition from elementary school to middle school through our guidance counselor. All parents who have a recorded a language of preferred written communication that is other than English will receive a middle school directory in their home language. In addition, the guidance counselor meets with parents on a one-to-one basis to discuss general application procedures, particular schools as well as any other questions or concerns they may have. If needed, a translator is provided.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
Our ENL teacher has been sent to various PDs throughout the year that relate to ELLs. The school will continue to make available professional development to all teachers and administrators that focus on the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 will be devoted to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For the English as a new language teacher, a minimum of fifty percent (50%) of the required professional development hours will be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records of these workshops are kept by agendas and sign in sheets for attendance to the workshops.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

P.S. 251 provides annual individual meetings with parents of ELLs to discuss goals of the program, the language development process, language proficiency assessment results and language development needs in all content areas. Beginning in October, the ENL teacher sets up one to two individual meetings with the parents of ELLs during the 75 minute block on Tuesdays allotted for parent engagement activities. The ELLs general education teacher would be present during the time of the meeting. During which the ENL teacher discusses the above as well as shows the parent examples of their child's work to illustrate areas of strength as well as areas that need improvement. Following this, the parent has the time to ask any questions or discuss any concerns. When the notification of the annual meeting is sent out to the parent in their preferred language of written communication, they must indicate whether or not they would like a translator to be present. If it is indicated that they would like one, the proper arrangements are made to provide one for the parent.

Records are kept for annual individual meetings of ELL parents as well as outreach to ensure parents' needs are being accommodated. The ENL teacher keeps copies of the initial notification she sent to parents inviting them to come to a meeting. Henceforth, she keeps track of which parents attended as well as further outreach she made to parents who did not attend through means of phone calls as well as a second written invitation for the parent to come. After each parent meeting, the ENL teacher makes note of questions or concerns raised by the parent that would require a follow-up visit or phone call.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [\*ELL Policy Reference Guide, Parent Selection and Program Placement\*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. In the beginning of the year, all parents are invited to a "Getting to Know You" session where everything about the school is discussed from staff introductions to the different programs that are offered. The parent coordinator leads various workshops for parents throughout the year as well. For example, before Parent Teacher Conference, parents are invited to learn how to get the most out of meeting with their child's teacher such as what questions to ask and how to read the report card. Additionally, there is a Conflict Resolution workshop in which the parent coordinator along with the SAPIS worker, provide parents with different methods in regards to communicating with their child's teacher. Translators are provided whenever a need is determined.

In addition, GED and ESL classes are held at night for adults.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 251 partners with various agencies based on parent need. Our students are involved in a program called CookShop throughout the school day. It is also offered to parents at night on various occasions so they can learn about nutrition and how to make healthy meals for their family. The Parent Coordinator has invited the Housing Preservation Organization to talk to parents who may be homeless or about to lose their home on what they can do and who they can do to. Furthermore, she partners with various counseling agencies for parents who come in seeking help. The Fire Department has also talked with parents concerning fire safety. Translators are provided wherever a need is determined.

5. How do you evaluate the needs of the parents?

The needs of the parents are evaluated at PTA meetings. Parents are welcomed to voice their concerns and questions. The Parent Coordinator gauges where there is a need and sets up the appropriate workshop or parents with a relating organization or service to meet the need. The parents of all ELLs were sent a notice asking whether or not they would like to have a translator present at these meetings. In addition, there is an open door policy; parents are always welcome to come into our school and discuss any of their needs with our parent coordinator or teachers.

6. How do your parental involvement activities address the needs of the parents?

Our parent involvement activities address the needs of the parents; they are solely based on parent need. Where the school sees parents could use more help in, we either provide a workshop – such as how to make the most out of PTC – or partner with an organization such as CookShop – to provide parents with knowledge about nutrition.

#### **D. Additional Information**

Include any additional information that would be relevant to your LAP and would further explain and highlight 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: Paerdegat****School DBN: 22K251**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sheldon Noel	Principal		1/1/01
Sheila Phillip	Assistant Principal		1/1/01
Janet Sanchez	Parent Coordinator		1/1/01
Camille Royes-Burke	ENL/Bilingual Teacher		1/1/01
Sandler Jacinthe	Parent		1/1/01
Nikiesha Broomfield/IEP	Teacher/Subject Area		1/1/01
Josephine Niceforo/Speech	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ann Hendricks	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Natalie Cesare	Other <u>OT</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **22K251** School Name: **Paerdegat**  
Superintendent: **Julia Bove**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

PS 251 uses various data and methodologies to assess the language preferences of the parent community for both oral and written communication. One way data is collected is through the "home/native language" section under student information and the "parent/guardian preferred language written and spoken" section under parent/guardian information on the Student Registration Form. Another way is through the Home Language Identification Survey. Part 3 requires parents to list the language in which they would like to receive written information from the school and in which language they would like to communicate orally with school staff. In addition, the Adult Preferred Language Report (RAPL) in ATS provides the school with information about a parent's or other relative's spoken language and written language of choice. Also the Emergency Contact Card lists the preferred written and oral language of communication of the parent or guardian the student resides with as well as that of another family member. Lastly, at the beginning of each year, each ELL is sent home with the Parent's Preferred Language Form to get up to date information on the language their parents would like to receive written communication from the school as well as communicate orally with school staff.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

In P.S. 251, parent's preferred languages for oral communication are English, Arabic, Urdu, Haitian Creole, Spanish and Bengali. Based on the Adult Preferred Language Report (RAPL), 19 chose Arabic,

19 chose Urdu, 24 chose Spanish, 22 chose Haitian Creole, 5 chose Bengali and 855 chose English. Parent's preferred languages for written communication are English, Arabic, Urdu, Spanish, Haitian Creole, Bengali and French. According to the RAPL, 17 chose Arabic, 5 chose Urdu, 24 chose Spanish, 24 chose Haitian Creole, 1 chose French, 5 chose Bengali and 861 chose English.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Throughout the year, there are many documents that require translation including all documents providing critical information about a student's education. Letters from school leadership as well as field trip parent notification/ consent forms are translated throughout the year as needed. In addition, all documents related to the ESL identification process, such as the HLIS, the Parent Survey & Program Selection Form, placement letters and entitlement letters (entitlement, continued entitlement, non-entitlement, non-entitlement/transition) are translated whenever a new ELL enters our building.

Documents that require translation on a monthly basis are as follows:

September - Newsletter, Overview of school curriculum, after-school program information, Rosh Hashanah recess notification

October - Newsletter  
November - Newsletter, PTC notification, Sample STARS Report Card, Thanksgiving recess notification

December - Newsletter, Winter Recess notification  
January - Newsletter  
February - Newsletter, Mid-Winter Recess Notification

March - Newsletter, PTC notification, Sample STARS report card

April - Newsletter, Spring Recess notification, NYS ELA Exam notification, NYS Math Exam notification, NYSESLAT notification

May - Newsletter, End of Year Conference notification, NYS Science Exam notification, HIV/ AIDS Parent Notification letter

June - Newsletter, Translation & Interpretation Quality Survey, Sample STARS Report Card

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Throughout the school year, the formal face-to-face meetings with parents include Parent Orientation in September, PTCs in November and March, Testing Night in April and the End of the Year Conference as well as Curriculum Night in May.

Anticipated informal interactions include calls or discussions about long term absences from the attendance teacher, school adjustment and junior high school information from the guidance counselor, an illness or injury from the nurse, IEP referrals from the psychologist and conflict intervention from the

social worker. In addition, interaction takes place constantly between the classroom teachers and the parents in regards to each student's progress as well as areas in need of improvement.

## **Part C: Providing Language Assistance Services**

---

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

PS 251 will meet the identified translation needs indicated in Part B. The majority of the documents that are distributed to parents are already translated on the Intranet under translated documents in the school support tab in the covered languages. Currently, the only languages other than English represented in our school are covered languages. In the future, if a parent requests written information in a language other than the covered languages, PS 251 would translate all documents providing critical information through the Translation & Interpretation Unit.

Other documents the schools distributes, such as letters from school leadership and newsletters, will either be translated in-house by staff or sent to the Translation & Interpretation Unit for translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

PS 251 will meet the identified interpretation needs indicated in Part B both in-house through school staff and over-the-phone interpreters via the Translation and Interpretation Unit.

For the majority of the communication that takes place orally with parents who speak Arabic, Haitian Creole and Spanish, we meet interpretation needs in-house with staff. There is a Parent Coordinator, a teacher and a para who speak Spanish and there is one teacher who speaks Arabic. There are two paras, one aid and a teacher who speak Haitian Creole. As for PTC, we mainly rely on over-the-phone interpreters via the Translation and Interpretation Unit as some of our staff who speak other languages are teachers with other responsibilities that night as well as aids and paras who may not be available for per session pay.

There is noone in-house that speaks Urdu or Bengali. During events, such as PTCs and the End of the Year Conference, where parents meet one-on-one with teachers, over-the-phone interpretation via the Translation & Interpretation Unit is used. For events, such as Parent Orientation and Curriculum Night, where parents are spoken to in a large group, translators will be hired through an outside vendor with the money received from the tax-levy allocation or Title III allocation funds. We would continue to follow these procedures in the future for any other languages that noone in-house speaks.

## **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be made aware of how to use translation services and over-the-phone interpretation services. At the beginning of the year, multiple copies of the Language Identification Guide are made and distributed to office staff. They are trained by the LAC in using the guide to help determine the language spoken by the parent. The over-the-phone card is distributed and explained to school safety agents. They are reminded of the steps on how to obtain an interpreter for LEP visitors to the school. Furthermore, during a Monday PD session in September, the LAC will teach school staff how to use both the Translation & Interpretation Unit's over-the-phone interpretation services and their translation services. Additionally, an internal letter is sent to staff twice a year reminding them of their responsibility to communicate with LEP parents and what resources are made available to them to do so.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS 251 fulfills parent notification requirements for translation and interpretation services as per Section VII of Chancellor's Regulation A-663. At the primary entrance of the school, the welcome poster and signs regarding visitors access in the covered languages are posted. The Language ID Guide is visible at both the security desk and in the office. Furthermore, all parents are provided with a copy of the Parents' Bill of Rights, the Expect Success Guide and the Parent's Guide to Language Access brochure in their preferred language of written communication.

## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 251 will gather feedback from parents on the quality and availability of translation and interpretation services with a survey. The survey will be distributed by the LAC at the beginning of June after being translated into all of our parent's preferred languages of written communication. It will contain two questions to assess if parents felt their needs were met in regards to language services:

1. Did you feel your school adequately translated school documents in your preferred language?  
Circle One:                      Always                      Sometimes                      Never

2. Did you feel your school adequately provided translation services in your preferred language?  
Circle One:                      Always                      Sometimes                      Never

Those parents who indicated 'sometimes' or 'never' on either or both questions will be called by the LAC with the Translation & Interpretation Unit's over-the-phone interpretation services to further clarify why they did not feel their needs were met. All feedback will be recorded by the LAC to further enhance these services in the upcoming school year.

In addition, whenever a parent is contacted through the Translation & Interpretation Unit's over-the-phone interpretation services, the staff member using the services will ask the parent at the end of the

conversation if they feel their translation and interpretation needs are being met. If the parent indicates that they are not being met, the staff member will record their feedback and give it to the LAC in order to improve the language assistance services provided at our school.