



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 249

DBN: 17K249

PRINCIPAL: ELISA BROWN

EMAIL: EBROWN4@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

02-27-2012

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Elisa Brown	*Principal	
MaryAnne Honadel	*UFT Chapter Leader	
Dawn Torres	*PA/PTA President	
Nancy Bochbot	Teacher/ SLT Chairperson	
Denise Pirozzi	Teacher/ Secretary	
Diane Coffey	Teacher	
Leonora Keenan	Parent	
Frizine Allan	Parent	
Andrea Lashley	Parent	
Nicole Thomas	Parent	

--	--	--

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

<ul style="list-style-type: none"> • Annual Goal #1 <p style="text-align: center;">By June 2012, all K-3 students, including English Language Learners and Students with Disabilities student groups will demonstrate progress in answering short and extended response questions across all writing areas by 5% as measured by In-house periodic assessments and the NYS ELA exam.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> • Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. <p style="text-align: center;">As a result of in-depth analysis of our 2010-11 grade 3 NYS ELA, NYSLESLAT, and In-house assessments, it was determined that all student groups underperformed in the area of short and extended written response questions. As a result, we have made answering short and extended response questions a priority this school year.</p>
<p>Instructional strategies/activities</p> <ul style="list-style-type: none"> • Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response: <ol style="list-style-type: none"> a) strategies/activities that encompass the needs of identified student subgroups, b) staff and other resources used to implement these strategies/activities, c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, d) timeline for implementation. • Research-based strategies and activities include: Better Answer Strategy, Marzano, Lucy Caulkins 6+1 Writing, QAR (Question Answer Relationship), Renzulli Learning, A-Z Writing, Kaplan Advantage, New York State Reading Coach and Measuring Up. • Periodic assessments will be administered every 6 to 8 weeks based on the NYS ELA Exam format. The results of these assessments will be used to create student groups by area of need, as well as, the "Bottom Third". • All of the instructional staff as well as the ELL Coordinator, Dual Language Coordinator, AIS Team and Paraprofessionals, Cluster Teachers, Data Specialist, Staff Developers, Administrators and Classroom Teachers will provide specific feedback in the language of the Common Core standards to all K-3 students, including SWD and ELL students to further develop their academic writing. • In addition conferences with students, teacher observations/anecdotal notes, checklists, running records, portfolios, data folios and NYSESLAT results will also be utilized to drive instruction and assist in grouping. • Teachers will demonstrate and model activities, as well as offer students opportunities to reflect on their reading and writing projects. • Teachers will meet in grade level meetings and Teacher Teams to review student data gathered from periodic assessments. • The timeline for implementation will be September 2011 through June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
- Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning; parents will play an integral role in assisting in their child's learning through regularly scheduled Parent Teacher Association meetings.
- Family literacy training will be made available to work with children with ongoing parental workshops in Literacy with our Literacy Coach, as well as the ELL Coordinator, Dual Language Coordinator, Data Specialist, Administrators and Classroom Teachers.
- A parent handbook that is translated in all dominant languages will be made available.
- Parents will be trained on how to use the ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- PS 249 uses a variety of strategies to attract high-quality teachers. These include open houses, attending hiring hall fairs to recruit highly qualified teachers.
- Strategies and activities that ensure that our current staff becomes highly qualified include High-quality and ongoing professional development, weekly new teacher meetings, a mentoring program, inter-visitations with in-house teachers as well as Common Planning time, Grade Level meetings, and Teacher Team meetings.
- Professional Development is differentiated based on self-assessments, surveys, and supervisory recommendations. Topics include components of Balanced Literacy, Principles of Learning, Writers Workshop, Effective Lesson Planning, Common Core Standards, Differentiated Instruction, Analyzing Student Data, Best Practices and SWD and ELP Instructional Strategies.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All K-3 students, including SWD and ELL students will participate in literacy based programs as part of the overall instructional program.
- Select classes will participate in a literacy circle that includes visiting a community nursing home to improve oral reading and writing skills.
- Select teachers will work with Literacy Consultants to enhance literacy instruction.
- All K-3 students, including SWD and ELL students will participate in school-wide essay contests to learn about healthy habits, such as nutritious eating and exercise.
- Foster Grandparents assist K-2 students, including SWD and ELL students, by reinforcing writing and reading skills.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title 1, Title 3 and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials during the regular day and differentiated professional development
- Consumable instructional materials for extended day
- Teacher per session (2 days per week) for after school programs

ANNUAL GOAL #2 AND ACTION PLAN

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

- **Annual Goal #2**

By June 2012, all instructional staff will incorporate CCLS (Common Core Learning Standards) into K-3 curriculum maps to strengthen all K-3 students, including English Language Learners and Students with Disabilities, as evidenced by 100% of our students completing performance tasks in ELA and Mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Common Core Standards will help ensure our students reach maximum potential to achieve college and career readiness. With the understanding that prior knowledge helps children learn, CCLS will build on this knowledge and take it to the next step.

As a result, we have made incorporating CCLS into our curriculum maps a priority for the 2011-12 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student groups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teacher Teams will meet biweekly to plan and implement new CCLS expectations and performance tasks.
- All of the instructional team as well as the ESL Coordinator, Instructional Team Leader, Math Specialist, AIS Team and Paraprofessionals, Data Specialist, and Cluster Teachers will use the new Common Core Learning Standards to ensure that all students, including SWD and ELL students will reach their highest level of proficiency.
- The timeline for implementation will be September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
- PS 249 will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the Common Core Learning Standards, the states academic content standards, the state's student academic achievement standards through Parent Teacher Association Meetings and Parent Conferences.
- Parent Workshops will be provided to ensure parents understand the new Common Core State Standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- PS 249's strategies to attract high-quality teachers include open houses, attending hiring halls to recruit highly qualified teachers.
- Strategies and activities that ensure that our current staff becomes highly qualified include High-quality and ongoing Professional Development, new teacher

meetings, a mentoring program, inter-visitations with in house teachers, as well as Common Planning time, Grade Level meetings, and Teacher Team meetings to ensure all students in the School-wide Program meet the State's Common Core Learning Standards.

- Professional Development topics include: components of Common Core Standards - their implications and implementations, strategies for classroom management, Differentiated Instructional techniques, RTI/PBIS (Response to Intervention/Positive Behavior Intervention & Support) strategies, and integration of technology into classroom instruction.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All of the instructional staff will be trained in CCLS to improve all students K-3, including SWD and ELL students' oral language and vocabulary.
- All students, including SWD and ELL students, will participate in literacy-based programs as part of the instructional program.
- Select classes will participate in a literacy circle that includes visiting a community nursing home to improve oral reading and writing skills.
- Select teachers will work with Literacy Consultants to enhance literacy instruction.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title 1, Title 3, ARRA RTTT Citywide Inst Exp funding and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Professional instructional materials during the regular day and differentiated professional development
- Consumable instructional materials for extended day
- Teacher per session (2 days per week) for after school programs

ANNUAL GOAL #3 AND ACTION PLAN

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

- **Annual Goal #3**

By June 2012, one hundred percent of instructional staff, including Paraprofessionals and Administrators will be trained in the Special Education Student Information System (SEGIS) as measured by our accountability reports.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

After analyzing student data (in-house periodic assessments, NYS ELA Exam), it was determined that all Classroom Teachers, including the Instructional Team Leader, Math Specialist, ELL Coordinator, Cluster Teachers, Paraprofessionals, and Administrators be trained in the new on line SEGIS system in order to ensure the needs of all K-3 Students with Disabilities achieve their highest levels of achievement and proficiency.

As a result, we have made SEGIS training a priority goal for this school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation
- All Classroom Teachers, Cluster Teachers, Instructional Team Leader, Math Specialist, ELL Coordinator, Paraprofessionals and Administrators will be included in In-house Professional Development by the In-House SETSS (Special Education Teacher Support Services) teacher.
- Professional Development topics include: IEPs, compliance, declassification, documents, viewing NYS curriculum standards, the dissemination of information on Federal and State Laws.
- The timeline for implementation will be September 2011 through June 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.
- Parent workshops will be conducted on understanding the educational needs of Students with Disabilities, How to understand the referral and the IEP process.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- PS 249 uses a variety of strategies to attract high-quality teachers. These include open houses, attending hiring hall fairs to recruit highly qualified teachers.
- Strategies and activities that ensure that our current staff becomes highly qualified include High-quality and ongoing Professional Development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All instructional staff, including paraprofessionals will be trained in SESIS in order to support student academics.
- The Randall's Island Soccer Program will help SWD students achieve OT (Occupational Therapy) and PT (Physical Therapy) goals as defined on IEPs in SESIS.
- The Ifetayo drumming and dancing program will help SWD students achieve Counseling goals as defined on IEPs in SESIS.
- The Girl's Self-Esteem Group will help girl SWDs achieve Counseling goals as defined on IEPs in SESIS.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title 1 School-wide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Tax Levy, Title 1, Title 3 and human resources to implement this action plan from September 2011 – June 2012 as indicated below:

- Supervisor per session (2 days per week)
- Professional instructional materials during the regular day and differentiated professional development
- Consumable instructional materials for extended day
- Teacher per session (2 days per week) for after school programs

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	16	0	N/A	N/A	5	0	0	27
1	17	8	N/A	N/A	4	0	0	14
2	180	180	N/A	N/A	10	0	0	19
3	108	108	N/A	N/A	3	0	0	13
4								
5								
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	PS 249 provides Academic Intervention Services using the following programs or strategies: Voyager/Passport/Pasaporte, Literacy Workshops, Reading Reform, Success Maker, Ticket to Read, Study Island, and Raz Kids. These programs are administered during the school day. We also offer Afterschool to the third grade, as well as ELLA and Saturday School. Class and individual projects are created during the school year.
Mathematics	PS 249 provides Everyday Mathematics, Moving Ahead in Mathematics, HBJ, IXL, and Success Maker. 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 DBQ's (Document Based Questions).
At-risk Services provided by the Guidance Counselor	The Guidance Counselor provides individual students, as well as small groups of students with the same needs pre-assigned times.
At-risk Services provided by the School Psychologist	Not Applicable
At-risk Services provided by the Social Worker	Not Applicable
At-risk Health-related Services	The Physical and Occupational Therapists, as well as the Speech Therapists provide students pre-assigned times for their individual or group needs.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

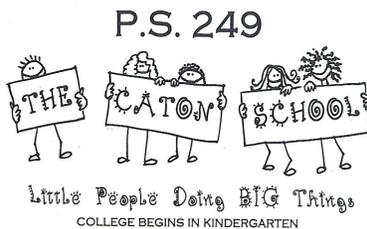
The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Elisa Brown, Principal

Siolen Kelly Ho, Assistant Principa
Ana DeJesus, Assistant Principal

catonschool.org



18 Marlborough Road
Brooklyn, New York 11226
Phone:718-282-8828

Fax:718-284-5146
www.

P.S. 249 Parent Involvement Policy
2011-12

General Expectations

P.S. 249 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents 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.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring-
 - That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school
 - That parents are full partners in their child's education and are included. As

appropriate, in decision-making and on advisory committees to assist in the education of their child;

- The carrying out of other activities, such as those described in Section 1118-Parental Involvement of the ESEA.

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
 - Holding an annual Parent Curriculum Conference
 - Hosting events for male parents/guardians and grandparents

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:

- Schedule meetings at times that have been successful at attracting a significant number of participants
- Make presentations and disseminate information at all meetings that involve parental participation
- Get feedback from participants in other programs as to positive strategies and successful practices for parental involvement

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.

- The school will put into operation programs, activities and procedures for the involvement of all parents of eligible students consistent with the above Education Act. The program activities and procedures will be planned and operated with meaningful consultation with parents of participating children
- In carrying out the requirements of the above policy, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of children living in temporary housing. This will include providing information and school reports in an understandable and uniform format, including alternative formats upon request, in a language parents understand.
- The school will carry out programs, activities and procedures in accordance with the definition of parental involvement

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-

- The state's academic content standards;
- The state's student academic achievement standards;
- The state and local academic assessments including alternate assessments;
- The requirements of Title 1, Part A
- How to monitor their child's progress; and
- How to work with educators.

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:

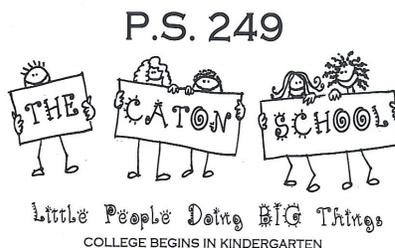
- An established resource library will be continually updated with relevant materials and technology
- Computer technology will be made available as well as training in the use of equipment to work with children and avail themselves of relevant information pertaining to their children and the school

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:

- Providing ongoing parental activities that promote parent involvement
- Conduct professional development on effective parental communications and outreach
- The School Leadership Team will share successful parental outreach strategies with the school community
- Staff members will be encouraged to participate in Parent Association activities

Elisa Brown, Principal

Siolen Kelly Ho, Assistant Principal
Ana DeJesus, Assistant Principal



18 Marlborough Road
Brooklyn, New York 11226
Phone: 718-282-8828

Fax: 718-284-5146
www.catonschool.org

SCHOOL-PARENT COMPACT

Public School 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 2011- 2012.

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, 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 and ELL students 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 15, 2011
1 P.M. – 3 P.M. and 5:30 P.M. – 8 P.M.

March 13, 2012
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 2011, March 2012 and June, 2012. 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 on time
- 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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader CFN 110	District 17	Borough Brooklyn	School Number 249
School Name PS 249 Caton School			

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

Principal Elisa Brown	Assistant Principal Ana DeJesus
Coach Diane Coffey – ELA	Coach Ines Martin – Math
ESL Teacher Laura Hokanson	Guidance Counselor Kathleen Amsterdam
Teacher/Subject Area Nancy Bochbot, ESL Cluster	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nyoca Mackey
Related Service Provider Sharon Stampler	Other Linda Sung, ELL Coordinator
Network Leader type here	Other Lara Terry, Data Specialist

C. Teacher Qualifications [i](#)

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	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	

Number of teachers who hold both a bilingual extension and ESL certification	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	
------------------------------------------------------------------------------	---	------------------------------------------------------------------------------------------------------------------------------	--

D. School Demographics

Total number of students in school	797	Total Number of ELLs	219	ELLs as share of total student population (%)	27.48%
------------------------------------	-----	----------------------	-----	-----------------------------------------------	--------

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 ELL/Dual Language/Testing coordinators. Translation will be provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish, 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 ELL/Dual Language/Testing coordinators 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 ELL/Dual Language/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 ELL/Dual Language coordinators 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 ELL/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 ELL/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 ELL coordinator/Dual Language Coordinators. 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. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12. If parents did not view the DVD have another opportunity to attend orientations. If parents did not complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection Survey can be completed via school orientation, one on-one meeting or phone call then the placement at default (Dual Language or ESL). Check all that apply

3. Each year, the school's ELL/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 ELL office. After the orientation, ELL/Dual Language Coordinators 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 ELL/Dual Language coordinators will place them on file in the ELL/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.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes*	No●	If yes, indicate language(s): 1

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)	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	219	Newcomers (ELLs receiving service 0-3 years)	205	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	6	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	0	0	0	0
Dual Language	142	0	0	3	0	0	0	0	0	145
ESL	71	0	7	3	0	1	0	0	0	74
Total	213	0	7	6	0	1	0	0	0	219

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

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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	53	17	45	9	32	19	12	11											142	56
Chinese		1																	0	1
Russian																			0	0
Korean																			0	0
Haitian				4		1													0	5
French																			0	0
Other		1		3															0	4
TOTAL	53	19	45	16	32	20	12	11	0	142	66									

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9–12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 78

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 105

Asian: 3

Hispanic/Latino: 200

Native American:

White (Non-Hispanic/Latino): 5

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	9	11	8	3										31
Chinese	1													1
Russian														0
Bengali		2	1											3
Urdu														0
Arabic	7	1	1											9
Haitian	10	7	1	3										21
French		3												3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	5	1	2									0	9

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
TOTAL	28	29	12	8	0	77								

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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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 on 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.

A. Programming and Scheduling Information

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. The ELLs are appropriately evaluated in their native languages. New admits with native language of Spanish who did not test out with the LAB-R are also administered the Spanish Lab. In our Dual Language classes, all grade-wide assessments in all content areas (e.g. Math, Social Studies & Science) are translated in the student's native language. Grade 3 ELLs in the Dual Language class take the ELE exam.

A. Programming and Scheduling Information

5A. 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.

5B. Our newcomers (ELLs in school less than three years) receive support in all areas of their educational

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100% 75%	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.		
50% 25%	5C. 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 d		
Dual Language			
100% 75% 50% 25%	or 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 pro		
Freestanding ESL			
100% 75% 50% 25%	received from assessments (formative & summative) in small-group instruction to meet their needs as per NCLB act.		
50% 25%	5D. At the current time, we do not have		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling.

6. The teachers of ELL, SWDs use a variety of instructional strategies and grade level materials during the 120

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials)?

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information Continued

8. 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: 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.

9. 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.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information Continued

8. 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: 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.

9. 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.

Courses Taught in Languages Other than English

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)?

. 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 teacher teams which includes grade level teacher teams, math teacher team, ESL/Special Education Vertical teacher team, and Dual Language Vertical teacher team.

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 teacher teams which includes grade level teacher teams, math teacher team, ESL/Special Education Vertical teacher team, and Dual Language Vertical teacher team.

2. As ELLs transition from one school level to another, we provide a variety of support for the staff. The data from LAB-R test 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-PAL (applicable to all 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 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.

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

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, Common Core Learning Standards (CCLS) & etc), assembly programs, art & literacy fairs, science fairs, field trips, membership to leadership committee, an active

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, Common Core Learning Standards (CCLS) & 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, Theatre 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. 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. Parent involvement activities include field trips, orientation, workshops, and conferences. English, Social & Grades, Parent

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, Common Core Learning Standards (CCLS) & 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, Theatre 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.

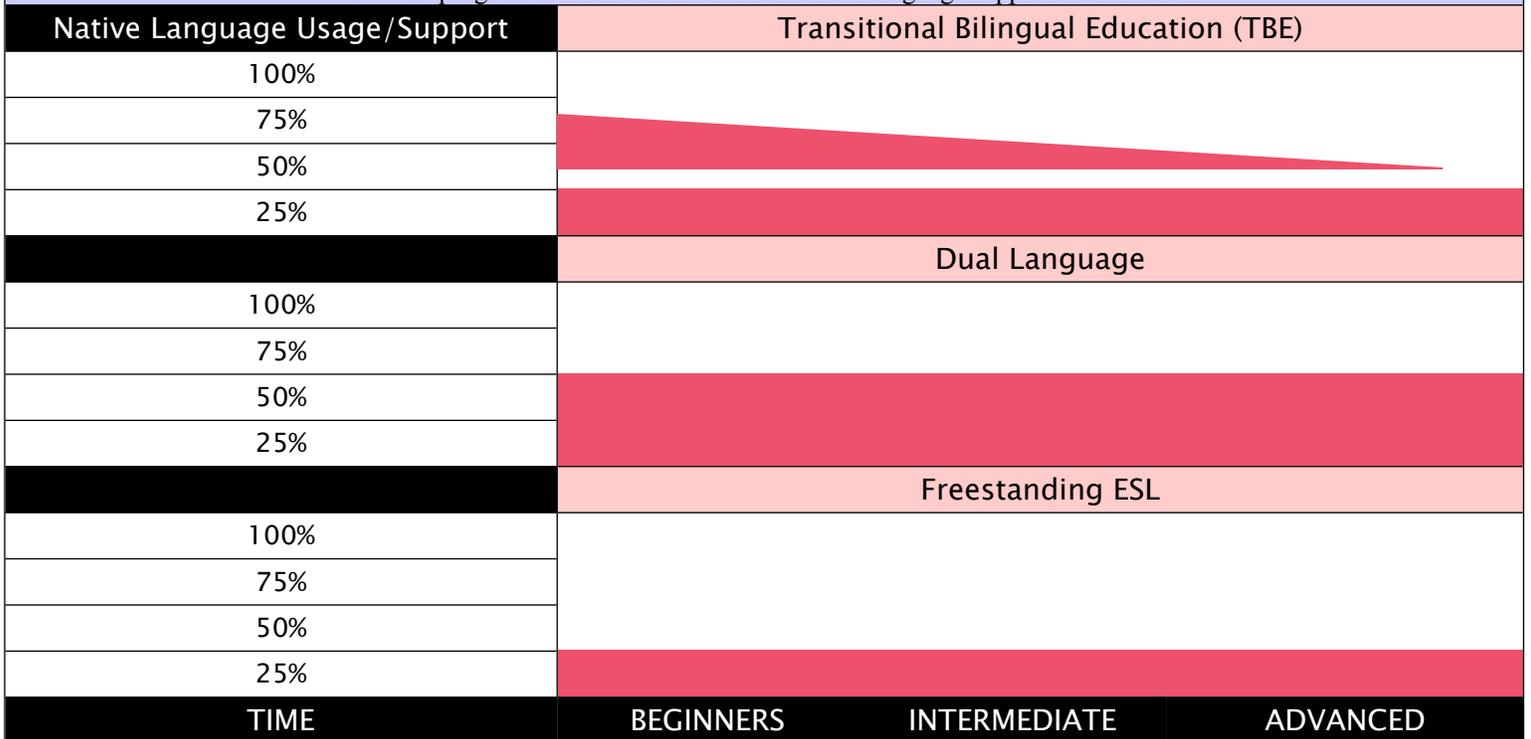
2. Our school offer monthly workshops such as Cookshop from the Food Bank of New York which teaches parents about healthy nutrition and prepare healthy snacks. C.A.M.B.A. and the parent coordinator work closely to assist the families that are experiencing hardships. The parent coordinator also provide 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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information Continued

8. 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: 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, Raz-Kids, Reading A-Z, Writing A-Z).

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information Continued

8. 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: 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.

9. 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.

B. Programming and Scheduling Information--Continued

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

B. Programming and Scheduling Information Continued

8. 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: 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.

9. 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.

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)?

. 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 teacher teams which includes grade level teacher teams, math teacher team, ESL/Special Education Vertical teacher team, and Dual Language Vertical teacher team.

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 teacher teams which includes grade level teacher teams, math teacher team, ESL/Special Education Vertical teacher team, and Dual Language Vertical teacher team.

2. As ELLs transition from one school level to another, we provide a variety of support for the staff. The data from LAB-R test 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-PAL (applicable to all 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 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, Common Core Learning Standards (CCLS) & etc), assembly programs, art & literacy fairs, science fairs, field trips, membership to leadership committee, an active

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, Common Core Learning Standards (CCLS) & 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, Theatre 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. 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. Parent involvement activities include field trips, orientation, workshops, and conferences. English, Social & Civics, Parent

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, Common Core Learning Standards (CCLS) & 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, Theatre 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. 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

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)	38	25	3	0										66
Intermediate(I)		32	5	4										41
Advanced (A)	43	16	37	16										112
Total	81	73	45	20	0	0	0	0	0	0	0	0	0	219

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	4	1	0	0									
	I	7	20	1	0									
	A	2	33	38	10									
	P	2	12	6	10									
READING / WRITING	B	14	20	1	0									
	I	1	30	6	4									
	A	0	11	19	14									
	P	0	5	19	2									

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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 & Fountas & Pinnell. 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 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.

Additional Information

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

Part VI: LAP Assurances

School Name: P.S. 249

School DBN: 17K249

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elisa Brown	Principal		10/27/11
Ana DeJesus	Assistant Principal		10/27/11
Nyoca Mackey	Parent Coordinator		10/27/11
Laura Hokanson	ESL Teacher		10/27/11

School Name: P.S. 249

School DBN: 17K249

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent		1/1/01
Nancy Bochbot	Teacher/Subject Area		10/27/11
	Teacher/Subject Area		1/1/01
Diane Coffey- ELA	Coach		10/27/11
Ines Martin - Math	Coach		10/27/01
Kathleen Amsterdam	Guidance Counselor		10/27/11
	Network Leader		1/1/01
Linda Sung	Other <u>ELL Coordinator</u>		10/27/11
Lara Terry	Other <u>Data Specialist</u>		10/27/11
Sharon Stampler	Other <u>Related Services</u>		10/27/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K249 **School Name:** 249

Cluster: 1 **Network:** CFN 110

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 orientation and school notices, they include: Home Language Identification Survey (HLIS); Emergency Blue Contact Cards; Home-School Student Information Sheet (teachers give out to the 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 as well as 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 on the Blue Emergency cards too. The pupil accountant secretary will record onto the 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 send 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 Survey (HLIS) and teacher/parent input have proven that majority of our school population speaks Spanish. Other languages spoken by parents include Haitian Creole, Fulani, Arabic, French, Bengali, Urdu , Khmer & Vietnamese. Using the RAPL (Adult Preferred Language Report), it shows that 270 parents indicated that their spoken and written language is Spanish, 26 parents indicated Haitian Creole, 10 parents indicated Fulani, 7 parents indicated Arabic, 1 parent indicated Urdu, 5 parents indicated French, 2 parents indicated Vietnamese and 1 parent indicated Khmer. Majority of the parents (464) indicated that their spoken and written language is English. We send and post parental correspondence in each of the the covered language that represent at least 10% of our student population. As a result, our notices are in English, Spanish and Haitian 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 in 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, fliers, permission slips, consent forms, and parent handbooks) will be translated by school staff member who read, writes and speaks Spanish and Haitian Creole. We will offer translation for oral languages by staff members which include Spanish, French, Vietnamese and Haitian Creole. We 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-to-one meetings. We readily have staff members to translate in Spanish, French, Haitian Creole or Vietnamese. The other languages such as Arabic, Fulani or Bengali, 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 orientation/meetings and teacher conferences. The translation will be carried out by staff members and with the assistance of the Translation and Interpretation Unit. Both the English and Dual Language teachers will meet with all of the parents of the ELLs 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 student's enrollment, using HLIS (Home Language Identification Survey) and the student's 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 interpretations.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Public School 249	DBN: 17K249
Cluster Leader: 110	Network Leader: Nichelle Manning
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 90 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 249's student population is being transformed by a steady increase in the number of LEP/ELLs. The Title III supplementary program (ELLA) English Language Learning Academy will help LEP/ELL students develop proficiency in English in order to meet challenging State Content and State Performance Standards.

The ELLA program is designed to address these needs by focusing on reading and writing through the arts and sciences using the Balanced Literacy Approach and aligning it to Common Core Learning Standards. The student will be involved in on-going activities that will provide the foundation for language development. 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.

- ELL students in first and second grades will participate in an Extended Program (ELLA – English Language Learning Academy) and the duration of the program will be approximately 40 days from November 2011 through May 2012.
- The ELLA program will operate two times a week for two-hour sessions on Mondays & Tuesdays from 3:30 p.m. – 5:30 p.m.
- Four certified teachers for Grade 1-2 students will be hired for approximately 96 hours each at per session rate and the class size student: teacher ratio will be 15:1.
- Empire State NYSESLAT will be used as an instructional tool within their program as well as in preparation for the NYSESLAT (Speaking, Listening, Reading & Writing)

P.S. 249 will offer Successmaker, a high quality language enriched program that is scientifically research based. Successmaker integrates the use of technology to monitor English language learners' progress. 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.

Part B: Direct Instruction Supplemental Program Information

- The certified technology teacher will be hired for approximately 34 hours (17 days) at per session rate to integrate programs such as Successmaker to track, monitor and assess the ELLs in reading, mathematics, and spelling in the computer lab. ELL students in ELLA will attend the computer lab with their ELL teachers for one 30-minute session on Mondays.

Saturday Academy is designed to address the LEP/ELL needs by focusing on reading & writing skills in English and focus on mathematic skills. Kaplan test prep materials are utilized to improve reading comprehension and problem solving strategies in mathematics. These materials are purchased and covered by other funding sources.

- ELLs will participate in Saturday Academy. The certified bilingual teacher will be hired. The program will be approximately 19 days at per session rate. The class size student: teacher ratio will be 15:1. The program will run from September 2011 through May 2012. Saturday Academy will operate for three-hour sessions from 9:00 a.m. to 12:00 p.m.

The Literacy & Math Intervention Afterschool Program is designed to address the LEP/ELL needs by focusing on reading skills in preparation for the NYS ELA & NYS Mathematics test. The test prep materials by Curriculum Associates are utilized to improve reading comprehension and problem solving skills & strategies in mathematics. These materials are purchased and covered by other funding sources.

- ELLs will participate in a Literacy & Math Intervention Afterschool Program. The certified teacher bilingual teacher will be hired. The duration will be approximately 47 days (94 hours) at per session rate. The class size student: teacher ratio will be 15:1. The program will run from September 2011 through April 2012. This program will operate two times a week for two-hour sessions on Mondays and Tuesdays from 3:30 – 5:30 p.m.

Part C: Professional Development

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

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

Begin description here:

The Title III Professional Development Program will be a high quality and research-based program for our staff outlined in the school's Comprehension Education Plan. Professional development will engage Title III teachers in a variety of high quality professional development activities that will be covered by other fundingsources. Professional Development topics will include:

September 2011 - For Title III Teachers & All Staff

Part C: Professional Development

Looking at Data Among All Subgroups (Presenter: Data Specialist)

September 2011 - For Title III Teachers & All Staff

Depth of Knowledge Across Science, Math & S.S. (Presenter: ELL Coordinator)

November 2011 - For Title III Teachers

Integrating NYSESLAT Test Prep Into the Curriculum Map Using CCLS Part I (Presenter: ELL Coordinator)

December 2011 - For Title III Teachers

Integrating NYSESLAT Test Prep Into the Curriculum Map Using CCLS Part II (Presenter: ELL Coordinator)

January 2012 - For Title III Teachers

NYSESLAT Training Modalities: Speaking & Listening K-3 align w/ CCLS (Presenter: Testing Coordinator)

February 2012 - For Title III Teachers

NYSESLAT Training Modalities: Reading K-3 align with CCLS (Presenter: Testing Coordinator)

March 2012 - For Title III Teachers

NYSESLAT Training Modalities: Writing K-3 align with CCLS (Presenter: Testing Coordinator)

Part D: Parental Engagement Activities

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

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

Begin description here:

The Title III will offer and provide a parental participation part for parents of LEP/ELL students. It is our belief that students cannot succeed in school without parental support. With this in mind, we strive to strengthen the home-school relationship by increasing participation in afterschool activities and make parents partners in the educational process.

In order to achieve these goals we ensure that after monthly themes, the parents are invited to work side-by-side with their child as well as to honor the students' work. The parents are also invited to the End-of-the-Program celebration to observe and commemorate their child's progress. Parents are sent

Part D: Parental Engagement Activities

invitations created by the students and their teachers (translated versions will be available).

Parental workshops will be offered throughout the year:

(Notices with translated versions will be sent home, posted on www.catonschool.org website and available on monthly calendars.)

September 2011 Curriculum Night (Presenters: Classroom Teachers)

November 2011 Raising Standards in Classroom with CCLS (Presenters: ELL & Parent Coordinators)

March 2012 NYS Math Test -- (Presenters: Math Specialist & Testing Coordinators)

NYS ELA Test -- (Presenters: Literacy Specialist & Testing Coordinators)

April 2012 How to Assist Your Child with NYSESLAT (Presenter: Testing Coordinator)

Part E: Budget

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

Allocation Amount: \$25236

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	ELLA Program: 4 teachers = 40 days (320 hrs) x \$49.89 = \$15,964.80 1 Technology tchr 17 days (34 hrs) x \$49.89 = \$1,696.26 Literacy & Math Teacher 1 teachers 47 days (94 hrs) x \$49.89 = \$4,689.66 Saturday Academy 1 teacher = 19 days (57 hrs) x \$49.89 = \$2,843.73 Total: \$25,194.45	

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$25236

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$41.00 1 Case of Copy Paper - \$39.99	
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$25234.44	