Department of Education

*Dennis M. Walcott, Chancellor*

# 2012-2013
# COMPREHENSIVE EDUCATIONAL PLAN
# (CEP)

**SCHOOL NAME:** P.S. 249 THE CATON SCHOOL

**17K249**

PRINCIPAL: ELISA BROWN EMAIL: EBROWN4@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

06-18-2013

## 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 or Designee | |
| MaryAnn Honadel | *UFT Chapter Leader or Designee | |
| Dawn Torres | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)* | |
| | CBO Representative, if applicable | |
| Nancy Bochbot | Member/ Teacher, Chairperson | |
| Denise Pirozzi | Member/ Teacher, Secretary | |
| Diane Coffey | Member/ Teacher | |
| Andrea Lashley | Member/ Parent | |
| Nicole Thomas | Member/ Parent | |
| Lenora Keenan | Member/ Parent | |
| Frizine Allen | Member/ Parent | |

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### WHICH SCHOOLS NEED TO COMPLETE THIS?

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

### 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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## 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.

**Annual Goal #1**

- By June 2013, one hundred percent of our instructional staff will implement Common Core State Standards by using the Units of Study in Teachers College Reading and Writing Project (TCRWP).

**Comprehensive needs assessment**

- As a result of an in-depth analysis of the NYS ELA Exam, and NYSESLAT over the past two years, we have determined that although we have continually progressed in student achievement in our testing grades we must continue to strengthen our students reading and writing abilities by increasing their understanding of non fiction text. Also with the expansion of our school to Grade 4, Teachers College Reading and Writing Project Unit of Study will provide the teaching tools necessary to ensure that all of our students, K-4, are able to meet the new goals set forth in the Common Core State Standards.

**Instructional strategies/activities**

- The instructional staff will have periodic meetings with the Teachers College Staff Developers.
- The instructional staff will demonstrate and execute lessons for Teachers College Staff Developers, the Instructional Staff and Administrators as well as their peers in classroom lab sites.
- Teachers College Units of Study will focus on and cover six units of study in the domain of ELA in each grade, K-4.
- The timeline for implementation will be September 2012 through June 2013.

### Strategies to increase parental involvement

- By inviting parents to monthly meetings, with fliers and newsletters, in parent dominant languages to participate in regular, two-way communication, involving student academic learning, parents will play an integral role in assisting in their child's learning.
- Family literacy training including the Teachers College model of Reading and Writing and the Common Core State Standards will be made available through ongoing parent workshops via fliers and newsletters, with translators.
- Parent Handbooks will be made available in all dominant languages.
- Parents will continue to be trained on the ARIS Parent Link.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title I X Title IIA X Title III X Grants X Other

If other is selected describe here:

As a conceptually consolidated school, fund sources including Tax Levy, TL Fair Student Funding, Title 1 SWP, Title 1 ARRA are allocated to contract professional development providers for our instructional staff to participate in high quality professional development.

**Service and program coordination**

- All K-4 teachers will participate in literacy based TC programs as part of the overall instructional program. Teachers will be trained by the TC Consultants in the Teachers College Reading and Writing Project as well as demonstrate and execute lessons. In addition, teachers will attend monthly TC meetings at designated locations determined by the Teachers College Coordinators.
- A select class will participate in a literacy circle that includes visiting a community nursing home to improve their reading and writing skills based on the TCRWP model.
- Foster Grandparents will continue to assist K-3 teachers in reinforcing reading and writing skills using the TCRWP.

## 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 2013, ninety five percent of our instructional staff will implement the Singapore Math In Focus program that is aligned with Common Core State Standards.

**Comprehensive needs assessment**

- With the expansion of PS 249 to Grade 4 and our data analysis of the NYS Mathematics Exam over the past two years, we have determined that although we continue to progress, we must continue to promote student mathematic abilities by intensifying their understanding of word problems, their ability in solving multistep problems and using mathematic language when explaining the solution to the problem. The implementation of Singapore Math In Focus for our math program should allow for increased student progress, as well as align with the Common Core State Standards.

**Instructional strategies/activities**

- Research-based strategies and activities include: Math In Focus, IXL, Kaplan, IReady and Measuring Up.
- Weekly assessments as well as periodic assessments will be administered every 6 to 8 weeks based on the NYS Mathematics Exam Format. The results of these assessments will be used to create student groups by area of need, as well as the "Bottom Third" subgroup that will be given small group instruction.
- All of the instructional staff as well as the RTI Team, ELL Coordinator, Math Coordinator, Cluster Teachers, Data Specialist, Instructional Team Leader, Paraprofessionals, and Administrators will provide specific feedback *i.e.* conferencing, small group instruction, and one on one intervention in the language of Common Core to all K-4 students to further develop their mathematic word solving abilities using the weekly assessments as well as periodic assessments every six to eight weeks based on the NYS Mathematics Exam format.
- Analysis of the data, with the inquiry and teacher teams as well as teacher observations will continue to be employed to drive instruction.
- Teachers will demonstrate activities, as well as extend students opportunities to reflect on their self assessment goals.
- Math Consultants from Singapore Math In Focus, as well as an independent math consultant will use data to help the instructional staff, as well as, address gaps in instruction by encompassing demo lessons to improve mathematic instruction.
- The timeline for implementation will be September 2012 through June 2013.

**Strategies to increase parental involvement**

- Family mathematics training will be made available through ongoing parent workshops, with translators, in Mathematics and the Common Core Standards.
- By inviting parents, with fliers and newsletters, in parent dominant languages to participate in regular, two-way communication, involving student academic learning, parents will play an integral role in assisting in their child's learning.
- Parent Handbooks will be made available via fliers and newsletters in all dominant languages.
- Parents will continue to be trained on the ARIS Parent Link.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

__X__ Tax Levy __X__ Title I __X__ Title IIA __X__ Title III ____ Grants __X__ Other

If other is selected describe here:
As a conceptually consolidated school, fund sources including Tax Levy, TL Fair Student Funding, Title 1 SWP, Title 1 ARRA are allocated to contract professional development

providers for our instructional staff to participate in high quality professional development.

**Service and program coordination**

- All K-4 students in all subgroups will participate in mathematic contests to assess their immediate knowledge of mathematic concepts and ability to solve word problems.
- Select classes will participate in the Cookshop program to assist in planning and implementing measurement ingredients for nutritious eating habits.
- Foster Grandparents will continue to assist K-2 classroom teachers by reinforcing mathematics skills based on Singapore Math In Focus.

## 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 2013, based on short and frequent daily observations, with feedback in a timely fashion, we will improve teacher effectiveness one hundred percent by developing a shared understanding of instructional excellence by using the Danielson Framework focusing on Questioning and Discussion Techniques.

**Comprehensive needs assessment**

- Research shows that in order for students to achieve their maximum potential, teachers must continually improve their instructional practices. By developing a shared understanding of instructional excellence all of the instructional staff will have clear expectations, of their impact on student learning and how they can strengthen their teaching practices based on Danielson's Framework.

**Instructional strategies/activities**

- Professional Development on Danielson's Framework will be provided by the instructional staff and the Fordham Network Specialists. The Administrators, along with the Teacher Teams, as well as the Instructional Staff will continue to attend future workshops and turnkey the information.
- Develop and model what effective practices look like.
- Collaborate with teachers with short and frequent daily observations using effective and timely feedback based on Danielson's Framework Domain 3: Component 3b: Using Questioning and Discussion Techniques.
- The timeline for implementation will be September 2012 through June 2013.

**Strategies to increase parental involvement**

- Parent Teacher Conferences will provide teachers and families an opportunity to engage in discussions on the positive and negative direction of their children's progress and help with concrete solutions to address the needs of the child.
- CatonSchool.Org will provide parents with information about their child's instructional program as well as projects that will be enhanced by family participation.
- Parents will be invited to Literacy Workshops that will provide them with information on how high quality discussions and questioning promotes higher thinking skills ensuring educational success.
- Quarterly grade level parent meetings, PS 249's on- line website, Family Night in science, math and ELA along with an Open House to Meet and Greet Parents will help provide parents with an understanding of how instructional excellence and teacher effectiveness will ensure their children's keys to success.
- Family literacy training will be made available through ongoing parent workshops, with translators, in Literacy and the Common Core Standards.
- Parent Handbooks will be made available in all dominant languages.
- Parents will continue to be trained on the ARIS Parent Link.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP) ☐Targeted Assistance Program (TAP) ☐Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

__X__ Tax Levy __X__ Title I __X__ Title IIA __X__ Title III __X__ Grants __X__ Other

If other is selected describe here:
As a conceptually consolidated school, fund sources including Tax Levy, TL Fair Student Funding, Title 1 SWP, Title 1 ARRA are allocated to contract professional development providers for our instructional staff to participate in high quality professional development.

**Service and program coordination**

- The Instructional Team, Administrators and a representative from the Fordham Network, viewed videos to observe record and clarify Charlotte Danielson's Low Inference Transcripts of Questioning in order to guide teachers on how to achieve higher teacher effectiveness.
- All of the instructional staff will participate in the professional development and implementation of Danielson's Framework on questioning and discussion techniques.
- All of the instructional staff will be evaluated using Danielson's Framework as a tool to strengthen their best practices in questioning and discussions.

## ACADEMIC INTERVENTION SERVICES (AIS)

**Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.**

| Type of Academic Intervention Services (AIS) | Description | | |
|---|---|---|---|
| | Type of program or strategy (e.g. repeated readings, interactive writing, etc.) | Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.) | When the service is provided (e.g., during the school day, before or after school, etc.). |
| ELA | RTI (Response To Intervention) Services include but are not limited to Voyager/Passport/Pasaporte, Literacy Workshops, Study Island, Reading Reform and IReady. These strategies include repeated reading, and interactive writing. | Our delivery methods include small group instruction, and one to one tutoring. | Our programs are provided during the school day, Extended Day, the Afterschool Program, ELLA and Saturday Academy. |
| Mathematics | Mathematic interventions include Singapore Math, IXL, IReady and the Math Lab for select students. | Our delivery methods include small group instruction, and one to one tutoring. | Our programs are provided during the school day, Extended Day, the Afterschool Program and Saturday Academy. |
| Science | Students have hands on learning in our Science Room, as well as Super Science Fridays. | Students at risk are supported with small group instruction during the school day. | Programs are provided during the school day. |
| Social Studies | Social Studies is integrated during the Literacy Block. | Students are supported with small group instruction, and one on one tutorials provided by teachers with feedback. | Programs are provided during the school day. |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | At risk services are provided by the Guidance Counselor, Speech Teachers, Physical and Occupational Therapists. | These services are provided in either a small group setting or individually at pre-assigned times or as needed. | At risk services are provided during the school day. |

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

P.S. 249 uses a variety of strategies to attract high-quality teachers, these include open houses and attending hiring halls to recruit highly qualified teachers.

Strategies and activities that ensure our current staff becomes highly qualified and aware of the latest research based instructional practices include High Quality and On Going 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. Under the Fordham University network, Fordham provides instructional support to all the instructional staff focusing on all K-4 grades. Inquiry and Teacher Teams meet to aggregate data and research best practices related to areas of concern. Formal and Informal observations, as well as one to one conversations provide the instructional staff with feedback related to best practices.

Professional Development is differentiated based on self-assessments, surveys and supervisory recommendations. Topics include Common Core Standards in ELA and Mathematics, TCRWP (Teachers College Reading Writing Program), Danielson's Framework of Teaching, Writers Workshop, Effective Lesson Planning, Differentiated Instruction, Analyzing Student Data, SWD (Students with Disabilities) and ELL Instructional Strategies.

## DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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f Title
B).
The programs, activities and proc
will be planned and operated wit
arents of participating children.

- In carrying out the Title 1, Part A
ts, to the extent practicable, the
school will provide full opportuniti
with limited English proficiency (LEP),
parents with disabilities, and pare
ll include providing information and
school reports required under Se
A in an understandable and uniform
format and, including alternative f
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 of Title 1, Part A of the No Child Left Behind Act (NCLB).

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 of Title 1, Part A of the No Child Left Behind Act (NCLB).

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

- Family literacy training of parents through our Bee Reading 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) :

- 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

P.S. 249

THE CATON SCHOOL

Little People Doing BIG Things

COLLEGE BEGINS IN KINDERGARTEN

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This School-parent Compact is in effect during school year 2012- 20013.

**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. All classes incorporate a daily literacy block with reading and writing activities into their schedule. The implementation of Singapore 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, 2012
  1 P.M. – 3 P.M. and 5:30 P.M. – 8 P.M.

  March, 2013
  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 2012, March 2013 and June, 2013. 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 RESPONSIBLILITIES

**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 an 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 disciple 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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

# 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 ⓘ.

# Part I: School ELL Profile

## A. School Information ⓘ

| | | | |
|---|---|---|---|
| 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 ⓘ

| | |
|---|---|
| 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 ⓘ

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 availabe 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 (upon availability). Parents who did not view the DVD have another opportunity to attend orientations in their native language to complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection form is not completed via school orientation, one-on-one meeting or phone call then the school will choose the appropriate placement at default (Dual Language or ESL).

3. Each year, the school's 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 Coordinatosr 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

Coordiator'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)<br>Check all that apply | K☒ 1☒ 2☒ 3☒ 4☐ 5☐<br>6☐ 7☐ 8☐ 9☐ 10☐ 11☐<br>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 | Tot # |
| **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 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | Total |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 endeavor. As a result of HLIS, LAB-Rs & NYSESLAT data, newcomers are placed in their appropriate setting (ESL self-contained, Dual Language [Spanish & English] or TBE) by parental options. Once placed in an organizational model (ESL or Dual Language) the ELLs are given mandated instruction in ESL and/or NLA per week as per CR Part 154 instructional requirements. In addition, the ELLs are immersed in a variety of school-wide programs such as afterschool, ELLA, Saturday Academy, clubs and extended day.

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

5D. At the current time, we do not have Long-Term ELLs because we are a Pre-K to 3 elementary school. If we had students in our school for more than 6 years or more, we will provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards and SED NLA Standards in all content areas. We will provide afterschool programs from Title III. Ells that have special needs or IEP's will be given their appropriate related services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling.

6. The teachers of ELL-SWDs use a variety of instructional strategies and grade level materials during the 120 minute literacy block. During balanced literacy teachers of ELL-SWDs conduct read alouds and/or shared reading, work in guided reading groups and the students are engaged in independent reading. During guided reading, teachers of ELL-SWDs teach students reading comprehension skills and teach students how to monitor their reading with a variety of texts (non-fiction, fiction, fairy tales, chapter books & etc)

## A. Programming and Scheduling Information

7. Our ELLs with special needs whose IEP recommends ESL instruction received their mandated hours (360 minutes or 180 minutes) based on the NYSESLAT and/or LAB-R results. They will push in to the ESL self-contained classes where the ESL providers will provide ESL instruction that are standards based and aligned with K-3 curriculum in accordance with their IEP recommendation for ELLs with disabilities in 12:1:1 setting. The ESL providers record "First Attendance Reporting system for ESL and record the student's attendance on SESIS. ELLs with disabilities whose IEP recommends bilingual instruction receives bilingual instruction that are standards based and aligned with K-3 curriculum. ELLs with disabilities whose IEP recommends a bilingual paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of the IEP. The bilingual paraprofessional will record "First Attendance Reporting System" and record the student's attendance on SESIS. Testing accommodations and related services (PT, OT, Speech, SETSS, and/or counseling) will be provided within the individual guidelines for the ELLs students with disabilities. Technology will be provided and utilized to enrich and support ELLs with disabilities.

**Courses Taught in Languages Other than English**

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

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

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

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

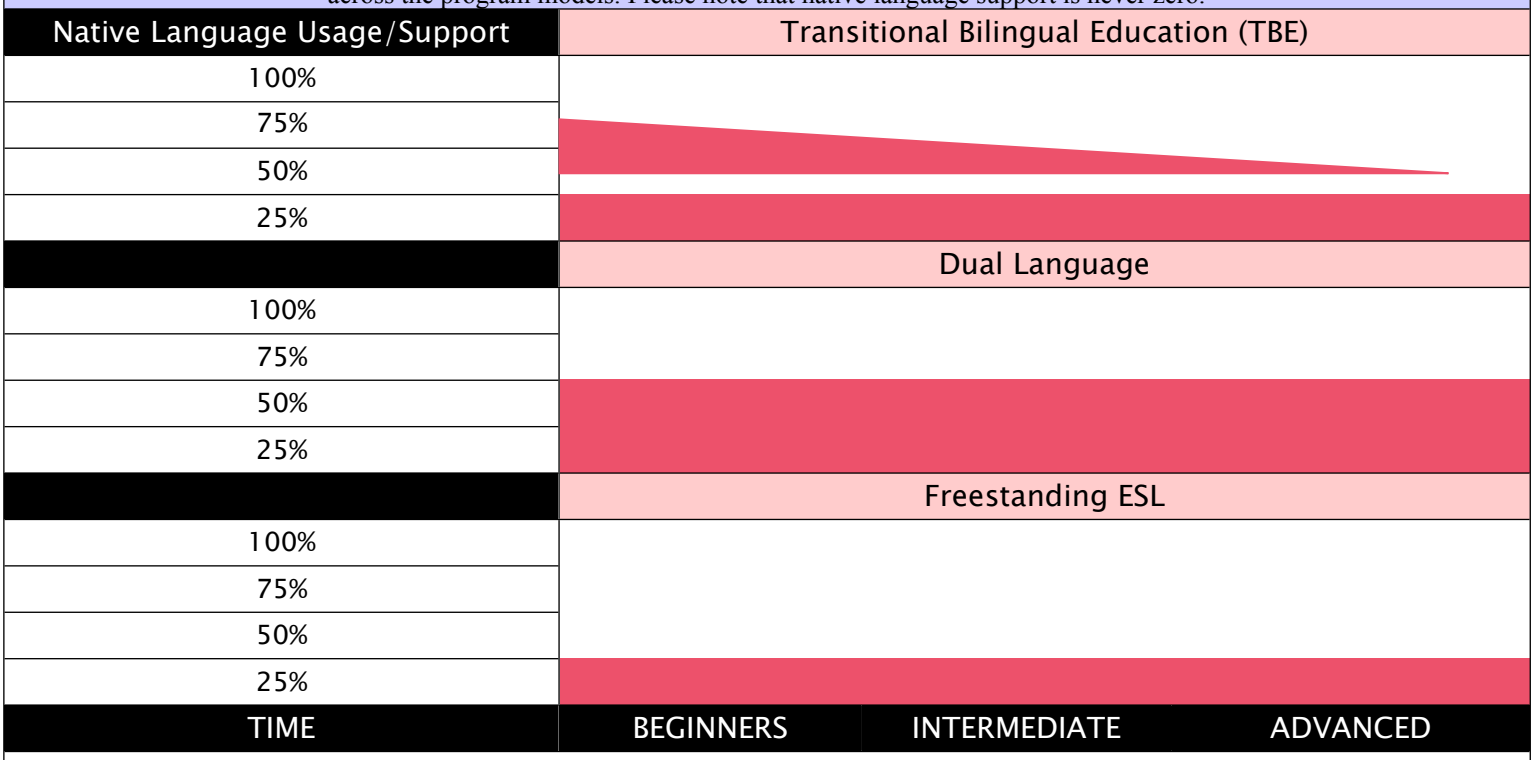
| | Beginning | Intermediate | Advanced |
|---|---|---|---|
| ESL instruction for *all* ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |

| | | | |
|---|---|---|---|
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **For TBE /DL programs:** Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|---|---|---|
| | **Beginning** | **Intermediate** | **Advanced** |
| ESL instruction for *all* ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for *all* ELLs as required under CR Part 154 | | | 180 minutes per week |
| **For TBE /DL programs:** Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

## Native Language Usage and Supports

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




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

## B. Programming and Scheduling Information--Continued

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 (Fundations); 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.

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

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

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

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

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

15. Yes, the required services support, and resources correspond to ELLs' ages and grade levels because the data

that is aggregated from Fountas & Pinnell Benchmark Assessments, EL Sol, ELL Periodic Assessments, NYSESLAT and other grade wide assessments are used to provide interventions and enrichments for the ELLs.

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

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

## C. Schools with Dual Language Programs

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

. 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 LanguageVertical 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 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 continue to participate in multicultural activities to enhance cross-cultural understanding and equity such as Ideation Cultural Arts, Hispanic Heritage Assembly, Cinch de Mayo celebration, Multicultural Fashion Show and Dance Festivals. As a result, the parents as well as their children become successful learners and productive citizens.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 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 |

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

| NYS Math | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| Grade | 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 | | | | |

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

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

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

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

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.

2. After reviewing the LAB-R data, the majority of incoming students with no pre-school or daycare experience scored at a Beginner level. The incoming students with some pre-school or daycare experience scored at an Intermediate level. The incoming students with pre-school or daycare experience scored Proficient. After reviewing the NYSESLAT data regarding the four modalities - listening/speaking and reading/writing, most of the newcomers (ELLs with 0 - 2 years) scored mostly Advanced & Intermediate in the listening/speaking modalities and scored mostly Intermediate & Beginner level in the reading/writing modalities. The ELLs with 3 years or more years of ESL services scored mostly Proficient & Advanced in listening/speaking as well as reading/writing.

3. The patterns across NYSESLAT modalities - listening/speaking and reading/writing showed that the number of Beginner level steadily declines as the students move to the next grade. The number of Intermediates and Advance showed steadily increases as the students move to the next grade. So the instructional decisions would be affected by the patterns across the NYSESLAT modalities (listening/speaking and reading/writing). In the listening/speaking modalities, oral language acquisition would continue to be embedded into the curriculum in all content areas. In the reading/writing modalities, scaffolding strategies such as contextualization & metacognition will continue to be embedded into the curriculum in all content areas. The school provided and offered

intervention programs for ELLs such as ELLA, Literacy & Math Afterschool, Saturday Academy, Extended Day and AIS push-in or pull out.

4A. The patterns that we noticed in NYSESLAT that as the vast majority of newcomers ELLs (ESL & Dual Language) score at beginner levels. The number of beginners steadily decline as the students move to the next grade. The number of advance and intermediate students show steady increases. Tests results show that the students are developing listening and speaking skills faster than their reading and writing skills. Many our of second and third graders advanced or proficient in listening and speaking skills. In reading, the students are showing steady gains in reading however did not make significant gains in writing affecting their overall results. The school provides afterschool programs (Title III) which provide additional instruction in reading and writing skills for ELLs utilizing research based ESL methods and materials (e.g. Language Experience Approach) which integrates the writing workshop.

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

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

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

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

5C. Based on the 2011 NYS ELA & Math tests, most of the EPs were meeting or exceeding state standards and

scored level 3 & 4. There were no EPs that scored a level 1 on the state exam..

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

## Additional Information

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

# Part VI: LAP Assurances

| 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 |
| | 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 ELL Coordinator | | 10/27/11 |
| Lara Terry | Other Data Specialist | | 10/27/11 |
| Sharon Stampler | Other Related Services | | 10/27/11 |
| | Other | | 1/1/01 |

CEP Appendix 7

# LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

*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, saftey, legal or discriplinary matters, entitlement to public education or placement in any special education, English Language Learner or non-standard academic programs. We use the inforamtion 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.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo #66 or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| **Part A: School Information** | |
|---|---|
| Name of School: P.S.249 | DBN: 17K249 |
| This school is (check one): | ☒conceptually consolidated (skip part E below)<br>☐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):<br>☐Before school ☒After school ☒Saturday academy ☐Other: |
| Total # of ELLs to be served: 90<br>Grades to be served by this program (check all that apply):<br>☐K ☒1 ☒2 ☒3 ☒4 ☐5<br>☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12 |
| Total # of teachers in this program: 6<br># of certified ESL/Bilingual teachers: 4<br># of content area teachers: 2 |

| Part B: Direct Instruction Supplemental Program Information |
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| Describe the direct instruction supplemental program here and include the<br>• rationale<br>• subgroups and grade levels of students to be served<br>• schedule and duration<br>• language of instruction<br>• # and types of certified teachers<br>• 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 two Title III supplementary programs are: 1. (ELLA) English Language Learning Academy and 2. Saturday Academy. There are 30 grade one & 30 grade two ELLs in ELLA and 15 grade 3 and 15 grade 4 ELLs in Saturday Academy.<br><br>1. The ELLA program is designed to address the needs of ELLs by focusing on reading and writing using the Teacher's College Reading and Writing Program. It's aligned to Common Core Learning Standards. The students will be involved in on-going reading and writing activities that will provide the foundation for language development. The students will engage in reading (non-fiction & fiction) and writing units . The ESL/bilingual teachers and the Content Area teachers (per grade) will incorporate an ESL co-teaching model. For instance, the ESL/Bilingual teacher will demonstrate ESL strategies during co-teaching lessons and the content area teachers will continue to use the same strategies with the ELLs. The ESL/Bilingual teachers and the content area teachers will co-plan activities and strategies based on the curriculum and CCLS.<br><br>Test preparation will include but not be limited to the Empire State NYSESLAT which would be purchased as an additional resource. The text units are designed to familiarize students with questions in the speaking, listening, reading and writing modalities assessed on the NYSESLAT. In addition, the last unit focuses on the comprehension skills needed to transition to the New York State ELA test (grades 2-8 books). Moreover, 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.<br><br>• The total of 60 ELLs will participate in an Extended Program (ELLA – English Language Learning Academy). The duration of the program will be approximately 37 days starting November 2012 through April 2013. The program is composed of two grade 1 ELLA classes with 15 students per class and two grade 2 ELLA classes with 15 students in the class.<br><br>• 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.<br><br>• Two certified teachers (ESL/Bilingual & Content Area teacher) for Grade 1 and two certified teachers (ESL/Bilingual & Content Area teacher) for Grade 2 will be hired for approximately 74 hours each at per session rate. The class size ratio will be 15:1.<br><br>• Empire State NYSESLAT will be purchased for each grade and used as an additional instructional tool within their program as well as in preparation for the NYSESLAT (Speaking, Listening, Reading & |

| Part B: Direct Instruction Supplemental Program Information |
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| Writing modalities)<br><br>Saturday Academy is designed to address the LEP/ELL needs by focusing on reading & writing skills in English as well as mathematic skills. Kaplan and other test prep materials are utilized to improve reading comprehension as well as problem solving strategies in mathematics. These materials are purchased and covered by other funding sources.<br><br>• ELLs will participate in Saturday Academy. Two certified ESL/bilingual teachers will be hired. The program will be approximately 24 days at per session rate. The class size ratio will be 15:1. The program will run from September 2012 through May 2013. Saturday Academy will operate for three-hour sessions from 9:00 a.m. to 12:00 p.m. |

| Part C: Professional Development |
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| 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.<br>• rationale<br>• teachers to receive training<br>• schedule and duration<br>• topics to be covered<br>• name of provider |
| Begin description here: Professional Development<br><br>The Title III Professional Development Program will be a high quality and research-based program for our staff outlined in the school's CEP. Professional development will engage Title III teachers in a variety of high quality professional development activities that will be covered by other funding sources.<br><br>Professional Development topics will include:<br><br>September 2012 – May 2013 - For Title III Teachers & All Staff<br><br>Teacher's College Reading and Writing Program (Consultants: Jennifer DeSutter & Alexandra Roman)<br><br>September 2012 - For Title III Teachers & All Staff<br><br>Looking at Data Among All Subgroups (Presenter: Data Specialist)<br><br>November 2012 - For Title III Teachers<br><br>Integrating Empire State NYSESLAT Test Prep Into the Curriculum (Presenter: ELL Coordinator)<br><br>January 2013 - For Title III Teachers<br><br>NYSESLAT Training Modalities: Speaking & Listening K-3 aligned w/ CCLS (Presenter: ELL/Testing |

| Part C: Professional Development |
| --- |
| Coordinator)<br><br>February 2013 - For Title III Teachers<br><br>NYSESLAT Training Modalities: Reading K-3 aligned with CCLS (Presenter: ELL/Testing Coordinator)<br><br>March 2013 - For Title III Teachers<br><br>NYSESLAT Training Modalities: Writing K-3 align with CCLS (Presenter: ELL/Testing Coordinator) |

| Part D: Parental Engagement Activities |
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| 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.<br>• rationale<br>• schedule and duration<br>• topics to be covered<br>• name of provider<br>• 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.<br><br>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 invitations created by the students and their teachers (translated versions will be available).<br><br>Parental workshops will be offered throughout the year:<br><br>(Notices with translated versions will be sent home, posted on www.catonschool.org website and available on monthly calendars.)<br><br>September 2012 Curriculum Night (Presenters: Classroom Teachers)<br><br>October 2012 Family Day (Presenters: Cluster Teachers ( Science, Art, Drama, Dance, Spanish & Physical Education)<br><br>February 2013 NYS Math Test -- (Presenters: Math Specialist & Testing Coordinators)<br>NYS ELA Test -- (Presenters: Literacy Specialist & Testing Coordinators)<br><br>March 2013 How to Assist Your Child with NYSESLAT (Presenter: ELL/Testing Coordinator) |

| Part E: Budget | | |
|---|---|---|
| **FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan. | | |
| Allocation Amount: $ | | |
| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
| Professional salaries (schools must account for fringe benefits)<br>• Per session<br>• Per diem | | |
| Purchased services<br>• High quality staff and curriculum development contracts. | | |
| Supplies and materials<br>• Must be supplemental.<br>• Additional curricula, instructional materials.<br>• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| **TOTAL** | | |