



P.S. 249 THE CATON

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 249 THE CATON
ADDRESS: 18 MARLBOROUGH ROAD
TELEPHONE: 718-282-8828
FAX: 718-284-5146

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331700010249 **SCHOOL NAME:** P.S. 249 The Caton

SCHOOL ADDRESS: 18 MARLBOROUGH ROAD, BROOKLYN, NY, 11226

SCHOOL TELEPHONE: 718-282-8828 **FAX:** 718-284-5146

SCHOOL CONTACT PERSON: Ms. Elisa Brown **EMAIL ADDRESS:** EBrown4@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Nancy Bochbot

PRINCIPAL: Ms. Elisa Brown

UFT CHAPTER LEADER: Maryann Honadel

PARENTS' ASSOCIATION PRESIDENT: Dawn Torres

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 17 **CHILDREN FIRST NETWORK (CFN):** 110

NETWORK LEADER: CHARLENE SMITH

SUPERINTENDENT: RHONDA HURDLETAYLOR

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Ms. Elisa Brown	Principal	
Nancy Bochbot	UFT Member	
Diane Coffey	UFT Member	
Maryann Honadel	UFT Chapter Leader	
Denise Pirozzi	UFT Member	
Lenora Keenan	Parent	
Nilda Ruiz	Parent	
Dawn Torres	PA/PTA President or Designated Co-President	
Andrea Lashley	Parent	
Frizine Allen	Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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PS 249, The Caton School is located in the Flatbush/Kensington section of Brooklyn in Community School District 17, Region 6. The district, as well as the school's population is diverse, representing immigrants from more than 56 countries including Honduras, the Dominican Republic, Panama, Haiti, and Guyana, in addition to many other Caribbean, African, South America, and Asian nations. Most of these students have arrived in the U.S. within the last three years. Many of our students and their parents are Limited English Proficient. Within this diverse ethnic background, PS 249 offers academic programs that aim to engage all students' learning styles. The school has 2 half day pre-kindergarten classes, 5 general education kindergarten classes, 1 Spec Ed kindergarten class, 2 Spanish kindergarten dual language classes and 1 English as a Second Language kindergarten class; 6 first grade general [education classes](#), 2 first grade Spanish dual language classes and 1 English as a Second Language class; 5 general education grade 2 classes, 1 gr 2 English as a Second Language class, 2 gr 2 Spanish dual language classes and 1 grade 1/2 bridge spec. ed class. Third grade has 5 general education classes, 1 self-contained Special Education class, 1 English as a Second Language class and 1 third grade Spanish dual language class. All of these classes participate in a comprehensive balanced literacy and mathematics program. It is the school's philosophy that instituting a comprehensive program in literacy and mathematics will allow all students, including English Language Learners and Special Education students to develop high levels of proficiency in order to meet performance standards in English Language Arts, Mathematics, Social Studies and Science, Part 154 requirements, as well as a statistically significant AYP (Annual Yearly Progress), as per NCLB (No Child Left Behind Act) regulations.

An analysis of our data reveals that over a three year period, student attendance has improved. In this same period, our average Math scaled score has increased as well. The average ELA scaled score from 2007-2009 has also increased, however, this past 2009-2010 school year saw our average scaled score dip 21 points.

There is a need to create a school-wide program for all students, including our ELL and Special Education population that show weaknesses in acquiring the English language and in writing.

The dual language program at P.S. 249 provides integrated language proficiency and cross-cultural understanding. Grade level curriculum in the content areas are taught to all students through both English and Spanish and is organized around major concepts that students are expected to learn while developing academic language.

The teachers of the dual language program in kindergarten plan for instruction during a daily common prep period in their grade level. Throughout the school year, teachers in the dual language program meet for a full day once a month for professional development. They also plan every week during the professional development block. Teachers visit other schools where the dual language programs exist.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 249 The Caton								
District:		17	DBN #:		17K249	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	35	35			TBD	TBD	TBD	
Kindergarten		161	152	198						
Grade 1		206	186	167	Student Stability - % of Enrollment:					
Grade 2		196	197	175	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		146	159	146			92.4	92.11	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			86.8	86.8	95.7	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			15	49	TBD	
Grade 12		0	0	0						
Ungraded		0	0	6	Recent Immigrants - Total Number:					
Total		745	729	727	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							9	2	2	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		11	15	34	Principal Suspensions		14	10	TBD	
# in Collaborative Team Teaching (CTT) Classes		15	10	0	Superintendent Suspensions		2	1	TBD	
Number all others		28	36	25						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	136	0						

# in Dual Lang. Programs	148	136	139	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	78	79	95	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	15	Number of Teachers	60	57	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	12	13	TBD
				Number of Educational Paraprofessionals	1	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	65	63.2	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	45	40.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	72	77	TBD
American Indian or Alaska Native	0.1	0.1	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93	96.3	TBD
Black or African American	53.8	50.6	49				
Hispanic or Latino	40.8	42.4	45.1				
Asian or Native Hawaiian/Other Pacific Isl.	3.9	4.4	4.1				
White	1.3	2.2	1.4				
Multi-racial							
Male	49.7	47.7	49.2				
Female	50.3	52.3	50.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:				Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Grad. Rate	Progress Target
	ELA	Math	Science	ELA	Math			
All Students	√	√						
Ethnicity								
American Indian or Alaska Native	-	-						
Black or African American	√	√						
Hispanic or Latino	√	√						
Asian or Native Hawaiian/Other Pacific Islander	-	-						
White	-	-						
Multiracial								
Students with Disabilities	-	-						
Limited English Proficient	√	√						
Economically Disadvantaged	√	√						
Student groups making AYP in each subject	5	5						
CHILDREN FIRST ACCOUNTABILITY SUMMARY								
Progress Report Results - 2008-09				Quality Review Results - 2008-09				
Overall Letter Grade				Overall Evaluation:				W
Overall Score				Quality Statement Scores:				
Category Scores:				Quality Statement 1: Gather Data				W
School Environment (Comprises 15% of the Overall Score)				Quality Statement 2: Plan and Set Goals				W
School Performance (Comprises 25% of the Overall Score)				Quality Statement 3: Align Instructional Strategy to Goals				W
Student Progress (Comprises 60% of the Overall Score)				Quality Statement 4: Align Capacity Building to Goals				W
Additional Credit				Quality Statement 5: Monitor and Revise				W
Key: AYP Status				Key: Quality Review Score				
√ = Made AYP				Δ = Underdeveloped				
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features				
X = Did Not Make AYP				√ = Proficient				
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed				
X* = Did Not Make AYP Due to Participation Rate Only				◇ = Outstanding				
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.								
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.								
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf								

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

In analyzing our data, several sources were used (ECLAS-2, EL SOL, New York State ELA assessments, and the NYSESLAT) in order to determine the implications for instruction for the 2010-11 school year. Data referenced indicates the following:

As a result of in-depth analysis of the data we found that we must continue to strengthen our students' reading and writing abilities, including spelling, decoding, vocabulary and listening. We will continue to analyze data to drive instruction as well as continue grouping our students in order to provide differentiated instruction within the areas of literacy and mathematics.

Through our Inquiry Team we have developed schoolwide initiatives such as: Short Reading Response Questions (SRRQ) schoolwide. These gradewide packets help to develop student writing. Also, we are utilizing RAZ Kids, a software program with a component for the improvement of reading comprehension skills, and a component for guided reading and writing.

When comparing our NYS ELA Exam scores from 2009 to 2010, we found that our students scoring at Level 1 and 2 have increased by 44%, while our Level 3's have decreased by 27%. We also found that our Level 4's have stayed constant. When comparing our NYS Math Exam from 2009 to 2010 our results indicated 0% level 1's, and although our level 2's increased, we have decreased our level 3's by 30% and increased our level 4's by 6%. The analysis of the aforementioned data indicates that our approach to a Comprehension Balanced Mathematics Program is effective and needs to continue.

A significant aid in moving our students is the Inquiry Process. Our Inquiry Teams have been able to pinpoint our student deficiencies, as well as their strengths through item analysis of our in-house monthly assessments. These teams have provided specific and measurable data that assists the staff in implementing and or modifying school-wide changes that effectively improve our curriculum, and addresses the needs of all our students.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, increase the number of students including general education, students with special needs, and ells who are scoring at level 3 by 2% and level 4 by 5% on the NYS Math exam.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Teachers will use assessments (in house, ACUITY, and other informal assessments) to provide small group mathematic instruction to all students, including gen ed, ell's and students with disabilities, in order to monitor the mathematic behaviors that need further development.
<input type="checkbox"/> By June 2011, improve all student, including gen ed, students with special needs and ells attendance schoolwide to 96% in order to improve general literacy.	<input type="checkbox"/> Teachers and school staff will monitor student attendance (ARIS, ATS attendance) to help increase student attendance to 96%, thereby improving their general literacy
<input type="checkbox"/> By June 2011, integrate and use technology in 90% of classrooms using a rotational schedule and technology-based projects, as well as increase student computer stations by 10% in ELL and Special Education classrooms, and thereby increase performance on standardized tests	<input type="checkbox"/> Students will use technology in their classrooms using a rotational schedule that will help integrate techology-based projects to complete assignments.
<input type="checkbox"/> By June 2011, learning goals will be established for 90% of students, including gen ed, students with special needs, and ells in all subject areas so that they have a better understanding of their next steps in learning all subjects (SS, Science, ELA, Mathematics, Art, Dance, Physical Education, Spanish and Music).	<input type="checkbox"/> All students will understand their individual learning goals, (Prosper Reports from their practice exams, content area goals specified in datafolios) in all academic and extracurricular areas so that they have a better understanding of their next steps in the learning process.
<input type="checkbox"/> <input type="checkbox"/> By June 2011, we will increase the number of students, including gen ed, students with special needs and ells on the Grade 3 ELA Exam scoring at levels 3 and 4 by 12%.	<input type="checkbox"/> Teachers will use assessments (in house <input type="checkbox"/> <input type="checkbox"/> , ACUITY, EPAL, and other informal assessments) to provide small group instruction to all students, including ell's and students with special needs in order to monitor closely the reading behaviors that need further development.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

Mathematics

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011, increase the number of students including general education, students with special needs, and ells who are scoring at level 3 by 2% and level 4 by 5% on the NYS Math exam.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Beginning in September 2010, all instructional staff as well as the AIS team and paraprofessionals, Cluster Teachers, Staff Developers will provide small group instruction based on the push-in model. The team will use in house assessments, ACUITY and other data analysis in order to monitor and address the mathematic behaviors that need further development.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Staff development will be provided to all instructional staff regarding collection and analysis of data. Also, professional development will be provided starting in September of 2010 through June 2011.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Every six to eight weeks we will have practice exams based on the NYS Mathematics Exam format, and the results of these assessments will be used to create student groups by areas of need. In addition, teacher observations/anecdotal notes, checklists, portfolios, data folios will also be utilized to drive instruction and assist in grouping.</p> <p><u>Gains:</u> A 4% increase in the number of students achieving levels 3 and 4 on the NYS Mathematics exam.</p>

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Subject Area
(where relevant) :

General

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, improve all student, including gen ed, students with special needs and ells attendance schoolwide to 96% in order to improve general literacy.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> Beginning in September 2010, all of the instructional staff as well as the Parent Coordinator and PTA will monitor student attendance in order to improve the rate by 2%. By improving attendance the overall general literacy will improve.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Student data be provided to all teachers monthly, in order that parents and students are aware of individual attendance practices . Monitoring will begin in September 2010 through June 2011.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Every three to four weeks teachers will be given data that provides information on student attendance. Report cards, as well as progress reports will help parents in being aware of their childrens attendance record. Monthly awards will be given to students that achieve 100% attendance for the prior month.</p>

Subject Area
(where relevant) :

Technology

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, integrate and use technology in 90% of classrooms using a rotational schedule and technology-based projects, as well as increase student computer stations by 10% in ELL and Special Education classrooms, and thereby increase performance on standardized tests</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>All of the instructional team as well as the ESL Corordinator, Dual Language Coordinator, AIS team and paraprofessionals, Cluster Teachers, Staff Developers, Parents, Administrators and Classroom Teachers will provide oportunites for students to think in an organized manner and how to use technology to enhance their academic projects. Conference with students, demonstrate and model activities, offer students opportunities to reflect on their technology based projects through writing by June 2009.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Professional development will be provided to teachers to show students how to examine a variety of approaches and strategies using technology as a guide to completing projects.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Technology projects will be assigned monthly so that teachers and students will be able to monitor their progress. Progress will be monitored every three to four weeks as measured by completion of technology based projects.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> By June 2011, learning goals will be established for 90% of students, including gen ed, students with special needs, and ells in all subject areas so that they have a better understanding of their next steps in learning all subjects (SS, Science, ELA, Mathematics, Art,</p>
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<i>Time-bound.</i>	Dance, Physical Education, Spanish and Music).
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> All of the instructional team as well as the AIS team, Cluster Teachers, Staff Developers, Administrators and Classroom Teachers will provide opportunities for students to think in an organized manner and monitor their progress through the use of assessments and checklists .
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Professional development will be provided to teachers to show students how to examine a variety of approaches and strategies, including hand on manipulatives. All of the instructional staff as well as the AIS team, Cluster Teachers, Staff Developers, Administrators and Classroom Teachers will use assessments and data to provide small group instruction to all students and monitor closely the learning behaviors that need further development.
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Progress will be monitored every four to six weeks as measured by formal and informal assessments such as RAS, MAI, in house assessments and previous NYS ELA and Mathematic exams

Subject Area
(where relevant) :

English Language Arts

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> <input type="checkbox"/> By June 2011, we will increase the number of students, including gen ed, students with special needs and ells on the Grade 3 ELA Exam scoring at levels 3 and 4 by 12%.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> Beginning in September 2010, all of the instructional team as well as the AIS Team and Paraprofessionals, Cluster Teachers, Staff Developers, will provide small group provide small group instruction based on the push in model. The team will use in house assessments, ACUITY, EPAL and other informal assessments to monitor and address the reading behaviors that need further development

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Staff development will be provided to all instructional staff regarding collection and analysis of data. Also, Reader's Workshop with emphasis on Guided Reading will continue as well as professional development starting in September 2010 through June 2011.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Every six to eight weeks we will have practice exams based on the NYS ELA Exam format, the results of these assessments will be used to create student groups by area of need. In addition, teacher observations/anecdotal notes, checklists, running records, portfolios, datafolios, ECLAS-2, and NYSESLAT will also be utilized to drive instruction and assist in grouping.</p> <p><u>Gains:</u> A 10% increase in the number of students achieving levels 3 and 4 on the NYS Exam.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21		N/A	N/A	10			23
1			N/A	N/A	7			14
2	158	158	N/A	N/A	15			6
3	150	150	N/A	N/A	11			21
4								
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> PS 249 offers Academic Intervention Services using the following programs or strategies: Making Meaning/Text Talk, Voyager/Passport/Pasaporte, Foundations, Literacy Workshops, Reading Reform, and Successmaker. These programs are administered during the school day. We also offer Afterschool Enrichment to the third graders, as well as ELLA and Saturday School
Mathematics:	<input type="checkbox"/> PS 249 provides Everyday Mathematics, Moving Ahead in Mathematics, HBJ and Successmaker. Select students will attend the Math Lab for small group instruction. Programs will be administered during the school day as well as during the Afterschool and Saturday programs. Class and individual projects are created during the school year.
Science:	Students at risk are supported with small group instruction during the school day. Students have hands on learning as well as Super Science Friday. Class, individual and group projects are created during the school year.
Social Studies:	Social Studies is integrated during the Literacy Block. Students create class, group and individual projects for the Literacy Fair as well as other times during the school year. Grade 2 and 3 will learn how to write for DBQs (Double Based Questions).
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The Guidance Counselor takes individual students at preassigned times as well as small groups of students that have the same needs.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> N/A

At-risk Health-related Services:

The Physical and Occupational Therapists take individual students at preassigned times.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

1,2,3

Number of Students to be Served:

LEP 90

Non-LEP 0

Number of Teachers 6

Other Staff (Specify) 1 Technology Specialist

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

In addition, many of our parents are new immigrants.

We will implement a multicultural writing and arts program pulled from the children's own ethnic backgrounds. This program will foster both social and academic language development through research-based activities that will include field trips, journal writing, poetry, interviews and collaborative learning. We will develop content area lessons that give students concrete experience in a variety of curriculum subjects and that use ESL strategies and techniques to help students express observations, state opinions and draw conclusions. We will also use content and language objectives that ensure language instruction is built around real life, purposeful experiences and activities.

An analysis of NYSESLAT scores shows a weakness in the area of writing. In addition, it is our goal for all ELL students to improve English language acquisition to attain levels of proficiency.

The *Empire State NYSESLAT* provides clear and concise skill reinforcement to support curriculum goals, promote success on the NYSESLAT, and help students overcome daily language barriers. Full-color books engage and motivate young learners. The units for speaking, listening, reading, and writing familiarize students with the types of questions they'll face on testing day. The last unit focuses on the comprehension skills needed to transition to the New York State ELA test (grades 2-8 books). The question types parallel those found on the NYSESLAT: multiple-choice, short written response, extended written response, and oral response. Students are exposed to informational, literary, and functional passages-the same genres found on the NYSESLAT.

These materials are purchased and covered by other funding sources.

The Title III teachers will collaborate and work alongside with the technology specialist to monitor and utilize the data in order to differentiate instruction in reading, mathematics and language arts.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□ Professional Development for Title III teachers of ELLs which will be covered by other funding sources:

Sept 2010 Topic: Analyzing Excel Spreadsheets to Construct Data for Assessments and D.I. Presenter: Data Specialist
Participants: Title III Teachers and All Staff

Oct 2010 Topic: Vocabulary Development for K-3 in All Content Areas Presenter: Dual Language Coordinator Participants: Title III Teachers and All Staff

Nov 2010 Topic: Successmaker Presenter: Technology Specialist Participants: Title III Teachers and All Staff

Dec 2010 Topic: Creating NYSESLAT Test Prep Activities(Reading and Writing)aligned to the Curriculum Map Presenters: ESL and Dual Language Coordinator Participants: Title III, ESL and Dual Language Teachers

Jan 2011 Topic: NYSESLAT Training - Speaking and Listening Presenters: ESL and Dual Language Coordinator Participants: Title III, ESL, Dual Language Teachers

Feb 2011 Topic: NYSESLAT Training - Reading Presenters: ESL and Dual Language Coordinator Participants: Title III, ESL, Dual Language Teachers

Mar 2011 Topic: NYSESLAT Training - Writing Presenters: ESL and Dual Language Coordinator Participants: Title III, ESL, Dual Language Teachers

Section III. Title III Budget

School: **17K249**
BEDS Code: **331700010249**

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) - Per session - Per diem	34,035.17	<input type="checkbox"/> <u>ELLA Program</u> 4 teachers = 51 days (408 hours) x \$49.89 = \$20,359.20 1 Technology Specialist = 38 days (76 hours) x \$49.89 = \$3,792.40 <u>Literacy and Math Afterschool Teacher for ELLs</u> 1 Teacher Grade 3 ELLs = 70 days (140 hours) x \$49.89 = \$6,985.00

Saturday Academy Teacher

1 Bilingual Teacher = 19 days (57 hours) x \$49.89 = \$2,843.00

Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$56.00	<input type="checkbox"/> Classroom consumables \$56.00 (1 box copy paper)
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

Various sources provide our school with information about the different home languages of our students and our translation needs for conferences, parent orientations and school notices, they include:

- * HLIS - Home Language Identification Survey
- * Emergency Blue Contact Cards
- * Home-School Student Information Sheet (teachers give out to parents)
- * ATS system provides information of the primary language of the student (RHLA)
- * ATS system provides information of the Adult Preferred Language Report (RAPL)
- * Parent coordinator interviews
- * Informal oral communication with parents and teachers
- * Attendance in PTA meetings

During the enrollment process, the parents are screened and must complete the HLIS Questionnaire and indicate their spoken and written language. They indicate and record their spoken and written language on the Blue Emergency cards too. The pupil accountant secretary will record onto ATS (RAPL) the adult's preferred language in spoken and written language. The pupil accountant secretary will generate the RAPL report by class and give them to the teachers so they could determine if their parents require assistance with translation services. The

classroom teachers also sent out Home-School Student Information letters which include address, telephone numbers, parent's spoken and written language too.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

□

* Home Language Identification Surveys and teacher/parent input have proven that the majority of our school parent population speaks Spanish. Other languages spoken by our parents include: Haitian-Creole, Bengali, Vietnamese, Fulani, French, Chinese, Arabic, and Khmer. Using the RAPL (Adult Preferred Language Report), it shows that 274 parents indicated their spoken and written language is Spanish, 18 parents indicated Creole, 3 parents indicated French, 9 parents indicated Fulani, 3 parents indicated Vietnamese and 5 parents indicated Arabic. Majority of our parents (434) indicated their spoken and written language English.

* We send and post parental correspondence in each of the covered languages that represent at least 10% of our student population. As a result, our notices are in English, Spanish and Creole.

* We offer interpretation services during parent conferences and meetings in the covered languages. If translators are unavailable, we contact translation services prior to the meetings or conferences. We have translators readily available in Spanish, French, Creole, and Vietnamese.

* We download and distribute translated parent notices from the Department of Education website, as appropriate.

*We post the translation services in front of the school building, by the security desk, in the main office as well as the Parent Coordinator's office and school exits too.

Part B: Strategies and Activities

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

□

* All parental correspondence (letters, notices, flyers, permission slips, consent forms and parent handbooks) will be translated by school staff member who read, writes and speaks Spanish and Creole. We will offer translation for oral languages by staff members which include Spanish, French, Vietnamese and Creole.

* We will translate documents that contain individual, student-specific information, including, a student's health, safety, legal or disciplinary matters, entitlement to public education or placement in any special education, English language learner or non-standard academic programs.

*We use the information from RAPL (Adult Preferred Language Report) to provide oral interpretation services that meet the needs of our parents during group or one-on-one meetings. We readily have staff members to translate in Spanish, French, Creole and Vietnamese. The other languages such as Fulani and Arabic the parent coordinator may assist and contact translation phone services to assist the parents.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

*We will interpret parent orientations/meetings and teacher conferences. The translations will be carried out by staff members, with the assistance of the Translation and Interpretation Unit, or with the use of a new Prolingual translation program.

*Both the English and Spanish Dual Language teachers will meet with all of the parents of the ELL students in their Dual Language classroom. This will avoid having parents visit with the teacher that speaks their native language and not visit with the other teacher.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

* Within 30 (thirty) days of a student's enrollment, using HLIS (Home Language Identification Survey) and the student emergency card, the parents will state the language if such language is not English in order to receive language assistance to communicate effectively with the department.

* The school will post the translated signs in all eight covered languages indicating the office/room where the translated versions of the Parent Bill of Rights can be obtained. Notices will be sent to parents and the appropriate staff of the parents' right to translation and interpretation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	800,094	158,542	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,000.94		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	40,005	*	
4. Enter the anticipated 10% set-aside for Professional Development:	80,010	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

N/A

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PS 249 Parent Involvement Policy

General Expectations

PS 249 agrees to implement the following statutory requirements:

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 of children served in Title 1, Part A program(s) in decisions about how the Title1, Part A funds reserved for parental involvement is spent.

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

P.S. 249 will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

P.S. 249 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 practicable, in a language the parents can understand:

DISCRETIONARY SCHOOL PARENT INVOLVEMENT POLICY COMPONENTS

P.S. 249 will engage parents in other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

The following are a list of activities that will be included:

- Family literacy training of parents through our 100 Book Challenge program and Literacy Coach
- Ongoing parental workshops in literacy and mathematics
- Arranging school meetings at various times so that all parents can participate
- Providing other reasonable support for parental involvement activities under Section 1118- Parental Involvement, as parents may request
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school- related meetings and training sessions

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

1. P.S. 249 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (Contained in the TDCEP/DCEP Addendum) under Section 1112- Local Educational Agency Plans of the ESEA:

- Arrange for planning meetings at different times of the day to accommodate parents' different schedules
- Parent Coordinator will conduct outreach to involve as many parents as possible
- Notices will be sent to all identified parents to inform them of planning meetings

2. P.S. 249 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:

- SLT will meet and schedule time for school review
- In order to conduct a comprehensive review in a timely manner, teams will be established and tasks will be divided and assigned
- All parents and staff members will meet after the review to evaluate the results and determine necessary improvements. Results will be printed and disseminated to all parents.

3. P.S. 249 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the following other programs:

4. P.S. 249 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 1, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

5. P.S. 249 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 student academic achievement, through the following activities specifically as 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-

6. 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:

An established resource library will be continually updated with relevant materials and technology

7. The school 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 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:

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact

PS 249 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-parent Compact is in effect during school year 2010- 2011.

SCHOOL RESPONSIBILITIES

Public School 249 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:**
We provide a comprehensive instructional approach to reading and writing which includes classroom libraries, month by month phonics and Voyager's New York City Passport Program. All classes incorporate a daily literacy block with reading and writing activities into their schedule. The continued implementation of Everyday Mathematics, with parallel instruction in all classes, including special education enables our students to meet or exceed mathematics academic achievement standards. We continue to implement the endorsed SCIS science program to prepare students to meet New York State science standards. Ongoing, authentic assessment is used to drive instruction.
- **Hold parent teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

November, 2010
1 P.M. – 3 P.M. and 5:30 P.M. – 8 P.M.

March, 2011
1 P.M. – 3 P.M. and 5:30 P.M. – 8 P.M.
- **Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:**

Report cards will be distributed to students in November 2010, March 2011 and June 2011. Report cards will be distributed to parents when they attend the fall and spring parent-teacher conferences. Calls will be made to those parents who do not attend to attempt to schedule appointments to disseminate report cards. If this is not possible, reports will be sent home with the student.

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

Staff members will be available at the school, daily on their preparation periods, by appointment. In addition, staff members will do their utmost to be available for consultation before and after official school hours. If consultation in person is not possible, telephone consultations will be scheduled that are convenient to all parties.

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

Parents are encouraged to participate in the Learning Leaders program to provide them with training to volunteer effectively in classrooms. Upon completion, classroom volunteer time will be scheduled based on the parent's availability. The parent coordinator will conduct outreach to encourage greater participation. In addition, parents are encouraged to participate in classroom read aloud days, the annual school learning fair/expo, class field trips and lunchroom duties. Time is scheduled for parents to observe their children in the classroom environment in November during open school week.

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:
 - Making sure my child is on time and prepared everyday for school
 - Monitoring attendance
 - Talking with my child about his/her school activities everyday
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television my children watch
- 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 for the school or the school district and responding as appropriate
- Reading together with my child every day
- Providing my child with a library card and scheduling trips to the library
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy
- Express high expectations and offer praise and encouragement for achievement

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning
- Listen and follow directions
- Participate in class discussions and activities
- Respect the rights of others
- Follow the school's rules of discipline
- Follow the school's dress code
- Ask for help when we do not understand
- Do our homework every day
- Study for tests and assignment
- Read at least 30 minutes per day at home
- Get adequate rest each night
- Use the library
- Give our parents all notices that we receive at school

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

In analyzing our data, several sources were used (ECLAS-2, El Sol, City/State assessments and NYSESLAT) in order to determine the implications for instruction for the 2010/2011 school year. Data referenced indicates the following: ECLAS-2- Overall our K-3 students are in need of further development within the areas of spelling, decoding, vocabulary, listening, comprehension and writing development. El Sol- Overall, our K-3 students are in need of further development within the areas of reading and writing instruction. NYSESLAT- Overall our K-1 student population would benefit from further development within the areas of reading and writing development. City/State ELA- Comparing our scores from 2009-2010, students scoring Levels 1 and 2 have increased, while Levels 3 have increased and level 4's have stayed constant. As a result of in-depth analysis of the data listed above, our findings show that we must continue to strengthen our students reading and writing abilities, along with building stamina during independent reading, analyze data to drive instruction as well as grouping students in order to provide differentiated instruction within the areas of Literacy. City/State Math-The Mathematics results shows an increase in our Level 1 and 2 numbers, as well as an decrease in our Level 3 and 4 numbers. The analysis of the aforementioned data indicates that our approach to a Comprehension Balanced Mathematics program needs to continue in order to strength our third grade needs .

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

PS 249's school wide reform strategies include Super Science Fridays, Success Maker, building stamina during independent reading, teaching and assessing data focused on mastery of core concepts, Test Prep, balanced literacy, writer's workshop, guided reading, differentiated learning, analyzing data, integrating library media services and technology into the ELA curriculum, Lab Site classrooms, continuing to provide small group instruction using Voyager/Passport/Pasaporte/Fundations/Wilson programs. Foster grandparents will provide tutoring to students.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

In order to increase the amount and quality of learning time, PS 249 has after school instruction in Literacy and Mathematics, extended day, Saturday School and ELLA.

- o Help provide an enriched and accelerated curriculum.
 - In order to provide an enriched and accelerated curriculum PS 249 incorporates the use of pacing calendars and curriculum maps (that include the core standards) as well as technology and research based programs.

- o Meet the educational needs of historically underserved populations.
 - PS 249 offers After School, Saturday School and ELLA as well as parent workshops on technology which includes parents in the professional development activities so that they are involved in the decision making process. We also offer ELL classes to parents in the dual language program, provide family literacy, mathematics, and science programs for parents and their children, and provide translations for parents in our newsletters at workshops and in written communication.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - PS 249 incorporates small group instruction, push in as well as pull out programs, counseling, speech, and OT to address the needs of all children, but particularly the needs of low academic achieving children and those at risk of not meeting the standards.

- o Are consistent with and are designed to implement State and local improvement, if any.
 - N/A

3. Instruction by highly qualified staff.

Instruction by highly qualified staff includes the continuation of small group instruction, 100 Book Challenge in all classrooms, pacing calendars and common preps, continuum in Early Literacy using research-based strategies according to the National Panel on Reading, Balanced Literacy, Writer's Workshop, Guided Reading, Differentiated Learning and Phonemic Awareness.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Ongoing Professional development topics include components of Balanced Literacy, Principles of Learning, Writers Workshop, The Writing Process, Reading Workshop Model, Science and Social Studies, Content Area Reading, Author/Character/Genre Studies, Phonics/Word Study, Effective Lesson Planning, Portfolio Assessment, Cooperative Learning Strategies, Analyzing student data/Data Analysis, Best Practices and ELL strategies, How to move from graphic organizers(rewriting) to a published piece, and the use of the 6+1 Writing Traits to evaluate student writing.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Strategies to attract high-quality teachers include open houses, support for new teachers as well as intervisitations with in house teachers and outside schools.

6. Strategies to increase parental involvement through means such as family literacy services.

Strategies to increase parent involvement include Title I workshops, Welcome Back conferences, Learning Leaders, Parent Communication Bulletin Board in lobby, Parent Letters, PTA Workshops, School Leadership Team, Family Literacy, Mathematics, Science, ESL/ELL for Parents Academy, Parent Trips.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Plans for assisting preschool children include providing open-house for all parents and students to visit our school, meetings with the Principal and Assistant Principal as well as instructional staff.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Measures to include teachers include Common prep meetings, inquiry team and Grade conferences.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

The activities that will ensure that students who experience difficulty include: Successmaker, small group instruction, Wilson/Passport/Pasaporte and other research based programs.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

□ **Our programming integrates Federal, State and local services with programs that include** school safety, parent workshops in technology and ELL, puppet shows designed to develop an understanding of people with disabilities (kids project), asthma prevention and intervention, HIV parent workshops, Domestic Violence workshops, Gang Awareness and Peer Pressure workshops, and in conjunction with the Food Bank of NYC-the Cookshop Program.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed

Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			706,248	True	20,21,27
Title I, Part A (ARRA)	Federal	Yes			158,220	True	21
Title II	Federal	Yes			230,205	True	11,12,20
Title III	Federal	Yes			34,040	True	11,12,20
Title IV	Federal			N/A			
IDEA	Federal		No		185,656	True	11,12,20
Tax Levy	Local	Yes			2,682,864	True	11,12,20,21,27

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
11

2. Please describe the services you are planning to provide to the STH population.

PS 249 offers to our STH population After School, Saturday School, Parent Meetings and Workshops. We also have the Parent Coordinator with conjunction with the Health Department have eye tests and glasses provided.

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_17K249_020411-145305.doc

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 110	District 17	School Number 249	School Name Caton School
Principal Elisa Brown		Assistant Principal Ana DeJesus	
Coach Diane Coffey, ELA		Coach Ines Martin, Math	
Teacher/Subject Area Nancy Bochbot, ESL Cluster		Guidance Counselor Kathleen Henry	
Teacher/Subject Area type here		Parent Andrea Lashley	
Teacher/Subject Area type here		Parent Coordinator Nyoca Mackey	
Related Service Provider Sharon Stampler		Other ESL Coordinator, Linda Sung	
Network Leader		Other Data Specialist, Lara Terry	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	8	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	749	Total Number of ELLs	224	ELLs as Share of Total Student Population (%)	29.91%
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Part II: ELL Identification Process

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

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

Part II: ELL Identification Process

1. These are the steps for the initial identification of the students who may possibly be ELLs at Public School 249 which includes screening, initial assessment, program placement and annual assessments: The first step is upon registration the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ESL/Testing coordinator and the Dual Language Coordinator. Translation will be provided upon request with the completion of the registration process. We have staff in our school that read, write and speak French, Creole, Chinese, Vietnamese and are available for translation. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services will be contacted. Next, the ESL/Testing coordinator and/or Dual Language coordinator will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in native language and English. Then the parents are informed about their options upon the three program choices – ESL, Dual Language (Spanish) or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form. Within the first ten days of enrollment, the new admits that are entitled are tested with LAB-R by the ESL/Testing coordinator using the RLER report via ATS. If the new admits with native language of Spanish do not test out with the LAB-R, they are also tested with the Spanish Lab within the first ten days of enrollment by the Dual Language coordinator. A parent orientation will be conducted in their native language and their child will be placed in the requested program. Afterwards, the Dual Language coordinator and/or ESL coordinator will assist the Pupil Accounting secretary input the correct home language using the information from the HLIS (ratio 1:2 - Q1-4 and Q5-8) for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs.

Every September, the ESL/Testing coordinator & Data Specialist print out ATS reports – RNMR & RLAT and aggregate the NYSESLAT data and creates an EXCEL NYSESLAT spreadsheet and disseminate to the entire staff that provide instruction to ELLs in order to differentiate their instruction. The NYSESLAT spreadsheets are organized by individual classes and across the grades Kindergarten to Grade Three. The data include proficiency levels, the scale scores for listening/speaking and reading/writing and LAB-R scores. Teachers of ELLs use the NYSESLAT data to differentiate ESL instruction. All beginning and intermediate students receive 360 minutes of ESL instruction per week and all advance students receive 180 minutes of ESL instruction per week as per CR Part 154 instructional requirements. The ESL/Testing Coordinator & Data Specialist will provide the data to the teacher of ELLs who students take the ELL Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking.

2. The structures that are in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language & ESL self-contained) are first and foremost that the parents must complete the HLIS (Home Language Identification Survey) to determine the home language of the child. Based on the language responses, parents are informed about the programs (ESL self-contained & Dual Language) available at our school by ESL coordinator and/or Dual Language Coordinator. During parent

orientations, parents are then given pamphlets and shown a DVD that details the three programs offered and available in their native language. Parents are given Parent Survey & Program Selection form to choose the program that they deem appropriate for their child (upon availability). Parents who did not view the DVD have another opportunity to attend orientations in their native language to complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection form is not completed via school orientation, one-on-one meeting or phone call then the school will choose the appropriate placement at default (Dual Language or ESL).

3. Each year, the school's ESL and Dual Language Coordinators will compiled the entitlement letters once the LAB-R, Spanish Lab and/or NYSESLAT results confirmed that they the students are entitled and continuing ELLs. The entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the ESL and Dual Language Coordinator's office. After the orientation, ESL and Dual Language Coordinator will collect the Parent Survey and Program Selections forms that are completed and returned after viewing of the DVD in their native language. Once completed, the ESL and Dual Language coordinator will place them on file in the ESL and Dual Language Coordinator's office.

4. The criteria used to place identified ELLs students in bilingual or ESL instructional programs is that once the student is identified as an ELL, he or she is placed in a Dual Language or ESL program based the Parent Survey and Program Selection form completed by the parents and/or consultation (translation provided upon request) with parents upon registration. If the Parent Survey and Program Selection form have not been completed nor returned, then the school will choose the appropriate placement of default (Dual Language or ESL).

5. After viewing the Parent Survey and Program Selection forms for the past few years, the majority of native Spanish speaking parents (85%) request dual language and/or bilingual for their children. Other Spanish speaking parents (15%) request ESL. The majority of the native Haitian Creole & Fulani speaking parents request the ESL program. Parents who are native speakers of other languages predominantly select ESL.

6. Our programs are aligned to parents' requests. Our school offers the Dual Language program and ESL self-contained classes. Our ELL population include Spanish, Creole, Fulani and other languages. The Dual Language program offers the Spanish speaking ELLs to become proficient in their native language as well as English. A few parents who request the program Bilingual transitional that is not available at our school were offered options to other schools but requested Dual Language as the alternative. The ELL parents that speak Creole, Fulani, Vietnamese, & Arabic request for ESL self-contained classes. We offer parents options to other schools that have requested bilingual transitional classes. The ESL and Dual Language coordinator continuously monitor the parents' request through the Parent Survey and Program Selection forms. We also monitor the number of Creole students and in the event that if we have 15 or more students whose parents request for bilingual transistional class, then the school will open a new bilingual class.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	224	Newcomers (ELLs receiving service 0-3 years)	202	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0					0
Dual Language	124	0	0	9						133
ESL	88	0	10	3						91
Total	212	0	10	12	0	0	0	0	0	224

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	
Spanish	50	13	46	13	17	24	16	4											129	54	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian		5		2		3													0	10	
French																			0	0	
Other		33		32		31													0	96	
TOTAL	50	51	46	47	17	58	16	4	0	129	160										

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>88</u>	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: <u>70</u>	Asian: <u>5</u>
Native American:	Hispanic/Latino: <u>54</u>
White (Non-Hispanic/Latino): <u>0</u>	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	14	16	5	18										53
Chinese														0
Russian														0
Bengali	1	4		1										6
Urdu														0
Arabic	3	1	1											5
Haitian	9	3	5	2										19
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	5	3	2	1										11
TOTAL	32	28	13	22	0	95								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Part IV: ELL Programming

A. Programming and Scheduling Information

1A. Public School 249 has the following organizational models for the school year: Dual Language (side-by-side; self-contained) and ESL self-contained.

1B. The program models for our Dual Language and ESL classes are heterogeneous, students are performing in different proficiency levels. Our ESL classes are self-contained. Numerous ELLs are serviced via push-in model where they received their mandated ESL instruction – all beginners & intermediate students receive 360 minutes of ESL instruction per week and all advanced students receive 180 minutes of ESL instruction per week in compliance with CR Part 154 instructional requirements. Our Dual Language organizational models consist of a self-contained and side-by-side co-teaching classes.

2. All ELL students are held to the same high academic standards as our monolingual students. All students including ELLs participate in a 120 minute literacy block, which incorporate the components of the balance literacy program, including read aloud, shared reading, guided reading, partner reading and the writing workshop in English and/or native language. Native Language Arts and ESL instruction are embedded into the literacy block.

2A. The Dual Language program include 70/30 instructional design in kindergarten and 50/50 instructional design in first grade through third grade. In Dual Language classes, the beginner and intermediate students receive a minimum of two 45 minutes NLA instruction for a total of 450 minutes a week exceeding the mandated 360 minutes of NLA instruction. Advance students receive a minimum of one 45 minute period a day of NLA instruction for a total of 225 minutes a week exceeding the mandated 180 minutes of NLA instruction. All the ELLs receive a minimum of two 45 minute periods a day of ESL instruction, for a total of 450 minutes per week, exceeding the mandated 360 minutes per week. In Kindergarten the EPs receive two periods a day of Spanish as a Second Language instruction. In first grade through third grade, the EPs receive 50% of the day of Spanish as a Second Language instruction. The self-contained ESL classes on each grade receive instruction in English only. All beginning and intermediate students receive 360 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advance students receive 180 minutes of ESL instruction and 180 minutes of Language Arts per week as per CR Part 154 instructional requirements.

3. Students in the ESL self-contained model receive all instruction in English across all content areas with native language support (e.g. bilingual dictionaries, technology, buddy system, classroom libraries include child's native language). The students that receive ESL instruction are determined by the LAB-R and/or NYESLAT results. Students receive the workshop model which consists of mini-lessons, word work, guided, and shared & independent reading while using ESL methodologies. ESL methodologies and scaffolding are also used in other content areas such as mathematics, science and social studies. On-going assessments and measurable goals help to make content comprehension in order to enrich language development. Students in the Dual Language program receive instruction in two languages (English & Spanish) across all content areas. The students in the Dual Language program receive the workshop model which consists of mini-lessons, word work, guided, and shared & independent reading which using Native Language acquisition strategies. In other content areas such as mathematics, science and social studies, scaffolding strategies are used such as modeling, bridging and contextualization. On-going assessments in both languages (English & Spanish) and measurable goals help to make content comprehension in order to enrich language development.

4. We differentiate instruction for ELL subgroups in a variety of ways.

4A. We currently do not have any SIFE students; however, if so, these students will receive rigorous grade level instruction in all content areas, taught in their native language and English. In addition, they will receive 8 periods of ESL instruction per week. ELLs that are in US schools for less than three years and are beginning and intermediate students will receive 360 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students will receive 180 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. Our school will provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards and SED NLA Standards in all content areas. We will provide afterschool programs. ELLs that have special needs or IEP's be provided them with the related services which include Speech Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling and/or SETSS.

4B. Our newcomers (ELLs in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, LAB-Rs & NYSESLAT data, newcomers are placed in their appropriate setting (ESL self-contained, Dual Language [Spanish & English] or TBE) by parental options. Once placed in an organizational model (ESL or Dual Language) the ELLs are given mandated instruction in ESL and/or NLA per week as per CR Part 154 instructional requirements. In addition, the ELLs are immersed in a variety of school-wide programs such as afterschool, ELLA, Saturday Academy, clubs and extended day.

4C. Our ELLs receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESLAT and ELL Periodic Assessment data will be used to plan instruction for these students according to areas of needs across the four modalities – listening/speaking and reading/writing. Once placed in an organizational model, (ESL or Dual Language), the students will remain in their program and are given the mandated instruction in ESL and/or NLA per week as per CR Part 154 instructional requirements. In addition, the students are immersed in a variety of school-wide programs such as afterschool, ELLA, Saturday Academy, clubs and extended day. These students that are in testing grades which will continue to receive academic intervention based on data received from assessments (formative & summative) in small-group instruction to meet their needs as per NCLB act.

4D. At the current time, we do not have Long-Term ELLs because we are a Pre-K to 3 elementary school. If we have students in NYC for more than 6 years or more, we will provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards and SED NLA Standards in all content areas. We will provide afterschool programs from Title III. Ells that have special needs or IEP's will be given their appropriate related services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling.

4E. Our ELLs with special needs whose IEP recommends ESL instruction received their mandated hours (360 minutes or 180 minutes)

based on the NYSESLAT and/or LAB-R results. They will push in to the ESL self-contained classes where the ESL providers will provide ESL instruction that are standards based and aligned with K-3 curriculum in accordance with their IEP recommendation for ELLs with disabilities in 12:1:1 setting. The ESL providers record “First Attendance Reporting system for ESL. ELLs with disabilities whose IEP recommends bilingual instruction receives bilingual instruction that are standards based and aligned with K-3 curriculum. ELLs with disabilities whose IEP recommends a bilingual paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of IEP. Testing accommodations and related services (PT, OT, Speech, SETSS, and/or counseling) will be provided within the individual guidelines for the ELLs students with disabilities. Technology will be provided and utilized to enrich and support ELLs with disabilities.

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

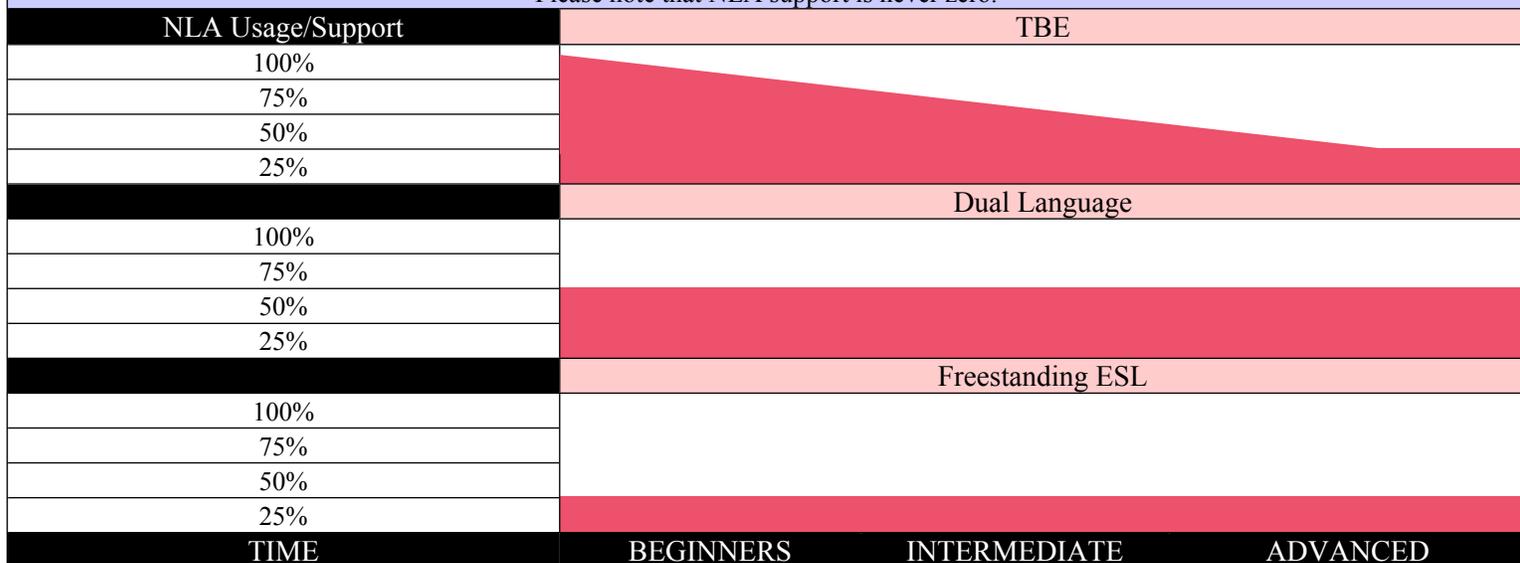
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information Continued

5. The targeted intervention programs for newcomers (ELLs in school less than three years) receive instruction in English and Spanish. The content areas of ELA (integrating science & social studies) include the following intervention programs: Voyager: Passport/Pasaporte; A.I.S. push-in or pull-out; Extended Day; E.L.L.A.; and technology (Successmaker, Study Island, Raz-Kids, Reading A-Z, Writing A-Z). The content area of Math includes the following intervention programs: A.I.S. push-in or pull-out; Extended Day; Saturday Academy (Title III); and technology (Successmaker, Study Island). ELLs in testing grade receive Literacy & Math Afterschool (Title III) as an additional intervention program.

The targeted intervention programs for ELLs receiving 4 to 6 years receive instruction in English and Spanish. The content areas of ELA (integrating science & social studies) include the following intervention programs: A.I.S. push-in or pull-out; Extended Day; E.L.L.A. (Title III); Saturday Academy (Title III), and technology (Successmaker, Study Island, Raz-Kids, Reading A-Z, Writing A-Z). The content area of Math includes the following intervention programs: A.I.S. push-in or pull-out; Extended Day; E.L.L.A. (Title III); and technology (Successmaker, Study Island). ELLs in testing grade receive Literacy & Math Afterschool (Title III) as an additional intervention program.

The targeted intervention programs for ELLs with special needs receive instruction in English and Spanish. The content areas of ELA (integrating science & social studies) include the following intervention programs: Wilsons (Foundations); Extended Day, Saturday Academy; Technology and AIS push-in and/or pull out. The content area of Math includes the following intervention programs: A.I.S. push-in or pull-out; Extended Day; Saturday Academy (Title III); and technology (Successmaker, Study Island). ELLs in testing grade receive Literacy & Math Afterschool (Title III) as an additional intervention program.

6. Our ELLs that reach proficiency on the NYSESLAT continues to receive two years of transitional support and services under the ESL self-contained model or Dual Language model. They will receive a minimum of one 45 minute period a day of NLA/ESL instruction for a total of 225 minutes a week exceeding the mandated 180 minutes of NLA/ESL instruction. If ELLs in a testing grade, they will continue to receive ELL testing accommodations (e.g. 3rd reading, extended time and/or separate location) for up to two years after testing out and receiving "Proficient" on the NYSESLAT.

7. Our school has made a few improvements in programs for during, afterschool and extended day. During the day, Dual Language

teachers & ESL teachers are trained in Reading Reform so the teachers have the knowledge that most of the English language is predictable and logical if one understands the phonetic basis of the language and its approximately two dozen spelling rules. Teachers learn that this information can be taught to children in step-by-step ways, simultaneously using all the senses to reinforce learning. As a result, during extended day at-risk ELLs, newcomers ELLs and or ELLs that are heldover (kindergarteners, first graders and second graders) are mandated to attend extended day and work with Reading Reform teachers that are ESL certified. The Saturday Academy (Title III) includes a bilingual teacher to services the ELLs in their native language in mathematics and services NYSESLAT test prep in English. We have extended the technology program in ELLA (Title III) from 23 days to 38 days so ELLs receive ELA, Math & Spelling intervention using Successmaker. We extended ELLA (Title III) from 45 days to 51 days.

8. At this current time, we are not discontinuing any current programs/services for our ELLs. We are continuing with the following programs and services for our ELLs – ELLA, Literacy & Math Afterschool, Saturday Academy, Extended Day, P.A.L. and C.A.M.B.A.

9. Our ELLs are afforded equal access to all school programs (e.g. Reading Reform, Ifetayo, technology, Chorus, Performance Dance, Arts, Cookshop & etc). In addition our ELLs receive afterschool programs such as ELLA (Title III) , Literacy & Math Afterschool (Title III), clubs, C.A.M.B.A. and Saturday Academy (Title III).

10. There is a variety of instructional materials that are used to support all subgroups of ELLs in technology which includes Brainpop ESL, RAZ-Kids (level reading), United Streaming (Smartboard for research), Learning A-Z, Reading A-Z, Writing A-Z, Science A-Z, Vocabulary A-Z, Ticket-to-Read, Successmaker (Reading, Math & Spelling) and Study Island. We have guided reading level bookrooms in English and in Spanish. We use Everyday Mathematics in English and Spanish. We have NYSESLAT test prep books for ELLs. All personnel have access to websites (Enchanted Learning, Ed Helper) to download activities and differentiate for instruction.

11. In the Dual Language model at our school, native language support is delivered in all content areas 50% of the day. Students are taught in their native language 50% of the day. In ESL model, all instruction is taught in English, therefore, there is native language support is limited. However, students use the buddy system to support native language as well as glossaries, native language library books and teachers/paraprofessionals who speak the language can assist them. ELLs with special needs who required native language support have alternate paraprofessionals.

12. Yes, the required services support, and resources correspond to ELLs’ ages and grade levels because the data that is aggregated from E-CLAS, EL Sol, ELL Periodic Assessments, NYSESLAT and other grade wide assessments are used to provide interventions and enrichments for the ELLs.

13. There are a variety of activities in our school to assist newly enrolled ELLs before the beginning of the school year. After early registration, a two-day Spring parent orientations are held for newly enrolled ELLs and their parents are held prior to the opening of school in September. A school walk-through is provided to familiarize both students and parents with the school procedures, settings, teachers, curriculum, program options (Dual language, ESL or TBE), assessments and expectations. Then in September, there is a Kindergarten/Grade 1 and Grade2/Grade 3 orientation for all parents including ELLs provided by staff members. The parents of newly enrolled ELLs can contact the parent coordinator who offer workshops regularly in areas related to ELLs, testing, Cookshop & etc. In October, there is Family Day which parents are invited to their child's class to explore and learn more about the school's curriculum.

14. In our school, the language electives that are offered to ELLs are Spanish.

C. Schools with Dual Language Programs

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

C. Schools with Dual Language Programs

1. In our dual language program, the target language used for EPs and ELLs in each grade varies. The program model includes 70/30 instructional design in kindergarten; 50/50 instructional design in first grade through third grade.
2. In our dual language program, the integration of EPs and ELLs during the instructional day varies by grade. In Kindergarten, EPs and ELL students are integrated for math, science & social studies 30% of the day. ELA is taught separately using the balanced literacy model in their native language. In first grade through third grade, EPs and ELL students are integrated in all content areas all day.

3. In the Dual Language classes, the separation of language instruction varies. In kindergarten, ELL students are separated by math, science & social studies and are instructed by the EP or SP teachers. In first grade through third grade, ELL students are integrated daily so the instruction in all content areas is divided 50% of the day in Spanish and the next 50% in English.

4. There are two Dual Language models used in our school include self-contained and side-by-side models.

5. Emergent literacy is taught in the child's native language first in kindergarten. In first grade through third grade, both languages are taught simultaneously.

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. There are a variety of on-going professional development workshops offered to all personnel. All personnel are supported through participating in Professional Development workshops conducted by NYC OELL, BETAC and higher education (e.g. Fordham & LIU) as well as in-house professional development (e.g. Chancellor Days, Lunch & Learns and etc) in effort to improve instruction for all our ELLs. When a staff member attends a workshop relating to servicing ELLs, the staff returns to the school and turn-keys the information for all personnel in the school. Some members also participate in SDE (Staff Development for Educators) conferences and turn-key the information for the entire personnel. We have ongoing inquiry teams which includes grade level inquiry teams, arts inquiry team, ESL/Special Education inquiry team, Dual Language team, and AIS inquiry team.

2. As ELLs transition from one school level to another, we provide a variety of support for the staff. The data from LAB-Rest and/or NYSESLAT is aggregated and then disseminated to all staff who works with ELLs. At the end of the year, teachers compose a portfolio for individual students detailing their academic progress. The portfolio includes assessment results from LAB-R, NYSESLAT, E-CLAS, EL Sol, E-PAL (applicable to some grade 2 and all of grade 3 students), Fountas & Pinnell and grade-wide assessments. The portfolio also includes the students' profiles (ELL, HO, Former ELL, IEP, SETSS & etc) as well as writing samples.

3. All teachers and paraprofessionals are given a minimum 7.5 hours of ELL training with the exception of our Special Education teachers who receive a minimum of 10 hours of ELL training. The on-going training can include professional developments through attending workshops from OELL, BETAC as well as in-house workshops from certified ESL teachers using ESL methodologies. Teachers may attend workshops that are offered by UFT and/or higher education (e.g. LIU, Fordham, etc.). A file that includes ELL training certificates is place in the office and the number of completion is recorded and updated annually.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

E. Parental Involvement

1. Research shows the multiple benefits that result when parents are actively involved in their children's education. The relationship between our school and our family is the backbone of our community. Our parents are actively involved in their children's educational careers. In our school we have an open door policy in the classrooms so our parents participate in activities including curriculum night, parent orientations (fall & spring), luncheons, workshops (e.g. Homework help, NYS ELA & Math test & etc), assembly programs, art & literacy fairs, science fairs, field trips, membership to leadership committee, an active P.T.A., Cookshop for parents (parent coordinator liason), volunteers and the foster grandparents program. We offer Family Days which the parents visited their child's classroom and participated in activities reflecting the curriculum. Parents are invited to workshops provided by Art teacher, Music teacher, Dance teacher and Technology teacher. Parents in need of translation services will be available upon request prior to the engagement of activities via notices.

In addition, the parent coordinator and school based support team (SAT) conduct informative workshops and/or assist parents with information and/or referrals pertaining to counseling, parenting, asthma and life skills. The technology specialist provide ARIS workshops for parents to teach them how to monitor their students' progress and other technology workshops to acclimate the parents with computer programs that their children are using in the school. In addition, translation services will be provided and readily available upon request.

2. Our school offer monthly workshops such as Cookshop from the Food Bank of New York which teaches parents about healthy nutrition and prepare healthy snacks. C.A.M.B.A. and the parent coordinator work closely to assist the families that are experiencing hardships and provide educational programs (e.g. GED, TESOL and etc.). The parent coordinator also provide Asthma workshops (Department of Health) for parents and students conducted by the school nurse. The school principal purchased Cool Culture Family Pass for families in our school. It provides free, general admission to over 90 cultural institutions which include visits to the museums, botanic gardens, zoos and more.

3. Each year, parents have the opportunity to be involved in shared decision making and school governance that support the learning standards achievement and program models and goals each year by the results from the Learning Environment Survey as well as during the School Leadership Team meetings. During parent orientations, parental workshops as well as P.T.A. meetings, parents are given surveys which are evaluated and addresses the needs of the parents. The school uses the surveys to determine the workshops needed to provide for the parents. Parents may contact the teachers, parent coordinator and/or PTA president and request for additional workshops in the areas of technology, state-wide assessments, and etc. Parents are invited to attend workshops provided by OELL and SDE conferences too.

4. Parents in our school receive fliers and notices in several languages – English, Spanish & Creole. Parents continue to participate in multicultural activities to enhance cross-cultural understanding and equity such as Ideation Cultural Arts, Hispanic Heritage Assembly, Cinch de Mayo celebration, Multicultural Fashion Show and Dance Festivals. As a result, the parents as well as their children become successful learners and productive citizens.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	75	33	3	2										113
Intermediate(I)	14	23	11	6										54
Advanced (A)	0	10	20	27										57
Total	89	66	34	35	0	0	0	0	0	0	0	0	0	224

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	4	2	0									
	I	4	24	1	0									
	A	2	18	22	15									
	P	0	1	31	37									

READING/ WRITING	B	7	25	3	2									
	I	0	33	11	6									
	A	0	9	11	17									
	P	0	5	30	16									

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

B. After reviewing and analyzing the assessment data, answer the following

1. In our school, we use various assessment tools to assess the early literacy skills of our ELLs. The assessment tools but not limited to be E-CLAS, El Sol, DRA, and Fountas & Pinnell. The insights from DRA's data showed that most of our Ells perform at grade level by June regarding reading in their native language and comprehension. The insights from Founts & Pinnell's data showed that a vast majority of ELLS are approaching grade level in June regarding reading and comprehension. The insights from El Sol's data showed that most of our Ells perform at grade level and mastered the levels in their native language by June. The insights from E-CLAS data showed that ELL students are mastering the areas of Phonemic Awareness and Phonics (alphabet recognition & writing, spelling and decoding). The results show that students are developing speaking skills faster than reading and writing skills, therefore, the ELL students mastered the reading and oral expression of the E-CLAS too. However, in the listening and writing component of the E-CLAS, the ELL students mastered their listening comprehension but scored "Medium" in written expression and writing development. As a result of the various assessment tools we use to measure the early literacy skills of our ELLs, the curriculum mapping team revises our curriculum map to reflect the needs of our students from K-3.
2. After reviewing the LAB-R data, the majority of incoming students with no pre-school or daycare experience scored at a Beginner level. The incoming students with some pre-school or daycare experience scored at an Intermediate level. The incoming students with pre-school or daycare experience scored Proficient. After reviewing the NYSESLAT data regarding the four modalities – listening/speaking and reading/writing, most of the newcomers (ELLs with 0 – 2 years) scored mostly Advanced & Intermediate in the listening/speaking modalities and scored mostly Intermediate & Beginner level in the reading/writing modalities. The ELLs with 3 years or more years of ESL services scored mostly Proficient & Advanced in listening/speaking as well as reading/writing.
3. The patterns across NYSESLAT modalities – listening/speaking and reading/writing showed that the number of Beginner level steadily declines as the students move to the next grade. The number of Intermediates and Advance showed steadily increases as the students move to the next grade. So the instructional decisions would be affected by the patterns across the NYSESLAT modalities (listening/speaking and reading/writing). In the listening/speaking modalities, oral language acquisition would continue to be embedded into the curriculum in all content areas. In the reading/writing modalities, scaffolding strategies such as contextualization & metacognition will continue to be embedded into the curriculum in all content areas. The school provided and offered intervention programs for ELLs such as ELLA, Literacy & Math Afterschool, Saturday Academy, Extended Day and AIS push-in or pull out.
- 4A. The patterns that we noticed in NYSESLAT that as the vast majority of newcomers ELLs (ESL & Dual Language) score at beginner levels. The number of beginners steadily decline as the students move to the next grade. The number of advance and intermediate students show steady increases. Tests results show that the students are developing listening and speaking skills faster than their reading and writing skills. Many our of second and third graders advanced or proficient in listening and speaking skills. In reading, the students are showing steady gains in reading however did not make significant gains in writing affecting their overall results. The school provides afterschool programs (Title III) which provide additional instruction in reading and writing skills for ELLs utilizing research based ESL methods and materials (e.g. Language Experience Approach) which integrates the writing workshop.

4B. The school leadership and teachers are using the results of the ELL Periodic Assessments to differentiate instruction during class, afterschool programs (Title III), Saturday Academy (Title III), Literacy & Math Afterschool (Title III) and AIS push-in or pull out.

4C. Based on the Periodic Assessments, the school is learning that 60% of the students scored between 76% - 100%, 37.5% scored between 51% -- 75%, and 2.5% scored between 26% -- 50%. There is a steady increase of ELLs performing at and above grade level across the modalities of listening, reading and writing. The native language is used to determine which modalities of listening, reading and writing are the ELLs below grade level, at grade level or above grade level in order to differentiate the instruction.

5A. English Proficient students (EPs) in the Dual Language program are assess in the second (target) language (Spanish) through in-house unit tests & assessments, projects, informal assessments, EL Sol and DRA in Spanish.

5B. The level of language proficiency in the second (target) language for EPs are elementary proficiency. The EPs are able to ask and answer questions on very familiar topics, can understand simple questions and statements, and has a speaking vocabulary which is inadequate to express anything but can be understood by a native speaker. The vast majority of the EPs are mastering Level 4 on the EL Sol.

5C. Based on the 2010 NYS ELA & Math tests, most of the EPs were meeting or exceeding state standards and scored level 3 & 4. There were no EPs that scored a level 1 on the state exam..

6. Our school uses a variety of data to evaluate the success of our programs for our ELLs. Our Ells are offered and participate in various programs such as Extended Day, Saturday Academy, E.L.L.A., Art Club, Music Club, Dance Club and Literacy & Math Afterschool. Data is consistantly monitored to assist and differentiate the needs of our ELLs. We evaluate the numbers of Level 3s & 4s on the NYS ELA & Math test. We examine the number of ELLS in the mastery of levels within E-CLAS and EL Sol. We analyze the data from ACUITY and ELL Periodic Assessments along with other in-house assessments. We continue to assess the progress made yearly using Fountas & Pinnell as well as DRA. We record the number of Proficient students that tested out from the NYSESLAT and the number of Advance, Intermediate and Beginners from the NYSESLAT.

Additional Information

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

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 249 The Caton						
District:	17	DBN:	17K249	School		331700010249	

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4		8	12	
	1	v	5		9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	35	37				NR
Kindergarten	152	198	208				
Grade 1	186	167	207	Student Stability - % of Enrollment:			
Grade 2	197	175	154	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	159	146	142		92.4	92.1	94.7
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 6	0	0	0		86.8	95.7	95.7
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 9	0	0	0		15	49	42
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 12	0	0	0		9	2	2
Ungraded	0	6	2				
Total	729	727	750				

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	15	34	35	Principal Suspensions	14	10	7
# in Collaborative Team Teaching (CTT) Classes	10	0	0	Superintendent Suspensions	2	1	0
Number all others	36	25	37				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	136	0	TBD	Number of Teachers	60	57	54
# in Dual Lang. Programs	136	139	TBD	Number of Administrators and Other Professionals	12	13	8
# receiving ESL services only	79	95	TBD				
# ELLs with IEPs	0	15	TBD	Number of Educational Paraprofessionals	1	1	10

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	65.0	63.2	75.9
				% more than 5 years teaching anywhere	45.0	40.4	55.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	72.0	77.0	70.4
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	93.0	96.3	96.7
Black or African American	50.6	49.0	46.5				
Hispanic or Latino	42.4	45.1	47.3				
Asian or Native Hawaiian/Other Pacific	4.4	4.1	4.1				
White	2.2	1.4	2.0				
Male	47.7	49.2	50.1				
Female	52.3	50.8	49.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level
ELA:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v					
Ethnicity							

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial							
Students with Disabilities	-	-					
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	5	5					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	65.7	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	14	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	15	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	12						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf