

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):** 17K249  
**School Name:** P.S. 249 THE CATON SCHOOL  
**Principal:** ELISA BROWN

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

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

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 17K249  
School Type: Title 1 SWP Grades Served: K-5  
School Address: 18 Marlborough Road, Brooklyn NY 11226  
Phone Number: 718-282-8828 Fax: 718-284-5146  
School Contact Person: Nancy Bochbot Email Address: nbochbo@schools.nyc.gov  
Principal: Elisa Brown  
UFT Chapter Leader: Maryann Honadel  
Parents' Association President: Teresa Sanchez  
SLT Chairperson: Nancy Bochbot  
Student Representative(s): 0

**District Information**

District: 17 Superintendent: Clarence Ellis  
Superintendent's Office Address: 1224 Park Place Room 130, Brooklyn, NY 11213  
Superintendent's Email Address: CEllis3@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 551 Network Leader: Margaret Struk

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

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elisa Brown	*Principal or Designee	
Maryann Honadel	*UFT Chapter Leader or Designee	
Teresa Sanchez	*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/Teacher	
Diane Coffey	Member/Teacher	
Denise Pirozzi	Member/Teacher	
Alexandra Roman	Member/Parent	
Taisha Francisquini	Member/Parent	
Dawn Torres	Member/Parent	
Marva Allard	Member/Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
•	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 249, The Caton School, which services grades PreK-5, is located in the Flatbush/Kensington section of Brooklyn in Community School District 17, Cluster 5. The district, as well as the school's population is diverse, representing immigrants from more than 56 countries including the Dominican Republic, Haiti and Guyana, in addition to many other Caribbean, African, South American, Middle Eastern and Asian nations. Most of these students have arrived in the U.S. within the last three years. Many of our students and their parents are Limited English Proficient. Within this diverse ethnic background, PS 249 offers academic programs that aim to engage all students' learning styles, promote bilingualism and foster an appreciation for different cultures.

Prior to the 2012-13 school year PS 249 was an exclusive Early Childhood School (PreK-3). As of the 2012-13 school year, we have expanded to grade 4 and added grade 5 in the 2013-14 school year. The school has 2 half day pre-kindergarten classes, 20 general education classes, 3 Spec. Education classes, 8 Spanish dual language classes and 6 English as a Second Language (ESL) classes. The student population is comprised of 901 students, of which 227 students or roughly 25% are ELL's. 146 ELL's are in dual language classes, 81 are in English as a Second Language classes and 35 ELL students have IEP's.

It is the school's philosophy that instituting a comprehensive program in literacy and mathematics will allow all students, including Special Education and English Language Learners to develop high levels of proficiency in order to meet the Common Core Learning Standards in English Language Arts, Mathematics, Social Studies and Science, Part 154 requirements, as well as a statistically significant AYP (Annual Yearly Progress), as per NCLB (No Child Left Behind) regulations.

PS 249 has developed a partnership with Teachers College and Fordham University. Our partnerships with these colleges afford us the opportunity to work closely with consultants that are grade specific. The consultants work closely in developing effective pedagogy that is aligned to the common core. Fordham also extends their expertise and their consultants in the areas of ELA ,MATH and SCIENCE, ranging from queries to professional development. As a result, our Math consultant, from Fordham, works closely with teachers building on the Math Common Core

Standards. Grade 5 Teachers work with NTN as a result of our partnership with Medgar Evers College Pipeline.

PS 249 parents are involved in all aspects of the school. Parent workshops are provided on an ongoing basis by our Teachers and full time Parent Coordinator. Topics of parent workshops include Immigration, Common Core Standards, Parenting, Technology and Cookshop. Parents are engaged in various learning activities and participate on various committees such as: Parent Teacher Association, Learning Leaders and the School Leadership Team. They also support content area instruction through participation in class and school-wide celebrations, class trips, and assemblies.

Our volunteer Foster Grandparents, who are members of our community, work with our students by reading books aloud to them on a daily basis, as well as assisting the children with their academic and social needs.

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

PS 249 offers many afterschool programs which include the following: ELLA- an afterschool program for grades 1&2 students in the ELL program, Saturday Common Core Academy and Afterschool Programs for all students in grades 3 through 5. We also offer Early Morning Mathematics to our students.

PS 249's challenges have been well documented and understood by the staff. We see a need to provide timely, specific and actionable feedback so that students can monitor their own progress and have multiple opportunities to effectively revise their work. In addition, to deepen instructional practices so that the delivery of instruction elicits higher order thinking and extends learning for all students through multiple entry points. Finally teacher teams will effectively implement systems to monitor student data and classroom practices that inform instruction leading to the achievement of goals for individual as well as groups of students.

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the ELA Exam of 2014, NYSESLAT results, in-house assessments as well as teacher observations there is a clear need to address how students read and interpret grade specific texts in all genres. When comparing our NYS ELA scores from 2013 to 2014, although we found that our students scoring at Level 1 increased by 7%, we also found that our Level 2’s decreased by 20% and our Level 3’s increased by 12%. We also found that our Level 4’s have increased by 1%, thus leading to an overall change of 3%.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our instructional staff, including Spec. Ed and ELL’s will deepen their instructional practices so that the delivery of instruction elicits higher order thinking and extends learning for all PreK-5 students through multiple entry points.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Research based instructional programs include but not limited to: Marzano’s Nine Instructional Strategies for Effective Teaching, Teachers College Reading and Writing Project. The Instructional staff will have professional development with Teachers College Staff Developers. They will demonstrate and execute lessons for Teachers College Staff Developers, the Instructional Staff and Administrators as well as their peers in classroom lab sites	General Ed, ELL’s and Sp. Ed students PreK-5	Starting Sept. 2014 through June 2015	Classroom teachers, RTI Providers, Ell Coordinator, Paraprofessionals Instructional Leaders, and Administrators
Strategies that address the needs of students with disabilities and ELL’s include but are not limited to small group	All the instructional	Starting Sept.	Instructional Leaders,

instruction, testing modifications, visual support, scaffolding, differentiated instruction, hands on and RTI (Response to Intervention)	staff	2014 ending June 2015	Classroom teachers, RTI Providers, ELL Coordinator, Paraprofessionals and Administrators
Family literacy training including the Teachers College model of Reading and Writing and the Common Core State Standards will be made available through ongoing parent workshops, with translators as needed. Parents will be invited to participate in regular weekly, two-way communication workshops, involving student academic learning and the arts.	Parents, All Instructional Staff	Starting Sept. 2014 through June 2015	Parent Coordinator, Instructional Leaders, Classroom Teachers and Administrators
Through weekly Professional Development, Parent Workshops and Conversations parents and teachers will address the needs of the students ensuring student growth and success	Parents, Instructional Staff	Starting Sept. 2014 through June 2015	Parent Coordinator, Instructional Leaders, Classroom Teachers and Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The Instructional Leaders, the RTI providers, Classroom teachers, Data Specialist, Paraprofessionals and Administrators, will be using, but not limited to TC Running Records, i-Ready, Professional Development by Teachers College Providers and external consultants, Professional and Consumable instructional materials for the regular, afterschool and Saturday School

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>
Mid-point benchmarks that will indicate school progress toward meeting the student goals include Teachers College Reading Leveling System, which will indicate students reading levels (below level, on level, and approaching level. Furthermore, mid- point assessment are given every 6 to 8 weeks.
<b>Part 6b.</b> Complete in <b>February 2015.</b>

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

As a result of an analysis over the past two years of the NYS ELA Exam, the data indicates that although there was no change in our Level 1 students, we saw a significant decrease of 10% in Level 2’s. The data also indicates that while our Level 3 students increased by 7% and our Level 4 are increased by 4%, almost doubling from the 2013 exam. The same data over the past two years on the NYS Math Exam indicates that although we saw a 1% increase in Level 1’s, we saw a 6% decrease in Level 2. We also saw a substantial increase in our Level 3 and 4 students of 5%.

Based on this data and our school needs we have determined that while we are progressing in our testing grades we must continue to strengthen our reading, writing and mathematics abilities by intensifying the students understanding of fiction and nonfiction reading, and problem solving strategies using mathematical language when explaining and justifying the answer to a given problem. In order for students to strengthen their abilities, accurate feedback must be given immediately. Henceforth, we have made timely, accurate and specific feedback a priority this year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, We will provide 100% of our PreK-5 students, including Spec. Ed and ELL’s timely, specific and actionable feedback in all subject areas so that students can monitor their own progress and have multiple opportunities to effectively revise their work.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers will use student work as well as in-house weekly test data to form small groups in order to confer and monitor student individual goals and academic success, weaknesses,	All PreK-5 students, including	Beginning Sept 2014-	Classroom teachers, RTI Providers,

giving timely and actionable feedback. The research based instructional programs will include, but not be limited to Marzano’s Nine Instructional Strategies for Effective Teaching, as well as one to one conferring with immediate feedback, Teachers College Reading and Writing Workshop model, Math in Focus. Strategies addressed by ELL students and students with disabilities include visual support, differentiated instruction. Professional Development includes assessing student data, targeted interventions, and differentiated instruction which leads to meeting the needs of all student groups and subgroups effectively.	ELL’s and Sp. Ed students	ending June 2015	Instructional Leaders, Math Coordinator Paraprofessionals and Administrators
Strategies that address the needs of students with disabilities and ELL’s include but are not limited to small group instruction, testing modifications, visual support, scaffolding, differentiated instruction, hands on and RTI (Response to Intervention)	All PreK-5 students, including ELL’s and Sp. Ed students	Beginning Sept 2014- ending June 2015	Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators
By Inviting parents to ELA and Math Workshops, parents can visit their child’s classroom to participate in the Reading/Writing workshop, as well as the Math Workshop. Parents will be invited to attend weekly meetings to participate in regular two-way conversations, involving student academic learning thereby playing an integral role assisting in their child’s learning. Family literacy training including the Common Core Standards will be made available through ongoing workshops, with translators. Parent newsletters are disseminated monthly updating parents on the school/or class focus as another means of communication keeping parents involved.	All PreK-5 students, including ELL’s and Sp. Ed students	Beginning Sept 2014- ending June 2015	Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators
With weekly Professional Development and Parent Workshops and Conversations parents and teachers will address the needs of the students ensuring student growth and success	All PreK-5 students, including ELL’s and Sp. Ed students	Beginning Sept 2014- ending June 2015	Classroom teachers, RTI Providers, Instructional Leaders, Math Coordinator Paraprofessionals and Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Classroom teachers, RTI Providers, Math Coordinator Data Specialist, Instructional Leaders, ELL Coordinator, Paraprofessionals, and Administrators, will be using, but not limited to Running Records, IXL, i-Ready, Conferring Notes, Professional and Consumable instructional materials for the regular, afterschool and Saturday School

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
---	----------	---	---------------	---	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmarks that will indicate school progress toward meeting the student goals include Teachers College Reading Leveling System, which will indicate students reading levels (below level, on level, and approaching level), mid- point assessments are given every 6 to 8 weeks. Furthermore, we will monitor progression towards providing effective feedback through the consistent analysis of Danielson’s Framework for Teaching component 3d –Using Assessment in Instruction. Feedback will be provided through face to face sessions, including written feedback with next steps, improvement and enrichment, and if necessary a plan to develop effective teaching techniques.

**Part 6b.** Complete in **February 2015**.

• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
--	--	-----	--	----

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Research shows that in order for students to achieve their maximum potential, teachers must continually improve their pedagogy. By developing a shared understanding of instructional excellence all of the instructional staff will have clear expectations and strengthen their teaching. Analysis of our instructional data indicates that we must monitor our teaching and share our best practices. Accordingly, different types of teacher teams *i.e.* ESL, Bilingual, Math, Vertical, have been designed as a way to enhance Teacher Pedagogy and improve student outcomes. Teacher Teams will address student work and data carefully in order to adjust lesson plans and curriculum maps that will ensure that all student needs are met via different entry points. Consequently, we have made implementing teacher teams with Common Core aligned instruction in all subject areas a priority for the 2014-2015 school year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, We will implement Teacher Teams in all subject areas so that 100% of the instructional staff will effectively implement systems to monitor student data and classroom practices that inform instruction leading to the achievement of goals for individual, as well as groups of students.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Teachers College Reading and Writing Project , Marzano’s Nine Instructional Strategies for Effective Teaching, Teacher Teams will be given PD’s on: how to achieve student growth, small group instruction, one to one conferring, how to read, understand, and utilize rubrics in all instruction	All PreK-5 classroom teachers, including Sp. ed teachers and ELL	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators

	teachers		
Rubrics with the language of the Common Core Standards would provide for specific feedback for all students and student subgroups during one on one conferencing, as well as small group instruction and visual support.	All PreK-5 classroom teachers, including Sp. ed teachers and ELL teachers	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
Parents will be invited to participate in regular, two-way communication, involving student academic learning. Parents will be invited to workshops that include the Common Core Standards with translators	All PreK-5 classroom teachers, including Sp. ed teachers	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
Weekly Professional Development and Parent Workshops parents and teachers will address the needs of the students ensuring student growth and success	All PreK-5 classroom teachers, including Sp. ed teachers	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Classroom teachers, RTI Providers, Math Coordinator Data Specialist, Instructional Leaders, ELL Coordinator, Paraprofessionals, and Administrators, will be using, but not limited to Running Records, Conferencing Notes, as well as Professional and Consumable instructional materials for the regular, afterschool and Saturday School

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
---	----------	---	---------------	--	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmarks that will indicate school progress toward meeting the student goals include Teachers College Reading Leveling System, which will indicate students reading levels, (below level, on level, and approaching level. mid- point assessment are given every 6 to 8 weeks, feedback to students for further learning, and interdisciplinary connections. Furthermore, we will monitor progression through Danielson’s Framework for Teaching components 1a- Demonstrating Knowledge of Content and Pedagogy and 3a-

Communicating with Students. Face to face feedback sessions, with written feedback will be conducted. These sessions will include next steps, improvement and enrichment, and if necessary a plan to develop effective teaching practices

**Part 6b. Complete in February 2015.**

- |  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |

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

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school data from Danielson’s Framework for teaching, components 3b- Using Questioning and Discussion Techniques and 3c- Engaging Students in Learning indicates that by developing a shared understanding of instructional excellence all of the instructional staff must have clear expectations of how they can strengthen their teaching practices and reach their maximum potential in order for students to move forward and succeed. In order to continue strengthening our students reading and writing abilities Teachers College Reading and Writing Project will provide the teaching tools necessary to ensure that all students are able to meet the new goals set forth in the Common Core State Standards. Accordingly, we have made our central role as teachers decreasing and our role as facilitators increasing a priority this year

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, We will engage 100% of our K-5 students, including Spec. Ed and ELL’s in book conversations and discussions so that our central role as teachers will decrease and our role as facilitators will increase

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Professional Development provided by Teachers College in their Reading and Writing Project, specifically in how to become a facilitator	All PreK-5 classroom teachers, including Sp. ed teachers and ELL teachers	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators

The instructional staff will demonstrate and execute lessons for Teachers College Staff Developers	All PreK-5 classroom teachers, including Sp. ed teachers and ELL teachers	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
Parent Workshops in literacy will be provided monthly to address the Teachers College model of Reading and Writing with translators	All PreK-5 classroom teachers, including Sp. ed teachers and ELL teachers	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators
With weekly Professional Development and Parent Workshops including two-way conversations parents and teachers will address the needs of the students ensuring student growth and success	All PreK-5 classroom teachers, including Sp. ed teachers and ELL teachers	Starting Sept 2014 ending June 2015	Instructional Leaders, Data Specialist, Teachers College Developers and Administrators

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional Development will be provided to all K-5 teachers, including Sp. Ed and ELL teachers, resources include consumable and non-consumable instructional materials for the regular school day, as well as for afterschool, Saturday and ELLA programs

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
---	----------	---	---------------	---	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Mid-point benchmarks that will indicate school progress toward meeting the student goals include Teachers College Reading Leveling System, which will indicate students reading levels (below level, on level, and approaching level, discussions with the teacher stepping out of the central role, questions of high cognitive

challenge formulated by students and teachers, and high levels of student participation in discussions. Progress monitoring will also include consistent effective feedback and analysis in components 3b- Using Questioning and Discussion Techniques and 3c-Engaging Student in Learning from Danielson’s Framework for Teaching. Feedback will be provided in face to face sessions, written feedback will be included. Feedback will include next steps for improvement, and if needed a plan of support.

**Part 6b. Complete in February 2015.**

<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>		Yes		No
--	--	-----	--	----

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

--

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In comparing our attendance of parent workshops for the last two years, we have noticed a slight decline in parental involvement. In order to achieve higher parental engagement and/or participation the school community has made available morning and afternoon workshop sessions in an effort to accommodate all parents and guardians.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, Parent and Community engagement will increase by 15% as evidenced by parent workshop surveys and attendance.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
Parents will be invited to attend workshops on but not limited to the Common Core Learning Standards, Math in Focus, How to promote literacy in the home, Cookshop, with translators	Parents	Beginning in Sept 2014 ending in June 2015	Parent Coordinator, Instructional Leaders
Parents will engage in workshops with the SBST team in order to understand the IEP process, speakers will include the school psychologist, guidance counselor and social worker	Parents	Beginning in Sept 2014 ending in June 2015	Parent Coordinator, SBST Team
With the collaboration of a teacher parent team, parents will be able to attend weekly parent meetings in order to foster an	Parents	Beginning in Sept	Teacher Team

understanding of grade level curriculum and expected student outcomes.		2014 ending in June 2015	
Parents will be invited to participate in the community read aloud, writing celebrations, career day, weekly arts (dance, art, music) workshops, PBIS assembly's, student of the month and Bee Award PTA meetings ,Cinco de Mayo, Spring Concert just to name a few of PS 249's highlights	Parents	Beginning in Sept 2014 ending in June 2015	Teachers of all K-5 students, including Cluster teachers, and the PTA

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Parent Coordinator, classroom teachers, Cluster teachers and all other internal staff will create handbooks in different languages, curriculum guides for parents, information on testing, attendance policies during the allotted workshop time.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
We will monitor parent workshops using survey's and attendance to see whether we make the necessary improvements that will assist us with parental engagement.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	The criteria used for determining student needs for RTI Services are teacher recommendations based on in house assessments, NYS ELA exams, as well as parent input.	RTI (Response to Intervention) Services include but are not limited to Literacy Workshops MYON and i-Ready. These strategies include repeated reading and interactive writing.	Our delivery methods include small group instruction, as well as one to one tutoring.	Our programs are provided during the school day, afterschool programs and Saturday school.
<b>Mathematics</b>	The criteria used for determining student needs for RTI Services are teacher recommendations based on in house assessments, NYS Math exams, as well as parent input.	Mathematic interventions include IXL, i-Ready and the Math Lab for select students.	Our delivery methods include small group instruction and one to one instruction.	Our programs are during the school day, afterschool and Saturday school.
<b>Science</b>	The criteria used for determining student needs for RTI Services are teacher recommendations based on in house assessments, as well as parent input.	Students have hands on learning on Super Science Fridays, which includes hands on experiments. Science is also integrated in 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.
<b>Social Studies</b>	The criteria used for determining student needs for RTI Services are teacher recommendations	Social Studies is integrated during the Literacy Block.	Students are supported with small group instruction, and one to one tutorials by teachers with	Programs are provided for during the school.

	based on in house assessments, as well as parent input.		feedback.	
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services are provided by the Guidance Counselor, Speech Therapist, Physical and/or Occupational Therapists. These services are mandated by student IEP's.	At risk services include reading and writing.	These services are provided in small group settings or individually at pre-arranged times or as needed by the specific providers.	At risk services are provided during the school,

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>
----------	---------------------------------	--	---	--	--------------------

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

PS 249 uses a variety of strategies to attract high-quality teachers, these include the Administrative Staff and Instructional Leaders attending hiring fairs and open houses in order 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, including, but not limited to, Teachers College Reading and Writing Project, and interpreting data. Mentor teachers are assigned to support all struggling and first year teachers; new teacher meetings are held weekly, intervisitations with in house teachers as well as common planning time, Grade Level meetings, Teacher Team meetings, peer observations and common planning preps. Formal and Informal observations, as well as one to one conversations provide the instructional staff with feedback related to best practices.

**2b. 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 and Writing Project, Writers Workshop, Effective Lesson Planning, Differentiated Instruction, Analyzing Student Data, SWD (Students with Disabilities) and ELL Instructional Strategies

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

PS 249’s transition plan for assisting preschool children from early childhood programs to elementary school include creating a parent friendly environment, ongoing PD’s with translators *i.e.*: what is expected of a kindergarten student, the Common Core Learning Standards for Kindergarten Students, prearranged visitations for incoming students and parents

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Classroom Teachers meet in grade level meetings and Teacher Teams to review student data gathered from formative and summative assessments. Classroom teachers and the Instructional Staff create weekly assessments based on the Common Core Standards that measure student growth. Classroom teachers along with the Instructional Staff, the Data Specialist, and Administration participate in bimonthly meetings to assess student growth. Professional Development is provided to ensure that teachers are using the data to drive instruction.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal		X	10,13,16,18,21
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal	210,856	X	10,13,18
Title III, Part A	Federal	26,280	X	10,13,16,18,21
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	4,240,365	X	10,13,16,18,21

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-

quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### **Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 249**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 249** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

### **School-Parent Compact (SPC)**

**PS 249**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment

results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The Caton School	DBN: 17K249
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 105
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 7
# of certified ESL/Bilingual teachers: 5
# 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 with 30 ELLs in grade one and 30 ELLs in grade 2.

2. Saturday Common Core Academy with 15 ELLs in grade three, 15 ELLs in grade four and 15 ELLs in grade five.

1. The ELLA program is designed to address the needs of all ELLs by focusing on reading and writing in English using Teacher's College Reading and Writing Project. The Reader's Workshop and Writer's Workshop activities are aligned with language standards that will provide the foundation for language development as well as proficiency. The Reader's Workshop includes non-fiction and literary units. The Writer's Workshop includes narrative, persuasive and informational writing.

In both grades 1 and 2, the ESL/bilingual teacher and the Content Area teacher will incorporate ESL co-teaching model using a side-by-side model. For one hour and fifteen minutes, the Content Area teacher will teach the text bands from Teacher's College reading and writing units. The other hour and fifteen minutes, the ESL/bilingual teacher will support the text bands from TCRWP reading and writing units with ESL strategies and language standards to support all four modalities (Reading, Writing, Speaking & Listening).

- Total of 60 ELLA students will participate in an Extended Program (ELLA – English Language Learning Academy) and the duration of the program will be approximately 36 days from November 2014 through April 2015. There are two grade 1 ELLA classes with 15 students per class and two grade 2 ELLA classes with 15 students per class.

- The ELLA program will operate two times a week for two & a half-hour sessions on Wednesdays & Thursdays from 2:45 p.m. – 5:15 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 students will be hired for approximately 90 hours each at per session rate and the class size student: teacher ratio will be 15:1.

- Empire State NYSESLAT will be used as an additional instructional tool within the program as well as in preparation for the NYSESLAT (Speaking, Listening, Reading & Writing). These materials are purchased and covered by other funding sources.

## Part B: Direct Instruction Supplemental Program Information

Saturday Common Core Academy is designed to address the LEP/ELL needs by focusing on reading & writing skills in English using Teacher's College Reading and Writing Project for the first two hours incorporating ESL strategies. Then the LEP/ELLs will focus on mathematic problem solving skills for the third hour. Data from assessments will drive differentiated instruction in reading, writing and math.

New York Progress English Language Arts & Ready Mathematics Practice and Problem Solving workbooks are the materials purchased and covered by other funding sources for Saturday Common Core Academy. New York Progress English Language Arts Grade 3, 4 & 5 workbook supports students in responding to literature by building their knowledge of literary language, textual features, and forms. It builds academic and domain-specific vocabulary to strengthen comprehension and content knowledge. It integrates reading, writing, and speaking standards-based tasks grounded in evidence from complex text to boost students' college and career readiness. Ready Mathematics Practice and Problem Solving for Grades 3, 4 & 5 reinforces the skills lessons and concept lessons in mathematics.

- Grade 3, 4 & 5 ELLs will participate in Saturday Common Core Academy. Three certified ESL/bilingual teachers will be hired. The program will be approximately 18 days at per session rate. The class size student: teacher ratio will be 15:1. The program will run from October 2014 through March 2015 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:

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

September 2014 - For Title III Teachers & All Staff

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

September 2014 - June 2015 - For Title III Teachers & All Staff

Teachers College Workshops (Presenters: TCRWP Consultants for K-2 & Gr 3-5)

(TCRWP Workshop focus on topics such as reading with a lens, writing (narrative, persuasive, informational, argumentative), phonics, vocabulary, content area literacy, data-based assessments and

### Part C: Professional Development

so forth.

March & April 2015 - For Title III Teachers

NYSESLAT Training for all 4 Modalities (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 the teachers in grades K - 5 will offer a variety of workshops for parents each month on Tuesdays. The parents are invited to work side-by-side with their child.

Parental workshops will be offered throughout the year:

(Notices with translated versions will be sent home, posted on [www.catonschool.org](http://www.catonschool.org) website and available on monthly newsletters.)

September 2014 Meet the Teacher and Curriculum Night  
(Presenters: Classroom Teachers)

March 2015 How to Assist & Prepare Your Child for NYS ELA & Math Tests  
(Presenters: Instructional Team Leaders, Math Specialist & Testing Coordinator)

April 2015 How to Assist & Prepare Your Child for NYSESLAT  
(Presenter: ELL & Testing Coordinator)

September 2014 - June 2015 Parent Engagement - Every Tuesday 2:40 - 3:20 p.m  
(Presenters: Classroom Teachers / Cluster Teachers)

Topics Include: Common Core Shifts in ELA & Math  
TCRWP - Writing (Shared, Interactive & Independent)  
Reading with a Lens (informational, literary & argumentative)  
Spelling, Punctuation & Language Structures  
Vocabulary  
Math - Using Manipulatives, Number Sense, Geometry, Measurement &

**Part D: Parental Engagement Activities**

Data, Operations & Algebraic Thinking in Base Ten and in Fractions

**Part E: Budget**

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

Allocation Amount: \$26280

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>249</b>
School Name <b>Public School 249</b>		

### B. Language Allocation Policy Team Composition [i](#) 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 <b>Elisa Brown</b>	Assistant Principal <b>Ana DeJesus</b>
Coach <b>Diane Coffey, ELA</b>	Coach <b>Ines Martin, Math</b>
ESL Teacher <b>Nancy Bochbot, ESL Cluster</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Nyoca Mackey</b>
Related Service Provider <b>Sharon Stampler</b>	Other <b>Lara Terry, Data Specialist</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Linda Sung, ELL Coordinator</b>

### 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.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>10</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL 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)	<b>907</b>	Total number of ELLs	<b>227</b>	ELLs as share of total student population (%)	<b>25.03%</b>
--	------------	----------------------	------------	---	---------------

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)	2	2	2	1	1	1								9
<b>Freestanding ESL</b>														
SELECT ONE	1	1	1	1	1	1								6
SELECT ONE														0
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>15</b>						

## 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. [i](#)

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

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
<b>Total</b>	<b>193</b>	<b>0</b>	<b>0</b>	<b>34</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>227</b>
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

**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
<b>TOTAL</b>	<b>0</b>													

\*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE Spanish	41	49	49	46	30	21	15	11	9	13	2	20							146	160
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>41</b>	<b>49</b>	<b>49</b>	<b>46</b>	<b>30</b>	<b>21</b>	<b>15</b>	<b>11</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>146</b>	<b>160</b>

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>40</u>	Number of third language speakers: <u>    </u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>45</u>	Asian: <u>1</u>	Hispanic/Latino: <u>65</u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>7</u>	Other: <u>3</u>

**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
<b>TOTAL</b>	<b>27</b>	<b>24</b>	<b>11</b>	<b>11</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>81</b>						

## 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	<b>65</b>	<b>74</b>	<b>41</b>	<b>30</b>	<b>14</b>	<b>3</b>	<b>0</b>	<b>227</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>	1	1	1	1									

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I	9	18	3	2									
	A	4	54	22	9	10								
	P		1	11	18	4	3							
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)			3	5	1		1	17
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How 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 Kindergarten.
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:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - 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:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?

b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

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. **①**

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 transitional 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 NYSESLAT 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:			

### 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

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

### Native Language Usage and Supports

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



75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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 assessible 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 use 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 Crosswalk 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 native language support is limited. 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.