



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 249 THE CATON SCHOOL
DBN (i.e. 01M001): 17K249
Principal: ELISA BROWN
Principal Email: EBROWN4@SCHOOLS.NYC.GOV
Superintendent: BUFFIE SIMMONS
Network Leader: MARGARET STRUK

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Elisa Brown	*Principal or Designee	
MaryAnne Honadel	*UFT Chapter Leader or Designee	
Dawn Torres	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Nancy Bochbot	Member/ Chairperson/UFT	
Diane Coffey	Member/ UFT	
Denise Pirozzi	Member/ Secretary/UFT	
Frizine Allen	Member/ Parent	
Nicole Thomas	Member/ Parent	
Andrea Lashley	Member/ Parent	
Taisha Francisquini	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of our teachers will increase non-fiction (narrative, descriptive, persuasive, argument/opinion, and expository/informational/explanatory) writing with collaborative scoring, so that we can improve the quality of short and extended student written responses through all curriculum areas.

Comprehensive Needs Assessment

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

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 writing abilities by increasing their understanding of non fiction text. Also with the expansion of our school to Grade 5, collaborative scoring will provide the teaching tools necessary to ensure that all of our students, K-5, are able to meet the new goals set forth in the Common Core State Standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Research-based strategies and activities include: Teachers College Reading Writing Project (TCRWP) Units of Study, QAR (Question Answer Relationship), Learning A-Z, New York State Measuring Up, i-Ready, MYON, Crosswalk.

B. Key personnel and other resources used to implement each strategy/activity

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-5 students to further develop their non fiction writing techniques using the weekly assessments as well as periodic assessments to identify weaknesses.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

Conferences with students, teacher observations/anecdotal notes, checklists, running records, portfolios, data folios results will be utilized to drive instruction and assist in grouping.

Teachers will demonstrate and model activities, as well as offer students opportunities to reflect on their reading and writing projects.

D. Timeline for implementation and completion including start and end dates

The timeline for implementation will be September 2013 through June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

Teachers will meet in grade level meetings and Teacher Teams to review student data gathered from periodic assessments.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

By inviting parents to ELA specific meetings, where parents can visit their child's classroom and watch the Reading and writing workshop.

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 Common Core 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of teachers will review student errors made on assessments and use this data to address their weaknesses through teacher-directed, research-based targeted RTI (Response To Intervention).

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 As a result of an analysis of the NYS ELA Exam and the NYS Mathematics Exam over the past two years, we have determined that while we have continued to progress in student achievement in our testing grades we must continue to strength our students reading, writing and mathematics abilities by intensifying their understanding of non fiction text and word problem strategies, as well as using mathematic language when explaining the solution to the problem. Therefore, we have made reviewing student errors and addressing their weaknesses a priority this school year.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
 Teachers will use weekly test data to form small groups to address identified academic weaknesses. They will also use unit exams and other periodic assessments to inform and guide instruction.

2. Key personnel and other resources used to implement each strategy/activity
 The instructional team as well as the RTI Team, ELL Coordinator, Math Coordinator, Cluster Teachers, Data Specialist, Instructional Team Leader, Paraprofessionals and Administrators, will be using, but not limited to Measuring Up, PROSPER, TC Running Records and i-Ready.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 Targets to evaluate the progress, effectiveness and impact include student generated goals, monitoring progress on weekly exams, and conferencing.

4. Timeline for implementation and completion including start and end dates
 The timeline for implementation will be September 2013 through June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 Teachers and students will confer to monitor their individual goals and progress on weekly exams.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

By inviting parents to ELA and Math specific meetings, parents can visit their child's classroom to participate in the Reading/Writing workshop, as well as the Math Workshop.
 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 Common Core 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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.
 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.

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, 100% of our instructional staff will possess the understanding of the competencies and the rubrics from the Charlotte Danielson Framework for Teaching included in the NEW "Advance" Teacher Evaluation and Development system to ensure that our teachers deliver Common Core aligned instruction.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 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 of the new Common Core Learning Standards based on the New Advance Evaluation and Development system.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups
 Professional Development on the New Advance system will be provided by the instructional staff. The Administrators, along with Teacher Teams, and the Instructional Staff will continue to attend future workshops and turnkey the information.

2. Key personnel and other resources used to implement each strategy/activity
 Teachers College specialists, as well as the Fordham Network will assist teachers and administrators with effective classroom observation tools.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
 At least 3 hours of monthly training in the New Advance Evaluation and Development system and Teacher Boost.

4. Timeline for implementation and completion including start and end dates
 The timeline will be September 2013 through June 2014.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
 Professional Development, develop and model what effective practices look like, collaborate with teachers with short and frequent daily observations using effective and timely feedback.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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 Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA	x	Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.
 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.

Goal and Action Plan #4

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 #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 1. Strategies/activities that encompass the needs of identified subgroups**
- 6.
- 2. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 4. Timeline for implementation and completion including start and end dates**
- 1.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- 6.
- **Key personnel and other resources used to implement each strategy/activity**

- 1.
 - Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
- 1.
 - Timeline for implementation and completion including start and end dates
- 1.
 - Describe programmatic details and resources that will be used to support each instructional strategy/activity

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	RTI (Response To Intervention) Services include but are not limited to Literacy Workshops, MYON, Reading Reform and i-Ready. 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, the Afterschool Program, ELLA and Saturday Academy.
Mathematics	Mathematic interventions include Singapore Math, IXL, i-Ready 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 Lab, as well as Super Science Fridays, which includes hands on experiments. Science is also integrated during the Literacy block	Students at risk are supported with small group instruction during the school day with feedback provided by the teacher.	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.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
 2. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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), New Advance Evaluation and development system, Writers Workshop, Effective Lesson Planning, Differentiated Instruction, Analyzing Student Data, SWD (Students with Disabilities) and ELL Instructional Strategies

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
All K-5 students will participate in literacy based programs as part of the overall instructional program. Select teachers will work with Literacy Consultants to enhance literacy instruction. All K-5 students will participate in school-wide essay contests to learn about healthy habits, such as nutritious eating and exercise. Foster Grandparents assist K-2 students by reinforcing writing and reading skills.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Transition plans for assisting preschool children from early childhood programs to elementary school include creating a parent-friendly environment, on going parent PD's with translators <i>i.e.:</i> what is expected of a Kindergarten student, the Common Core Learning Standards for Kindergarten students, prearranged visitations for the incoming student and parents.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Classroom Teachers will meet in grade level meetings and Teacher Teams to review student data gathered from formative and summative assessments. Classroom Teachers and the Instructional staff will create weekly assessments based on Common Core Standards that will measure student growth. Classroom teachers along with the Instructional Staff, the Data

Specialist and Administration will participate in bimonthly meetings to assess student growth. Professional Development will be provided to insure that teachers are using the data to drive instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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.

P.S. 249 Parent Involvement Policy

2013-14

General Expectations

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

- The school will put into operation programs, activities and procedures for the involvement of parents of Title 1 eligible students consistent with Section 1118 of Title 1, Part A of the No Child Left Behind Act (NCLB). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
 - In carrying out the Title 1, Part A Parental Involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
 - The school will involve the parents of children served in Title 1, Part A program(s) in decisions about how the Title1, Part A funds reserved for parental involvement is spent.
 - The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities including ensuring-
- That parents play an integral role in assisting their child's learning;
 - That parents are encouraged to be actively involved in their child's education at school
 - That parents are full partners in their child's education and are included. As appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - The carrying out of other activities, such as those described in Section 1118 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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

SCHOOL-PARENT COMPACT

Public School 249 and the parents of the students participating in activities, services, and programs funded by Section 1118 of Title I, Part A of the No Child Left Behind Act (NCLB) agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-parent Compact is in effect during school year 2013- 2014.

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, 2013

1 P.M. – 3 P.M. and 5:30 P.M. – 8 P.M.

March, 2014

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 2013, March 2014 and June, 2014. Report cards will be distributed to parents when they attend the fall and spring parent-teacher conferences. Calls will be made to those parents who do not attend to attempt to schedule appointments to disseminate report cards. If this is not possible, reports will be sent home with the student.

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

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

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

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

PARENT RESPONSIBILITIES

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

- Supporting my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school
 - Monitoring attendance
 - Talking with my child about his/her school activities everyday
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television my children watch
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Participating in school activities on a regular basis
- Staying informed about my child's education and communicating with the school by promptly reading all notices for the school or the school district and responding as appropriate
- Reading together with my child every day

- Providing my child with a library card and scheduling trips to the library
- Communicating positive values and character traits, such as respect, hard work and responsibility
- Respecting the cultural differences of others
- Helping my child accept consequences for negative behavior
- Being aware of and following the rules and regulations of the school and district
- Supporting the school's discipline policy
- Express high expectations and offer praise and encouragement for achievement

STUDENT RESPONSIBILITIES

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

Specifically, we will:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013–14 TO 2014–15 SCHOOL YEARS

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs’ linguistic and academic needs. This LAP form is a part of the school’s CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#)

Part I: School ELL Profile

A. School Information [?](#)

District 17	Borough Brooklyn	School Number 249
School Name Public School 249		

B. Language Allocation Policy Team Composition [?](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Elisa Brown	Assistant Principal Ana DeJesus
Coach Diane Coffey, ELA	Coach Ines Martin, Math
ESL Teacher Nancy Bochbot, ESL Cluster	Guidance Counselor type here
Teacher/Subject Area	Parent type here
Teacher/Subject Area type here	Parent Coordinator Nyoca Mackey
Related Service Provider Sharon Stampler	Other Lara Terry, Data Specialist
Network Leader(Only if working with the LAP team) type here	Other Linda Sung, ELL Coordinator

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	10	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently		Number of certified NLA/foreign language		Number of teachers who hold both a bilingual extension and ESL	

teaching in a bilingual program		teachers		certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	907	Total number of ELLs	227	ELLs as share of total student population (%)	25.03%
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Part II: ELL Demographics

A. ELL Programs

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

Check all that apply

K	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>
6	<input type="checkbox"/>	7	<input type="checkbox"/>	8	<input type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
				12	<input type="checkbox"/>						

This offers (check all that apply):

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

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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>	2	2	2	1	1	1								9

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
Total	3	3	3	2	2	2	0	15						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	227	Newcomers (ELLs receiving service 0-3 years)	193	ELL Students with Disabilities	31
SIFE		ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language	126			20						146
ESL	67			14						81
Total	193	0	0	34	0	0	0	0	0	227

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

Dual Language (ELLs/EPs*)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
SELECT ONE Spanish	41	49	49	46	30	21	15	11	9	13	2	20							14 6	160
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	41	49	49	46	30	21	15	11	9	13	2	20	0	0	0	0	0	0	14 6	160

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
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): 40

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: 45

Asian: 1

Hispanic/Latino: 65

Native American:

White (Non-Hispanic/Latino): 7

Other: 3

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	12	5	6	3	2								37
Chinese														0
Russian														0
Bengali	8	1		1										10
Urdu														0
Arabic	3	2	2											7
Haitian	6	6	3	3		1								19
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	3	1	1	1	1								8
TOTAL	27	24	11	11	4	4	0	81						

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	29	1	2	1										33
Intermediate(I)	9	16	5	3	3									36
Advanced (A)	27	57	34	26	11	3								158
Total	65	74	41	30	14	3	0	227						

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	1	1	1									
	I	9	18	3	2									
	A	4	54	22	9	10								
	P		1	11	18	4	3							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	B	1	5	1	1									
	I	9	26	5	2	5								
	A	4	43	25	22	9	3							
	P			7	4									

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	10	1		15
4		3			3
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		3	6		2	1		15
4			1	1	1				3
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1	1	1		3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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)			3	5	1		1	17
Chinese Reading Test								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Our school uses TCRWP Assessment for Independent Reading Levels as an assessment for early literacy skills. Many of ELLs independent reading levels are below grade level and/or approaching grade level in grades K-3. ELLs may be struggling with monitoring their reading or using reading strategies while they read. The school uses the data to inform instruction by embedding reading skills and strategies in our grade-wide curriculum in ELA and content area. During the reader's workshop teachers teach minilessons relating to specific skills or strategies so students can apply before, during and after reading. As students read independently, teachers conference with students to record their progress on applying the new skill and/or strategy. Also, Grades K through 2 teachers are trained in Reading Reform. This program show teachers how to use phonics-based approaches as well as how to employ the multisensory techniques of teaching and learning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As the ELLs move from grade to the next grade, the number of ELLs in Beginner & Intermediate steadily declines as the number of ELLs in Advance and Proficient steadily increase on NYSESLAT. Using Spring 2013 data these are the number of ELLs in each grade: 74 ELLs in Grade 1, 41 ELLs in Grade 2, 30 ELLs in Grade 3 and 14 ELLs in Grade 4 and only 3 ELLs in Grade 5. We currently have 65 ELLs in Kindegarten.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

According to the NYSESLAT modality analysis, in the modalities of listening and speaking, there is a high concentrated of students in the advance proficiency level as well as in the modalities of the reading and writing. As a result, our school needs to adjust our instructional decisions and ensure that within our K-5 curriculum maps that the lessons incorporate all common core learning standards – Reading Standard, Reading Foundational Skills, Writing, Speaking and Listening as well as Language Standards.

We use the data from AMAQ to determine how many ELLs remained at the same level as well as move one level below. Next we look at the proficiency level (Proficient, Advance, Intermediate or Beginner) to determine which of the four modalities – Speaking, Listening Reading and/or Writing to differentiate instruction. Our school met AMAQ 1 because we made 92.4% progress. We also met AMAQ 2 because 21.8% scored Proficient. This Spring 2013, 224 ELLs were tested with the NYSESLAT. 192 ELLs moved from one level to the next and 28 ELLs remained at the same level As a result, our school's 92.4% is greater than 65.3 in order to meet AMAQ 1. 49 out of 224 ELLs scored Proficient so our school's 21.8% is greater than 13.7% in order to meet AMAQ 2.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- 4a. In both our Self-Contained ESL and Dual Language Program, our current ELLs and former ELLs are approaching standards in ELA, however, our current ELLs and former ELLs are at grade level in Math. Our ELLs who take assessments in their native language are scoring mostly Level 3's and some level 4's in math and scoring some Level 3's and mostly Level 4's in science.
- 4b. The school leadership and the teachers use the results of the ELL Periodic Assessments to determine the area of needs across the three modalities – Reading, Writing and Listening to guide differentiated instruction.
- 4c. From the ELL Periodic Assessment, the school notice there was a pattern that in Reading the ELLs scored an average of 90 %; in Writing the ELLs scored an average of 85% and in Listening the ELLs scored an average of 75%. The native language is used to support reading, writing, listening and speaking in all academic areas.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
- Our school uses on-going data from grade-wide assessments, TCRWP Reading Assessment, unit assessments, NYSESLAT, and state-wide assessments to identify and monitor our bottom third students (at-risk, ELLs, SWDs & etc). Teachers and RTI providers have data conversations with administration about their students to determine if they need Tier 2 and Tier 3 interventions as well as the current Tier 1 interventions provided.
- Next we provide the bottom third with additional Tier 1 services such as RTI (AIS) push-in or pull out for ELA and Math, Extended Day (37 1/2 minutes) on Mondays and Tuesdays, Fast ForWord for ELLs (online resource) and ELLA. Bottom third in grades 3 through 5 attend Literacy & Math Common Core Afterschool as well as Saturday Common Core School to receive additional interventions in ELA and Math. The teachers that provide additional interventions will provide ESL instruction and/or native language instruction if needed to ensure that the students will benefit from the intervention.
6. How do you make sure that a child's second language development is considered in instructional decisions?
- Within our K-5 curriculum maps the units of study include pre and post assessments, vocabulary, differentiated instruction for ELLs and SWDs as well as RtI for Tier 1 and Tier 2 students. Cognates and pictures are used to support second language development as well as one to one bilingual dictionaries. Oral language acquisition is embeded into our curriculum too.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- 7a. Our English-proficient students (EPs) are given ELE to assess their second target language.
- 7b. Using data from ELE our English proficient students (EPs) level of language proficiency in their second target language ranges between 76 –99%.
- 7c. Our EPs are performing mostly on Level 2 on NYS ELA, Level 3 on NYS Math and Level 4 on Science assessment.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We use the NYSESLAT data to evaluate the success of our ELLA program. ELLs in grade 1 and 2 attend this afterschool program which support ELLs in all four modalities – Speaking, Listening, Reading and Writing. We also use the data from NYS ELA, NYS Math, and NYS Science assessment to evaluate the success of our ELA & Math Common Core Afterschool program and Saturday Common Core School.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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/Testing coordinator. Translation will be provided upon request with the completion of the registration process. We have staff in our school that read, write and speak French, Creole, Chinese, Vietnamese and are available for translation. In the event that a staff member is not available to translate or the video does not come in the language spoken by the parent, then the translation services will be contacted. Next, the ELL/Testing coordinator will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in native language and English. Then the parents are informed about their options upon the three program choices – ESL, Dual Language (Spanish) or Bilingual Transitional Education and have the opportunity to watch the video 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/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 coordinator will assist the Pupil Accounting secretary input the correct home language using the information from the HLIS (ratio 1:2 – Q1-4 and Q5-8) for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs.

Every September, the 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 Five. 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 three modalities – reading, writing, and listening.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The 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, Transitional Bilingual Education & Dual Language) available at our school by ELL coordinator and/or Dual Language Coordinator. During parent orientations, parents are then given pamphlets and shown a video 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 video 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 or one-on-one meeting then the school will choose the appropriate placement at default (transitional bilingual education).
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Each year, the school's ELL Coordinator will compile the entitlement letters once the LAB-R/NYSITELL, Spanish Lab and/or NYSESLAT results confirmed that they the students are entitled and continuing ELLs. The entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the ESL and Dual Language Coordinator's office. After the orientation, ELL Coordinator will collect the Parent Survey and Program Selections forms that are completed and returned after viewing of the video in their native language. Once completed, the ESL and Dual Language coordinator will place them on file in the ELL Coordinator's office.
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.
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 (transitional bilingual education program).

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

First, the ELL/Testing Coordinator runs a RLER report on ATS to determine which students are eligible to take the NYSESLAT assessment.

Next, our school holds a staff conference to review NYC DOE Test Administration Handbook for Elementary with the Testing Coordinator. We will review the procedures for before, during and after test administration. Testing timeline handouts for administration of all assessments will be given to the staff as well as the Proctor Schedule.

Then, administration of the speaking portion of the NYSESLAT will be given during the months of April and May after a team has attended a training workshop related to scoring the speaking component of NYSESLAT. Each staff within the team will receive an assigned list of ELLs to administer and record the speaking component. Make ups will be given throughout the window of administration.

Afterwards, all grades with ELLs that must take the NYSESLAT will be giving group administrations of Listening (on the designated Day 1), Reading (on the designated Day 2) and Writing (on the designated Day 3). The teachers will record absentees each day for make ups.

Finally, ELLs that were absent will be given the make-ups individually or in a group administration within the window of administration and the ELL and Testing Coordinator will check off using an EXCEL spreadsheet ensuring that all ELLs taken each component of the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  After viewing the Parent Survey and Program Selection forms for the past few years, the majority of native Spanish speaking parents (80%) request dual language and/or bilingual for their children. Other Spanish speaking parents (20%) request ESL. The majority of the native Haitian Creole, Arabic, Bengali & Fulani speaking parents request the ESL program. Parents who are native speakers of other languages predominantly select ESL. 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, Arabic, Bengali, 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, however, we offer parents options to other schools that have requested bilingual transitional classes. The ELL and Dual Language coordinator monitors the parents' request through the Parent Survey and Program Selection forms. We also monitor the number of Creole students

and in the event that if we have 15 or more students whose parents request for bilingual transistional class, then the school will open a new bilingual class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - 1A. Public School 249 has the following organizational models for the school year: Dual Language (side-by-side; self-contained) and ESL self-contained.
 - 1B. The program models for our Dual Language and ESL classes are heterogeneous, students are performing in different proficiency levels. Our ESL classes are self-contained. Numerous ELLs are serviced via push-in model where they received their mandated ESL instruction - all beginners & intermediate students receive 360 minutes of ESL instruction per week and all advanced students receive 180 minutes of ESL instruction per week in compliance with CR Part 154 instructional requirements. Our Dual Language organizational models consist of a self-contained and side-by-side co-teaching classes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
 2. 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 through fifth 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 through fifth grade, the EPs receive two periods a 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. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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/NYSITELL 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. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our school uses Fountas & Pinnell Sistema de Evaluacion de la Lectura to evaluate their native languages throughout the year as well as on-going assessments (teacher-created and/or unit assessments).
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our school uses the ELL Periodic Assessment for grades 3 – 5 to assess listening, reading and writing modalities. Otherwise, the teachers with ELLs will administer a school created assessment that mimics the NYESLAT using all 4 modalities (Speaking, Listening, Reading and Writing) in January and in April to see progress. Teachers will also create on-going teacher-made assessments using the rubrics to score all four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6A. 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, Extended Day and Saturday School. 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. ELL testing accommodations for ELLs will be provided during all assessments.

6B. 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 – Literacy and Math Common Core Afterschool, ELLA, Saturday Common Core Academy, and extended day. ELL testing accommodations for ELLs will be provided during all assessments.

6C. 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 – Literacy and Math Common Core Afterschool, ELLA, Saturday Common Core Academy, 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 and ELL testing accommodations for ELLs will be provided during all assessments.

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

6E. Our Former ELLs who tested Proficient on the NYSESLAT will continue to receive the recommended ESL instruction 180 minutes and native language instruction for the next two years. Former ELLs-SWDs will be given their appropriate related services which may include SETSS, Speech Therapy, Physical Therapy, and Guidance Counseling. In addition, Former ELLs are afforded opportunities for Literacy & Math Common Core Afterschool, Saturday Common Core School, and Extended Day. ELL testing accommodations for Former ELLs will be provided for the next two years during all assessments.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

There is a variety of instructional materials that are used to support all subgroups of ELLs in technology which includes myON reader which provides access to the largest library of enhanced digital books with reading supports: audio, highlighting, and dictionary; Fast ForWord Reading Program, ixl and iReady. We also use United Streaming to upload on Smartboard for research and videos. We have guided reading level bookrooms in English and in Spanish. We use Math in Focus in English and Spanish. We have NYSESLAT test prep books for ELLs. All teachers have access to websites (Enchanted Learning, Ed Helper, Reading A-Z, Learning A-Z, Vocabulary A-Z, Science A-Z) to download activities and differentiate for instruction.

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

Our school uses Teacher's College Reading and Writing Project for our ELA and content area curriculum as well as Math in Focus for our Math curriculum. Each grade follows the K-5 curriculum map to plan their units of study for each content area. Within each unit, it includes the big idea, skills and strategies, vocabulary, pre and post assessments as well as scaffolds and support for ELLs and SWD (students with disabilities). ESL self-contained teachers and bilingual teachers use many different strategies (for example, realia, TPR, concept cards & etc) to differentiate their lessons in order support ELLs-SWDs. ELLs-SWDs with testing modifications will continue to receive them during administration of in-house testing, grade-wide assessment and state-wide assessments.

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:

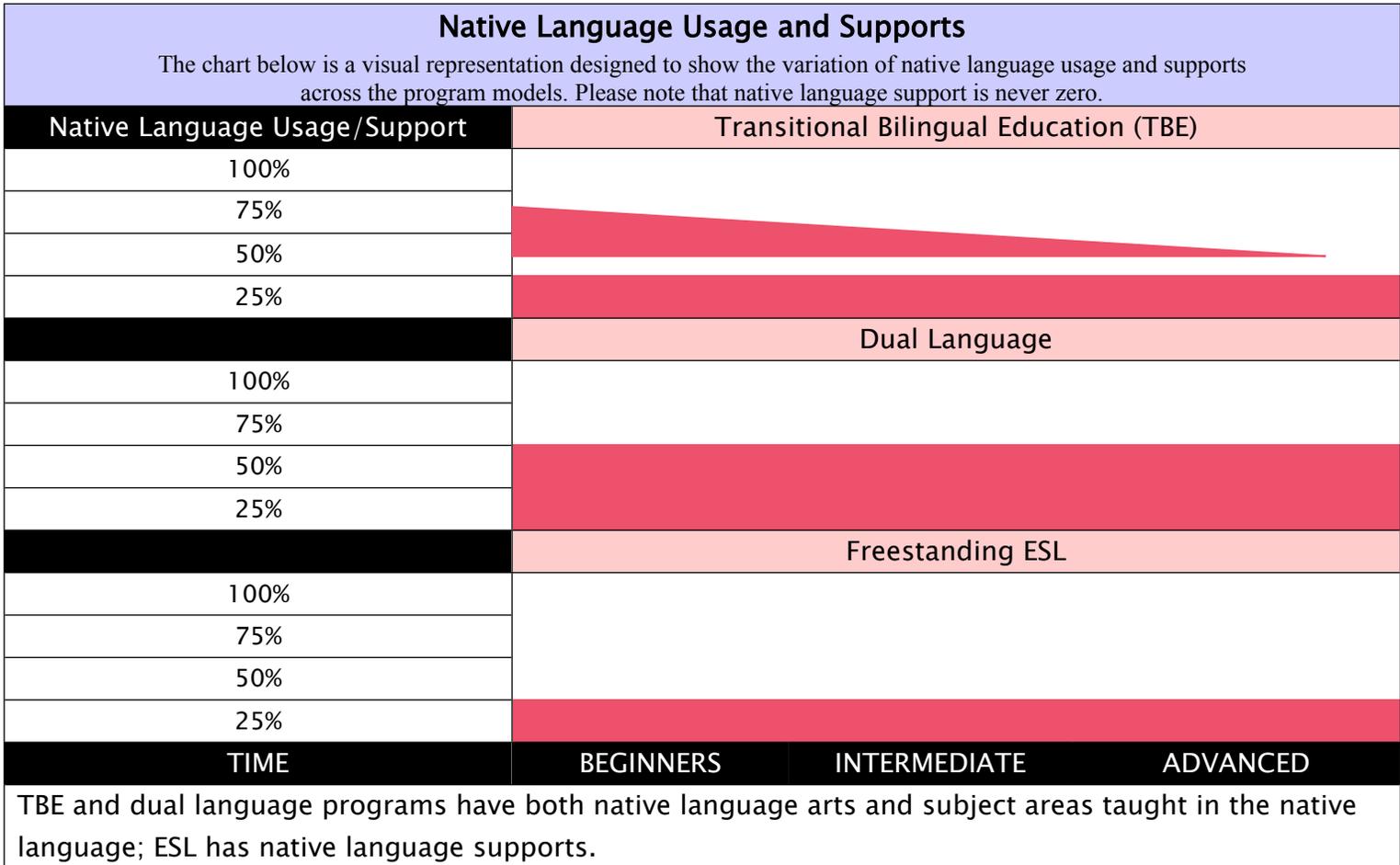
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>a//</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>a//</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

9. 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.

The targeted intervention programs for newcomers (ELLs in school less than three years) receive instruction in English and/or Spanish. The content areas of ELA (integrating science & social studies) include the following intervention programs: Reading Reform, R.T.I. (A.I.S.) push-in or pull-out; Extended Day; E.L.L.A.; and technology (myOn, iReady, Fast ForWord). The content area of Math includes the following intervention programs: R.T.I. (A.I.S.) push-in or pull-out; Extended Day; and technology (iReady, iXL). ELLs in testing grades receive Literacy & Math Common Core Afterschool (Title III) and Saturday Common Core School as an additional intervention programs.

The targeted intervention programs for ELLs receiving 4 to 6 years receive instruction in English and/or Spanish. The content areas of ELA (integrating science & social studies) include the following intervention programs: R.T.I. (A.I.S.) push-in or pull-out; Extended Day; E.L.L.A. (Title III) ; and technology (myOn, iReady, Fast ForWord). The content area of Math includes the following intervention programs: R.T.I. (A.I.S.) push-in or pull-out; Extended Day; E.L.L.A. (Title III); and technology (iXL, iReady). ELLs in testing grade receive Literacy & Math Common Core Afterschool (Title III) and Saturday Common Core School as an additional intervention programs.

The targeted intervention programs for ELLs with special needs receive instruction in English and/or Spanish. The content areas of ELA (integrating science & social studies) include the following intervention programs: Wilsons (Foundations); Extended Day, Technology (myON, iReady, Fast ForWord) and RTI (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; and technology (iXL, iReady). ELLs in testing grade receive Literacy & Math Common Core Afterschool (Title III) and Saturday Common Core Academy as an additional intervention programs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In RTI (AIS) push-in or pull-out, the classroom teachers use their on-going data to group students according to their instructional needs in reading and writing. The RTI teachers use the data to provide small group instruction and support ELLs in both content and language development. RTI push-in or pull-out is a 60 minute block each day of the week.

In Extended Day, the classroom teachers use their on-going data to group students according to their instructional needs in mathematics. The RTI teachers use the data to provide small group instruction and support ELLs in both content and language development. Extended Day is a 37 1/2 minute block on Mondays and Tuesdays.

In technology, the online programs are assessable at school as well as at home. ELLs are able to read online books, take assessments and complete math problems using the online programs such as myON, iXL, iReady and Fast ForWord.

Literacy & Math Common Core Afterschool is held on Mondays, Tuesdays and Thursdays for two hours. 45 minutes targeted literacy instruction is taught explicitly as well as targeted math instruction. 30 minutes targeted IR (independent reading) is provided for teachers to conferences with students as well as for students to build stamina and apply reading behaviors to promote reading comprehension. The targeted instruction in literacy and math supports both content and language development.

Saturday Common Core School is held on Saturdays for three hours. 75 minutes targeted literacy instruction is taught explicitly as well as 75 minutes of targeted math instruction. 30 minutes targeted IR (independent reading) is provided for teachers to conference with students as well as for students to build stamina and apply reading behaviors to promote reading comprehension. The targeted instruction in literacy and math supports both content and language development.

ELLA is an afterschool program held on Mondays and Tuesdays for two hours. Teachers use NYSESLAT &/or LAB-R/NYSITELL to differentiate the groups and teach ELLs across all four modalities and support ELLs in both content and language development.

11. What new programs or improvements will be considered for the upcoming school year?

This year we added an additional day for our ELA & Math Common Core Afterschool. Currently grades 3, 4 and 5 students (ELLs, SWD, AT-Risk, EPs) attend afterschool on Mondays and Tuesdays. We added an additional day on Thursdays to 15 students (ELLs, SWD, At-Risk) to provide small group instruction in Reading and Writing.

12. What programs/services for ELLs will be discontinued and why?

We are not currently discontinuing any programs or services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs -- ELA and Math Common Core Afterschool, Saturday Common Core School, Extended Day, and ELLA. During ELA and Math Common Core Afterschool, the ELLs uses Ready New York CCLS in ELA and Math. In Saturday Common Core School, the ELLs use KAPLAN Test Companion in ELA and Math. During Extended Day, ELLs use Crosswarlk Coach for the Common Core State Standards in ELA and Math. In ELLA, the ELLs use Continental's New York ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our school uses myON as a summer reading program first but continued online program for the school year. myON reader matches students interests and reading level with content to personalize learning and

predict future growth. We also use i-Ready in ELA and Math because it is built for the Common Core and teachers can use the data from the diagnostic assessments to pinpoint the needs and the levels for the ELLs. The teachers create differentiated groups and action plans. The technology specialist is monitoring all the ELLs in using Fast ForWord which is an online reading intervention program designed for K-12 students who are struggling and reading below grade level.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In the Dual Language model at our school, native language support is delivered in all content areas 50% of the day. In ESL model, all instruction is taught in English, therefore, there is no native language support. However, ELLs use the buddy system to support native language as well as glossaries/dictionaries, native language library books and teachers/assistant teachers who speak their native language could support them. ELLs-SWDs who require native language support have alternate paraprofessionals.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support and resources do correspond to ELLs' ages and grade levels as a result of the data that is aggregated from TCWRP Reading Assessments, ELL Periodic Assessments, LAB-Rs/NYSITELL, NYSESLAT and other grade-wide assessments are used to provide interventions and enrichment for the ELLs.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There are a variety of activities in our school to assist newly enrolled ELLs before the beginning of the school year. After early registration, parent orientations are held for new enrolled ELLs and their parents prior to September. A school walk-through is provided after the orientation to familiarize both students and parents with the school procedures, setting, teachers, curriculum, program options (ESL, TBE or DL), assessments and expectations. Then in September, there will be an orientation for grades K-2 and Grades 3-5 orientation for all parents including ELLs provided by staff members and administration. The parent coordinator will have an open line of communication with all parents including ELLs by providing workshops regularly in the areas related to ELLs, testing, Cookshop & etc. Every month there will be Family Day and/or Family Night which parents are invited to school to explore and learn more about the school's curriculum.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

19a. In each grade for our dual language program, the program model includes 70/30 instructional design.

19b. In our dual language program, the EPs and ELLs are integrated for content area 30% of the day. ELA is taught separately using the balanced literacy model in their native language.

19c. In the Dual language the EPs and ELLs are separated during content area (math, science and/or social studies) and instructed by the EP or SP teachers.

19d. There are two Dual Language models used in our school: self-contained and side-by-side models.

19e. Emergent literacy is taught in the child's native language in kindergarten and grade one. In grades 2 through 5, both languages are taught simultaneously.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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, TCRWP and Fordham University, 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.

2. Our school uses Teacher's College Reading & Writing Project as our ELA and content area curriculum for Grades K through 5. As a result, there are many one-day workshops that are offered during the school year. Each workshop is aligned with Common Core Learning Standards. Teachers are able to attend these workshop throughout the year. Some of the workshop include "Tapping into ELLs' Cultural & Linguistic Backgrounds in the Literacy Curriculum," "Supporting ELL as They Learn to Tackle Higher Level Texts, Develop Stronger Comprehension skills, and Take Ownership of their Learning in Reading Workshop," and "Shared Reading to Support Language Development, Speaking and Listening Standards, Comprehension and Word Solving in Fiction and Informational Texts for ELLs." Fordham University offers many professional development workshops in Math and ELA to support ELLs as well as SWD which teachers are offered the opportunity to attend. After each workshop, teachers turn-key the information to the staff during Lunch and Learns, Faculty Conferences, Grade Meeting as well as during Chancellor Days.

3. As ELLs transition from one school level to another, we provide a variety of support for the staff. The data from LAB-Rs 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 some grade 2 and all of grade 3 students), TCRWP running records, ELA & Math Performance Tasks and grade-wide assessments. The portfolio also includes the students' profiles (ELL, HO, Former ELL, IEP, SETSS & etc). ARIS is a great resource where staff can look at students' data (NYS ELA & Math results; Science, Reading Levels, EPAL, ELL Periodic Assessment & NYSESLAT) as well as ELL or Former ELL and/or students with IEP.

4. 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, TCRWP & Fordham University as well as in-house workshops from certified ESL teachers using ESL methodologies. A file that includes ELL training certificates is place in the office and the number of completion is recorded and updated annually.

D. Parental Involvement

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

1. Research shows the multiple benefits that result when parents are actively involved in their children's education. The relationship between our school and our family is the backbone of our community. Our parents are actively involved in their children's educational careers. In our school we have an open door policy in the classrooms so our parents participate in activities including curriculum night, parent orientations (fall & spring) , luncheons, workshops (e.g. Homework help, NYS ELA & Math test & etc), assembly programs, art & literacy fairs, science fairs, field trips, membership to leadership committee, an active P.T.A., Cookshop for parents (parent coordinator liason), volunteers and the foster grandparents program. We offer Family Days & Nights (e.g., ELA Night, Math Night, Arts Night) which the parents visited their child's classroom and participated in activities reflecting the curriculum. We have "Bring Your Dad to School" day which fathers, uncles, brothers and granddads spend the morning with their child and participate in hands-on activities (i.e., creating art, playing sports & etc). 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 assessment team (SAT) conduct informative workshops and/or assist parents with information and/or referrals pertaining to counseling, parenting, asthma and life skills. The technology specialist provide ARIS workshops for parents to teach them how to monitor their students' progress and other technology workshops to acclimate the parents with computer programs that their children are using in the school. In addition, translation services will be provided and readily available upon request.

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

3. Each year, parents have the opportunity to be involved in shared decision making and school governance that support the learning standards achievement and program models and goals each year by the results from the Learning Environment Survey as well as during the School Leadership Team meetings. During parent orientations, parental workshops as well as P.T.A. meetings, parents are given surveys which are evaluated and addresses the needs of the parents. The school uses the learning environment 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 Ifetayo Cultural Arts, Hispanic Heritage Assembly, Cinco 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.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: 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		
Ana DeJesus	Assistant Principal		
Nyoca Mackey	Parent Coordinator		
Nancy Bochbot	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Diane Coffey	Coach		
Ines Martin	Coach		
	Guidance Counselor		
	Network Leader		
Lara Terry	Other <u>Data Specialist</u>		
Linda Sung	Other <u>ELL Coordinator</u>		
Sharon Stampler	Other <u>Related Service Prov</u>		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K249 School Name: 249

Cluster: 5 Network: 551

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 (RHLLA); ATS system provides information of the Adult Preferred Language Report (RAPL); Parent Coordinator interviews; Informal oral communication with parents and teachers as well as Attendance in PTA meetings.

During the enrollment process, the parents are screened and must complete the HLIS Questionnaire and indicate their spoken and written language. They indicate and record their spoken and written on the Blue Emergency cards too. The pupil accountant secretary will record onto the ATS (RAPL) the adult's preferred language in spoken and written language. The pupil accountant secretary will generate the RAPL report by class and give them to the teachers so they could determine if their parents require assistance with translation services. The classroom teachers also send out Home-School Student information letters which include address, telephone numbers, parent's spoken and written language too.

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

Home Language Identification Survey (HLIS) and teacher/parent input have proven that majority of our school population speaks Spanish. Other languages spoken by parents include Haitian Creole, Fulani, Arabic, French, Bengali, Urdu, Khmer & Vietnamese. Using the RAPL (Adult Preferred Language Report), it shows that 270 parents indicated that their spoken and written language is Spanish, 26 parents indicated Haitian Creole, 10 parents indicated Fulani, 7 parents indicated Arabic, 1 parent indicated Urdu, 5 parents indicated French, 2 parents indicated Vietnamese and 1 parent indicated Khmer. Majority of the parents (464) indicated that their spoken and written language is English.

We send and post parental correspondence in each of the the covered language that represent at least 10% of our student population. As a result, our notices are in English, Spanish and Haitian Creole. We offer interpretation services during parent conferences and meetings in the covered languages. If translators are unavailable, we contact translation services prior to the meetings or conferences. We have translators readily available in Spanish, French, Creole and Vietnamese. We download and distribute translated parent notices from the Department of Education website as appropriate. We post the translation services in front of the school building, by the security desk, in the main office as well as in the Parent Coordinator's office and school exits too.

Part B: Strategies and Activities

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

All parental correspondence (letters, notices, fliers, permission slips, consent forms, and parent handbooks) will be translated by school staff member who read, writes and speaks Spanish and Haitian Creole. We will offer translation for oral languages by staff members which include Spanish, French, Vietnamese and Haitian Creole. We translate documents that contain individual, student-specific information, including a student's health, safety, legal or disciplinary matters, entitlement to public education or placement in any special education, English Language Learner or non-standard academic programs. We use the information from RAPL (Adult Preferred Language Report) to provide oral interpretation services that meet the needs of our parents during group or one-to-one meetings. We readily have staff members to translate in Spanish, French, Haitian Creole or Vietnamese. The other languages such as Arabic, Fulani or Bengali, the parent coordinator may assist and contact translation phone services to assist the parents.

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

We will interpret parent orientation/meetings and teacher conferences. The translation will be carried out by staff members and with the assistance of the Translation and Interpretation Unit. Both the English and Dual Language teachers will meet with all of the parents of the ELLs in their Dual Language classroom. This will avoid having parents visit with the teacher that speaks their native language and not visit with the other teacher.

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

Within 30 (thirty) days of student's enrollment, using HLIS (Home Language Identification Survey) and the student's emergency card, the parents will state the language if such language is not English in order to receive language assistance to communicate effectively with the department. The school will post the translated signs in all eight covered languages indicating the office/room where the translated versions of the Parent Bill of Rights can be obtained. Notices will be sent to parents and the appropriate staff of the parents' right to translation and interpretations.

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)
 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):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 90

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 4

of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 249's student population is being transformed by a steady increase in the number of LEP/ELLs. The 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.

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.

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.

- 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.
- 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.
- 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.
- 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

Writing modalities)

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.

- 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

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

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

Begin description here: Professional Development

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.

Professional Development topics will include:

September 2012 – May 2013 - For Title III Teachers & All Staff

Teacher's College Reading and Writing Program (Consultants: Jennifer DeSutter & Alexandra Roman)

September 2012 - For Title III Teachers & All Staff

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

November 2012 - For Title III Teachers

Integrating Empire State NYSESLAT Test Prep Into the Curriculum (Presenter: ELL Coordinator)

January 2013 - For Title III Teachers

NYSESLAT Training Modalities: Speaking & Listening K-3 aligned w/ CCLS (Presenter: ELL/Testing

Part C: Professional Development

Coordinator)

February 2013 - For Title III Teachers

NYSESLAT Training Modalities: Reading K-3 aligned with CCLS (Presenter: ELL/Testing Coordinator)

March 2013 - For Title III Teachers

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

Part D: Parental Engagement Activities

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

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

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

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

Parental workshops will be offered throughout the year:

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

September 2012 Curriculum Night (Presenters: Classroom Teachers)

October 2012 Family Day (Presenters: Cluster Teachers (Science, Art, Drama, Dance, Spanish & Physical Education)

February 2013 NYS Math Test -- (Presenters: Math Specialist & Testing Coordinators)

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

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) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		